

voluntary action

leadership

SPRING 1978

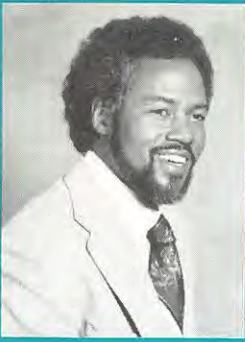
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AS I SEE IT

Debunking the Lobbying Process

By Richard W. Clark

Dick Clark is a lobbyist for Common Cause and executive director of the Minority Legislative Education Program, which teaches the lobbying process to minority and public interest groups around the country.

To many citizens, the term lobbying conjures up images of smoke-filled rooms and black satchels filled with dollar bills. To those individuals and groups who understand the lobbying process, however, it represents a legitimate means for furthering their interests. In recent years there has been a new movement among nonprofit, public interest citizen groups which places heavy emphasis on lobbying. The following commentary, I hope, will promote a better understanding of the lobbying process and will inspire even greater numbers of individuals and voluntary citizen groups to explore the lobbying process as a means for maximizing their community service objectives.

The Rise of 'Public Interest' Lobbying

Public officials who are elected or appointed to key positions in local, state and federal governments must respond to a constant flow of inquiries and requests for assistance from peers, constituents, campaign contributors, and others. These contacts often are made on a random or ad hoc basis for some personal, social or business-related reason. Some of these contacts, however, are not random; they are initiated in connection with an organized campaign to influence some legislative or administrative policy decision. These contacts are systematic and usually are carried out by paid persons who represent a cross section of groups often classified as "special interest" or "public interest." (More often than not, "special interest" refers to a primarily profit-oriented, rather than a primarily social, motive; a social motive is generally characteristic of public interest groups.) Such groups and individuals are commonly referred to as lobbyists, and their activated plans involving techniques and strategies for gaining access and influence are called lobbying.

During the last decade, political activism in the form of lobbying has assumed a new dimension—a form of citizen activism based on nonpartisan, nonprofit, issue-oriented politics. Loosely referred to as the public interest movement, it has had its own philosophers and self-styled spokesmen; John Gardner and Ralph Nader are two of the best known. Like the civil rights movement of the 1960s, this new movement has functioned outside of the established party system, and increasingly has provided an alternative opportunity for political participation by the masses, including

nonprofit, voluntary organizations. The movement was given impetus by, if not born from, the anti-war campaign. It was stylized further by general issue campaigns arising from citizen concern for environmental and consumer protection, and governmental reform. It was mobilized through specific issue campaigns concerning clean air standards, the supersonic transport, and the Agency for Consumer Protection as well as governmental reform issues concerning campaign finance, the seniority system, open meetings, and freedom of information.

This public interest movement is the latest manifestation of what has been a tradition of attempts by organized interest groups—namely corporate, labor, religious and civil rights organizations—to influence the governmental decision-making process. These newcomers to the traditional influence-peddling process differ from previous public-oriented and reformist movements and campaigns (civil rights, anti-poverty), not so much in the kind of techniques or strategies they employ, as they do in the degree and intensity with which they integrate, coordinate and selectively use a variety of advocacy approaches and techniques. These include professional and grassroots (citizen volunteer) lobbying, litigation, media campaigns, monitoring, and hard data (action-oriented) research. The coordinated use of multiple techniques, strategies and action approaches is commonly termed "issue management."

Just What Does Lobbying Involve?

The right to lobby is constitutionally guaranteed, as it represents a form of petition for the redress of grievances. The effectiveness of the efforts of most lobbying organizations, however, is directly related to some combination of the following factors: the amount of money spent on influence-seeking activities; the sophistication of its strategies and techniques; and the number, location, socio-economic status and degree of activism of its paid and volunteer representatives and members. They allow lobbyists to obtain privileges or superior access to decision-makers, and to enable them to influence the content of public policy decisions.

Lobbying is most commonly referred to in the context of legislative decision-making. The focus of lobbying activities

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voluntary action leadership

SPRING 1978

NATIONAL CENTER FOR VOLUNTARY ACTION

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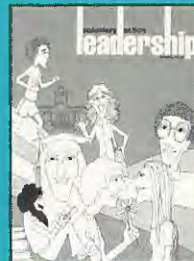
About NCVA

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

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COMMENT



Experiential education, service-learning, off-campus term or community work programs, student volunteerism—different labels, but each represents an often untapped source of help for volunteer programs: **the college student**. Most students receive a form of remuneration for their off-campus social service—usually academic credit, but sometimes, in addition, a small subsistence stipend, particularly if they are engaged in a full-time project. Without it, most students would not have the time to involve themselves outside the realm of campus life.

In "New Energy for Volunteer Programs," Susan Ellis explains why academic credit should not be equated with "pay." She sees student volunteering as a commitment to helping others that will continue into adult life. Her article contains tips and insights for the volunteer director who would like to recruit or who works with college students. Keith Lupton and Denise Paonessa complement Ellis' advice with a description of a university student volunteer program in "Diversity in Service-Learning." Providing students with the opportunity to choose their own project location, time commitment and academic credit options, they say,

meets the divergent needs of students as well as the community's.

Besides new avenues to volunteers, new aspects of volunteering are highlighted in this issue. Since the Tax Reform Act of 1976 was signed into law, nonprofit, tax-exempt organizations have been able to engage in significant lobbying activity. (Specifically, the new lobbying rules for such organizations were the result of an amendment to the act sponsored by Representative Barber Conable of New York.) Dick Clark, a participant in NCVA's legislative conference explaining the new lobbying rules, is our guest editorialist ("As I See It"). By explaining almost everything you need to know about **the lobbying process**, Clark makes the point that citizens—without enormous resources—indeed can influence the decision-making process for what they believe is in the public interest.

The **employee volunteer** is another area of volunteerism we explore here. NCVA's new Volunteers from the Workplace project, supported by the Charles Stewart Mott and J. M. Foundations, will work to enhance the volunteer involvement in their communities by corporate employees and union members.

Donna Hill describes the program in a new department which will report on the progress of the project in future issues.

With this issue, VAL brings you another new column called "Follow-Up"—an update of major topics presented in past issues. Here, we follow up on **nonprofit boards of directors** with the results of a survey of women board members.

While the **poster** on the inside back cover is not new, this old favorite is the first of a series we'll be printing in VAL. They usually will be reprints of posters designed by local volunteer groups.

CANDID COMMENTS

Voluntarism . . . provides a balance between the government and our private citizens. It gives people the opportunity to act because they feel a cause is important, not because the law requires them to, or because it's profitable.—President Jimmy Carter in a public service announcement sponsored by United Way.

Voluntarism is the smoothest stepping stone to paid employment a woman can find if that is what she is seeking. Now volunteer service is also a proven means of gaining college or continuing education credit; and certainly, increasing skills will enable one to progress up the ladder of voluntarism, more and more able to take on greater responsibilities. When NCJW put its number one stamp of approval on voluntarism, we announced loudly and clearly that we were not abdicating to the government the total responsibility of serving society; that we did not agree that all work must be compensated to be judged worthy.—Esther R. Landa, president, National Council of Jewish Women, from December 1977 Council Woman.

The volunteer coordinator must be a good sales person, selling the volunteer on the satisfaction to be gained from the job and selling the staff person on the value of using volunteers. Volunteer coordinators help service delivery staff develop their objectives and understand how the use of volunteers will increase the service that can be extended to clients.—Dr. Dick Howard, director, Innovations Program of the Council of State Governments, and Dr. James M. Croushorn, Jr., University of Tennessee School of Social Work, from a report on the systematic use of volunteers in the Florida Dept. of Health and Rehabilitative Services.



Mel Tillis, country/western singing star and advocate for stutterers.

Joy in Speech—Stutterers' Goal

"Speaking is not an enjoyable thing for people who stutter," says Bob Goldman, founder and executive director of the National Stuttering Project. "We believe it's possible to help people reach the point where they find there's joy in speech."

Convinced that the nation's 2.6 million stutterers needed an organization that would be supportive, provide social advocacy and educational leadership, and help its members find and pay for good speech therapy, Goldman quit his job as a consultant in the food service industry two years ago to establish the project.

Based on the prototype Goldman founded in San Francisco, other chapters have formed throughout the West and the movement is rapidly spreading eastward. Initially Goldman's organizing activities were voluntary; he lived off his savings. Now, thanks to contributions which will bring in an estimated \$80,000 this year, he and his deputy director will earn a subsistence salary.

The rest of the organization is all-

volunteer, and the nationwide mailing list totals around 25,000. "In January of last year," Goldman says, "our list was only 200." He attributes part of the group's success to an article in *Time* magazine which appeared at the end of 1977, but says that the list was growing by leaps and bounds prior to that publicity.

"Stutterers often have learned the hard way to be isolated and insular," Goldman says. "Talking is painful and is avoided as much as possible." Chapter meetings are designed to slowly draw these people out of their shells—with no laughing, kidding or interrupting allowed as they try to speak. "We wanted to create a place where it is safe to talk," he says. "The only cure is talking."

Chapter meetings begin first with a social hour, move to chapter business, and conclude with a program planned by one or several of the members. "Each person must come up with a program or help with one during the year," Goldman says. "We give them a workbook which lists 57 ideas ranging from commonalities of experience to consumerism, such as how to find a speech therapist. There are 47 different speech dysfunctions, and stuttering is only one. It's hard to find a speech therapist who can help. Even if you find a good one, it's very hard work."

Many stutterers can't afford speech therapy, however. "Most handicapped people have some source of money to help defray medical costs—health insurance, for example," Goldman says. "Not so stutterers. Speech therapy costs about \$45 an hour and no insurance plan covers it." The project, he says, is lobbying for coverage.

Goldman explains that stutterers aren't always taken seriously. He points to the cartoon character Porky Pig as an example of what comes to mind for most people when they think of stuttering. "But we are not organized to encourage our members to feel sorry for themselves."

Quick-spoken and eloquent, Goldman is a testimonial to the potential success that other stutterers may achieve. "Seven years ago," he says, "I was clinically rated as speaking 35 words per hour."

For information, contact the National Stuttering Project, PO Box 33, Walnut Creek, CA 94596.

Volunteers 'Invent' Independence for Handicapped

"If we can't get it for nothing, it's not worth having." That's the slogan of the Independence Factory, an all-volunteer organization in Middletown, Ohio, that designs and manufactures self-help devices for the handicapped.

Fred Carroll, the organization's founder and director, came up with the idea several years ago as he was inventing gadgets to aid his arthritic wife. He and several other mechanically inclined friends began custom designing aids for other handicapped individuals in the community. Using Carroll's garage, they built car ignition starters, milk carton openers, page turners, extended hairbrushes.

Soon they were volunteering more than 40 hours per week. They recruited other friends, most of them industrial employees in the area.

The regular volunteers now number some 15 men and women. All volunteer at least 40 hours a week after their own full-time jobs, and all have become expert scroungers. Most of the materials they use are factory rejects donated by firms such as Bristol Meyers and General Motors, but they are on the lookout everywhere for discards.

"A hospital may decide that some of their wheelchairs need replacing," says Carroll. "We'll ask permission to take them, bring them back to the shop, rebuild them, and distribute them to people who need them."

Though they are not able to give away their products—they must buy some materials and equipment and pay rent, gas and electric bills in their new location (a cement-block building leased from the town)—their prices are low. They sell "How to Make It Cheap" manuals to anyone who prefers to build an item using their plans.

The group's particular specialty and pride are custom-designed devices. If the request comes from someone nearby, they visit that person at home to analyze the problem. Then they return to the factory for a problem-solving session with all of the volunteers. "That's the most enjoyable part of the

process," says Carroll, "working together on the design and solving the problem. One of the recent things we worked on is a hanger for an icing bag so a one-armed veteran could ice donuts and sell them. We are willing to tackle about anything."

Often the factory needs extra labor for mass production of items. "We go to community groups," says Carroll, "and tell them what we're doing and the kind of help we need. Pretty soon we've got Cub Scouts putting tips on walking sticks or members of the Lions Club cutting out wheelchair lap

boards." He says high school shop classes, Girl Scouts, senior citizens groups, welfare department retraining programs, church groups and local penal institutions are all good sources of volunteer labor.

At least one volunteer organization has formed, using the Independence Factory as a model. "About a year ago the Tulsa, Oklahoma, Mayor's Commission invited us to give a slide presentation and describe our operation," Carroll says. "Since then, using our manuals and books, they've set up their own project."

Carroll adds that they are happy to share their slides, manuals and other information on how to set up the operation. "The Voice of America sent our manuals to England and Canada last year," he says, but doesn't know if any similar factories resulted.

Three volumes of "How to Make It Cheap" are available. Volumes I and II cost \$1.00 each and Volume III, which is larger, costs \$2.50. Postage of 30 cents should be added to the cost of each manual. Write The Independence Factory, PO Box 597, Middletown, OH 45042.

A TOWN THAT REFUSED TO PANIC

By Joan Cook

When blacks began to move into the middle-class Laurelton section of Queens, New York, some of its longtime white residents began to panic. They envisioned an all-black takeover of the community, accompanied by plunging property values and soaring crime rates. Fanning these fears were unscrupulous realtors who tried to practice "block-busting" (inducing hasty sales at a loss by suggesting a minority presence would depress real estate values).

Now, more than a decade later, through the persistence of neighborhood leadership made up of volunteers, Laurelton has become a stable, genuinely integrated community. Its current racial balance is estimated at 60 percent white and 40 percent black. Prices for its 4,500 houses, which sold for \$28,000 to \$46,000 in the early '70s, are on the rise and turnover has dropped sharply. Most important, this community of 25,000 people, with an average income of \$18,000, has built an

active volunteer organization of 180 block associations.

"We don't regard ourselves as producing any magic here," says Jay Steingold, president of the Federation of Block Associations. "From the beginning we preached economics. Most of the residents had put time and money into their homes; they had equity. They were looking for a reason to stay, and we gave it to them. The real bigots got out, and those who remained got involved."

The first step was to provide information, dispel rumors and shatter stereotypes. This was carried out by block captains who met blacks moving in and reassured the residents about their new neighbors. Local residents lobbied successfully to get an edict passed by New York's Secretary of State that banned more real estate offices from opening in Laurelton. They also managed to persuade realtors already in the area to stop block-busting.

Meanwhile, to combat racial "steering," a practice in which some realtors are said to guide prospective black buyers to one neighborhood and away

from another, residents set up their own brokerage service at the Laurelton Jewish Center, headed by the rabbi and four housewives. The service, which charges no commission to sellers, quickly grew and was joined by two other synagogues and two churches. It is now part of the Federation of Block Associations.

Another difficulty surfaced. The practice of "redlining" by banks—the drawing of a red line around "high risk" neighborhoods to disqualify prospective residents from getting conventional mortgages—began. A young marketing executive, Jack Godler, and his wife, Laura, discovered that Laurelton had been redlined when they tried to finance a house there. Mr. Godler persuaded one major bank, Chase Manhattan, to restore conventional mortgages in Laurelton. Other banks have since followed suit.

As borough President Donald R. Manes says of Laurelton residents' action, "That is how neighborhood preservation—and improvement—takes place."

Reprinted, with permission, from the July 1977 issue of McCall's.



Lawyers: Ex-offenders' ADVoCATE

Recognizing that criminal offenders are often victims of the criminal justice system, the American Bar Association's Section of Criminal Justice has developed a volunteer legal assistance program to aid such offenders. Called Project ADVoCATE (Attorneys Donating Volunteer Counselling Assistance to Ex-offenders), the program provides a vital link between offenders and community service agencies. This Labor Department-funded pilot project is designed to be as flexible as the needs of the specific communities it serves.

According to Neal Miller, director of the ABA project, the initiative should come from the community, rather than as a directive from Washington ABA headquarters. He would like groups to contact his office, at which time he will enlist the cooperation of the local bar association as well as relevant local agencies.

In Dade County, Fla., for example, a coalition of the Miami Bar Association, the state bar, the state's attorney and the federal public defender agreed that specific segments of persons incarcerated, arrested or paroled in the greater Miami area were in need of legal services. They applied for a Project ADVoCATE grant for staff to include a director of volunteers and a social worker with extensive knowledge of area-wide services. Then, they approached lawyers and law firms requesting their voluntary participation. "Young lawyers are more likely to volunteer," says Miller, "and we hope that their law firms will allow them to take the time off."

Miller sees the lawyers providing a wide range of legal help. "Practically anything in the area of civil law assistance," he says, "employment problems, poverty law problems, you name it. Take someone who's arrested, for example. Even if he's out on bail, he's been fired from his job. He's not a union member and he doesn't have any recourse or money. His car is repossessed, he's evicted from his home and his furniture is repossessed.

"Now a lawyer may be able to step in and persuade the offender's boss to keep him on the job. Firing him may very well violate the Civil Rights Act.

A lawyer may be able to help with problems of repossession or eviction. Then, when the fellow does stand trial, the lawyer can say to the judge, 'Look he's in a stable situation, he has a job, he's meeting his financial obligations.' And maybe the judge will think twice about sending him to prison and give the guy a chance to keep on the straight and narrow."



If a man is serving a sentence, says Miller, he still may have legal problems. "Perhaps his wife is divorcing him, or he is facing child custody action. The volunteer lawyer can help him sort out his problem while he's behind bars."

There are no set criteria to qualify for the project. Some jurisdictions may deal only with pretrial issues, Miller says, while others might assist only federal prisoners. He points to another coalition of criminal justice organizations on the Kansas-Missouri border. "They're dealing with a military installation, two cities, two states and a federal prison," he says. "Their needs will be different from Dade County's."

Other areas considering ADVoCATE projects are Philadelphia, Minneapolis, Washington, D.C., Indiana, Chicago, Pennsylvania and Connecticut. "Assuming that the pilot projects are successful," Miller says, "we hope that they'll be picked up on a permanent, institutional basis. We're not asking the local bar to sponsor them indefinitely."

For further information, contact Neal Miller, Director, Project ADVoCATE, American Bar Association, Section of Criminal Justice, 1800 M St., NW, Washington, DC 20036, (202) 331-2200.

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A NEW NICHE FOR DISPLACED HOMEMAKERS

The Alliance for Displaced Homemakers in Oakland, Calif., encourages members to volunteer in areas appropriate to their skills and interests so they may qualify later on for paid employment.

It is estimated that about three million women fall into the category of displaced homemaker. They are women who have devoted their lives to their families, then suddenly must learn to fend for themselves in the working world. They may be divorced or widowed or with no children at home under the age of 18. They represent all rungs of the social ladder. Too young for Social Security, too old or unskilled to qualify for most employment, these women often are destitute, with neither relatives nor social service agencies to turn to for assistance.

How do they learn about job possibilities, and how do they sharpen their skills to qualify for employment? And how do they overcome the emotional scars of recent widowhood or divorce or their feelings of inadequacy to step into the work world?

There has been a rapid dissemination of information about the needs of displaced homemakers and a fair response by state governments, according to Lauri Shields, codirector of the Alliance. Originally funded by groups of church women in California, the Alliance lobbied successfully for funding of a center, which opened in Oak-

lands last year to provide assistance to displaced homemakers. Fourteen passed—in California, Colorado, Florida, Illinois, Louisiana, Maryland, Massachusetts, Minnesota, Montana, Nebraska, New York, Ohio, Oregon and Texas. The bills all include the establishment of at least one center to provide job counselling and referral services, resume writing assistance, seminars and workshops, and emotional support.

"The states can't afford to fund and sustain the centers," Shields says. "We hope the federal government will step in." Legislation in support of national assistance is sponsored in the House by Rep. Yvonne Burke (D-Calif.) and in the Senate by Sen. Birch Bayh (D-Ind.).

The California center is on the Mills College campus in Oakland. Since it opened in May 1976, the center has assisted more than 1,200 women. The thrust of the program, according to Milo Smith, director of the center and a former displaced homemaker, is to help women learn to cope. The center's small staff is supplemented by volunteers.

"The volunteer experience is useful in generating work experience," Smith says. "We are not interested in women volunteering here simply to be involved. Women qualify as volunteers if they are over 35 and if they once maintained a home for their families and now need to earn a living wage. The

center, and those who have found work typically have been employed as clerk typists."

Women who wish to use this route to a paid job, but who literally have nothing to live on, may qualify for an internship at the center which includes a stipend of up to \$300 a month. It is hoped that eventually federal legislation will provide funds for this facet of the program.

"Many of the women who come here," says Smith, "are looking for job counselling, resume writing assistance and guidance which will help them break into jobs. Each of them is counselled individually and given a working package or plan to assist them towards this goal. A number of professionals volunteer here, running workshops and discussion groups."

Funded by the state of California through 1978, Smith says that because they were the first center for displaced homemakers to open, they have been deluged by requests for information and help from groups around the country. "The government isn't the only place to look for funding," she says. "We've just developed some how-to pamphlets which should answer some of the questions."

The brochures suggest there are many local groups, particularly women's organizations, who would be sympathetic to the need for a center. "Men are responsive as well," Smith



land in May 1976. The organization then was besieged by requests from groups in other states for technical assistance. A grant from the national board of the National Organization for Women (NOW), supplemented by funds from church groups, allowed Shields and her colleague Tish Sommers to lobby for displaced homemakers around the country.

Twenty-eight state legislatures filed

hours they volunteer are negotiable up to a full 40 hours per week. Their hours and responsibilities are put into a contract which is renegotiable after three months."

Smith says she believes the volunteer contract is unique. "The payoff is that women can develop skills and references here that will serve them in the labor market. At any given time there are about 10 volunteers at the

adds, "particularly when they think it could be their mothers, their wives or their daughters who are in need."

For information about the Alliance, write Lauri Shields, Codirector, 3800 Harrison St., Oakland, CA 94611, enclosing return postage. For information about the Center, including a publications list, write Displaced Homemakers Center, Mills College, PO Box 9996, Oakland, CA 94613.



Louis Mercadante, a retiree from Equitable Life Assurance Society of the United States, tutors child in New York City's School Volunteer Program.

Older School Volunteers Organize Network

"Recently, one of the volunteers said to me, 'Thank you for giving me a reason to get up in the morning.' In some ways, this is what this program is all about." The speaker, Ricki Rubenstein, is talking about the Older Adult Program (OAP) of the New York City School Volunteer Program, one of seven different projects funded by the Edna McConnell Clark Foundation.

With the cooperation of a number of large New York corporations, OAP Director Rubenstein recruits volunteer school tutors from the ranks of business retirees. "There are a number of good reasons for using people in the upper age brackets," she says. "For one thing, people are retiring earlier and healthier. They have an abundance of free time, and after disciplining themselves to work all of their lives, they feel underutilized and unwanted. Then, too, placing them in a one-to-one tutorial situation helps bridge the generational gap."

Although each company's involvement is different, Rubenstein uses a program she developed with the Equitable Life Assurance Society as an example. "We talked to them in terms

of including volunteering in their employee preretirement program," she says. "One of the things they discuss is the proper use of leisure time. The company has been something of a family for these people and it's a shock for them to leave it."

In addition to publicizing the volunteer program, Equitable pays volunteers a small daily stipend and provides a mini-bus for transportation from its downtown headquarters to a public school in Harlem. The school benefits from this regular influx of one-to-one tutors as well as the retirees who don't feel like suddenly they've been shoved out in the cold.

At the school, each of the volunteers sees two students, working with each separately for 45 minutes. Their commitment must be at least for the school year. "They view it as a professional commitment when they work with a child," says Rubenstein. "But they are not only academic tutors. They are also role models, friends and ombudsmen for the children."

Rubenstein says five other companies participate in the Older Adult Program: Banker's Trust, Citicorp, Gim-

bels, Bloomingdale's, and New York Life. "Their programs are not identical to the Equitable plan," she says. "Each company chooses its own mode. Maybe they only check their computer list for eligible people and host a luncheon to which they invite the retirees from the last five years. But that in itself is very nice. The retirees learn about the volunteer program and have a chance to see their old friends and feel they're not forgotten by the company."

The seven programs which received funding for older school volunteers—Miami, Boston, Los Angeles, Houston, St. Louis, New York and Seattle—were invited by the National School Volunteer Program (NSVP) to form an Older School Volunteer Network. Since each program is unique, the regular meetings to which each sends a representative provides an opportunity to share experiences and difficulties.

In addition to a filmstrip, "The Older School Volunteer," NSVP has assembled a package of materials including sample information from the seven cities represented in the network and case summaries on the first year of recruitment efforts. The kit, "The Older School Volunteer, Packet One," is available for \$3 to members and \$10 to nonmembers from the NSVP Clearinghouse, 300 N. Washington St., Alexandria, VA 22304.

NCVA Receives Mott Grant

NCVA has been awarded a \$281,980 grant from the Charles Stewart Mott Foundation for the 1978 calendar year. Besides support for administration, the funds will support the following program areas:

- National affairs—to develop a position regarding the relationship between the federal government and the private voluntary sector; to provide technical assistance to volunteer groups through a bulletin on advocacy and legislation and a state-by-state survey/bank of all regulations and legislation affecting volunteers; and to lobby for and develop information materials on employment credit for volunteer services, insurance for volunteers, IRS mileage deduction for

volunteers, and corporate philanthropic giving.

- Corporate volunteer project—to study and report on the accomplishments and contributions of corporate employees serving as volunteers to address human, social and environmental problems by surveying a cross-section of America's corporations; identifying elements common to a successful employee volunteer program; assisting corporations in sustaining high quality programs; educating corporate leaders on the significance of the profit/nonprofit partnership; and acquainting the public with corporate volunteer accomplishments.

- Voluntary Action Leadership—to help the magazine become self-sufficient through the promotion of subscription sales.

"We support NCVA," Mott Foundation President William White said, "because we realize that volunteerism in the local community can only be effective to the degree that it receives quality leadership from the national level."

Experts Say Poverty in Eye Of Beholder

Despite numerous formulas for measuring poverty, four of the nation's experts in the field agree that there is no objective way to determine who is poor and who is not.

"In other words, poverty lies in the eye of the beholder," said Mollie Orshansky, who has been called the architect of the United States poverty line formula. Representing the Social Security Administration's Office of Research and Statistics, Orshansky was one of four panelists participating in a discussion on measuring poverty at a recent National Round Table Conference sponsored by the American Public Welfare Association (APWA).

Other panelists were John Korbel, associate analyst, Congressional Budget Office; Bradley Schiller, professor of economics, American University; and Harold Watts, director, Center for Social Sciences, Columbia University. Philip Rutledge, president of the National Institute of Public Management, was the moderator.

Depending on the formula, any-

where from one in five to one in nine Americans live at the poverty level or lower. And while the 1975 food stamp measure for defining poverty level for a family of four has been changed from \$5,500 annually to \$6,710, the panelists agreed that no one knows for certain if that figure is a true gauge.

"The hard facts are that children still are being born into poverty," Orshansky said, "and all our facts and figures concern exits from poverty. We don't worry so much about entrances. This is something we need to address." According to her, the burden of poverty is born by women. The risk of a woman with children living in poverty is four times higher than for men. Minority and ethnic groups, such as blacks, American Indians, and Spanish Americans, have a poverty rate three to four times higher than other ethnic groups.

CFA's 'Lawyer Day': Success Breeds 'Ask Expert Day'

Radio station telephone lines were jammed with tens of thousands of busy signals in an overwhelming response to last fall's Ask the Lawyer Day. In 33 cities listeners with legal problems called into local broadcast stations where 277 volunteer lawyers provided through local bar associations answered the telephones. They handled questions concerning domestic problems, housing, wills, trusts and estates, and consumer-related problems.



The day was sponsored by Call for Action, a volunteer action and referral service affiliated with broadcast stations in 43 cities. Five thousand people were helped by the event, of which 60 percent had never spoken with a lawyer before, according to Susan Sicher,

national coordinator of the day. Over 92,000 incoming busy signals were recorded by local telephone companies in only nine cities, she said.

"It was an outpouring that showed a real need for public access to legal information for the middle-income person," said Sydney Gordon, president of Call for Action. "We impressed even the volunteer attorneys. Because of the tremendous response, more than half of the participating bar associations expressed an interest in providing a service to the public or in a permanent involvement with Call for Action."

As a result of the day's success, the organization has started a series of "Ask the Expert" days. In February, Call for Action sponsored a program called "Ask the Expert on Taxes." Experts provided by state societies of certified public accountants and the IRS answered questions on taxes and tax returns.

For further information, contact Susan C. Sicher, Director, Ask the Expert Program, WMCA Call for Action, 888 Seventh Ave, New York, NY 10019, (212) 586-5584.

Special Patrons

MICHIGAN LIBRARY EXPANDS PUBLIC

In a medium-sized public library, an average-looking man puts three children's books, written on a second-grade level, on the counter and tells the librarian, "They're too hard!"

The librarian, trying to be helpful, asks, "How old is your child?"

The man replies, "They're not for my child. They're for me."

This scene took place at the Willard Library in Battle Creek, Mich. The man was a former resident of a state institution for the mentally retarded who had returned to live in the community at an adult foster care (AFC) home.

A new program called Special Patrons is working to erase that kind of situation. Serving more than 300 mentally retarded adults in AFC homes in the Battle Creek area, Special Patrons is coordinated by the public library and the Volunteer Services Unit of the Calhoun County Department of Social Services.

"It costs virtually nothing," says Judith Labovitz, volunteer services

Did you know?

The Lindenwood Colleges — through its Voluntary Association Administration Program (VAAP) —

offer fully accredited B.S. and M.A. degrees in the administration of voluntary and non-profit organizations?

Students include professional and lay leaders of health, charitable, religious, cultural, political, social, and human service organizations. They develop competencies in managing non-profit enterprises and in understanding the political/social issues and process of voluntarism. Equal emphasis is placed on theoretical and practical knowledge and skills, including financial management, personnel, organizational behavior, group dynamics, leadership, and individual and group problem solving.

The VAAP program is available through Lindenwood 4, the College for Individualized Education of the Lindenwood Colleges. At Lindenwood 4 students study through tutorials, cluster groups and internships. Classes meet evenings, week-days or week-ends at students' convenience. Students can receive undergraduate credit for non-academic learning experience and can take advantage of study which complements their work experience.

For More Information Contact:

Lindenwood 4
1214 16th St. N.W., Suite 414W
Washington, D.C. 20036
Phone: 202-232-1191

Lindenwood 4
4653 Maryland Ave.
St. Louis, Mo. 63108
Phone: 314-361-1404

Lindenwood 4
1413 5th St.
Santa Monica, California 90401
Phone: 213-451-4767

Washington Management Institute for Non-Profit Organizations June 5-July 31
An exciting eight week training program in two parts: "The Professional Manager" and "Program Design and Implementation" Emphasis on personal skills-assessment and skill-building, identification and utilization of resources. Informal participatory format. Evening sessions and Saturday workshops. Seven credits. Call Washington L4 Center for more information.



Lindenwood 4

The College for Individualized Education
of the Lindenwood Colleges



coordinator. "It's a clear example of how a volunteer coordinator can provide a linkage—linking up an established resource (the public library) with an identified need (residents in AFC) for enrichment services. Most community services, such as libraries, art museums, and recreational facilities, gear themselves to the average citizen. But as more and more residents of state mental institutions are released into the community, these services will need to learn how to meet their needs, too."

Labovitz considers herself a catalyst for such enterprises. "I became involved with the project by chance," she says. "I was appearing on a local television program to plug a forum Social Services was running, and I happened to talk to a woman who appeared on a different segment of the show. She was a librarian and asked me if I was involved with the people coming out of the institution. She said she felt the library staff needed special training. We decided there were other services and people in the community who would be in contact with these people but not tuned in to their needs either. So my agency sponsored a workshop and out of it came the concept for the utilization of the library's current resources to aid the people in AFC."

To implement the program, Labovitz worked closely with Marianne Gessner, head of public relations at the library. Gessner convinced the library staff that busloads of AFC clients wouldn't disrupt the library and helped them organize the program. A community outreach effort was also important to let the owners of the AFC

homes know of the resources being developed. "AFC home owners didn't necessarily use the library, so we had to contact them," says Labovitz. "Marianne publicized the program through public service spots in the media and we recruited volunteers this way as well."

The program began operating in 1977. Residents are issued library cards, coded with a red star. The code alerts the library staff that the holder is a Special Patron, and may or may not require some extra assistance. Books, selected by the library staff, which are simply written and of interest to adults are also coded with a red star and placed in the Special Patrons section of the library, next to the big-print books. Now, many adults who used to visit the children's section of the library can be with other adults.

The library staff also has selected films which are of interest to adults but which are not difficult to comprehend. A weekly two-hour film program for AFC residents is supervised by volunteers. An AFC resident volunteer runs the camera.

As a major part of Special Patrons, residents in adult foster care have become volunteers at the library one morning a week, cutting scrap paper and helping with simple filing. A volunteer supervises their work and serves as a liaison between them, the library, Social Services and AFC home owners.

For further information, write Judith Labovitz, Volunteer Services Coordinator, Calhoun County Department of Social Services, 190 East Michigan, Battle Creek, MI 49016.

Volunteer Service—Key to NRTA/AARP Success

By Duncan Scott

To Dr. Ethel Percy Andrus, the California high school principal who retired in 1944, retirement was not a time for withdrawal from life but a golden opportunity to serve others.

"We learn the inner secret of happiness," she wrote, "when we learn to divert our inner drives, our interest, and our attention to something outside ourselves."

This idealistic, imaginative, and yet pragmatic woman founded the National Retired Teachers Association (NRTA) in 1947 and the American Association of Retired Persons (AARP) in 1958. Her objective was to help other Americans live their later years with a sense of dignity, purpose and independence.

Today, with a combined membership exceeding 11 million, the two associations are still motivated by a conviction that one achieves a sense of self-realization through continued involvement in life, particularly through service to others.

Duncan Scott works in the public relations department of AARP/NRTA.

The strength of NRTA and AARP derives from the work of thousands of older volunteers who are members of the 5,000-plus local units and chapters stretching across the nation. Supported by a national headquarters staff in Washington, D.C., volunteer leaders provide members with an impressive range of programs—in consumer education, financial planning, health education, crime prevention, defensive driving, church relations, and other areas relevant to older people.

A highly useful program available to all older Americans is offered by volunteers trained by the Internal Revenue Service to assist their age peers in preparing tax returns. William McMorran, program coordinator, reports that 7,200 volunteers assisted 465,000 older people last year in calculating their income tax. This service was free. If one assumes that older taxpayers had paid professional advisers an average of \$20 per return, the saving amounted to \$9,300,000. The 1978 goal is even more ambitious: The associations hope to help 600,000 older persons in the preparation of their income tax returns.

Through the Generations Alliance Program, thousands of old and young Americans are bridging the so-called generation gap. They hold group discussions, join in community projects, and share skills. Both generations benefit.

"I've learned that the later years of my life need not be dismal, as I had feared," one 4-H Club member said, "but the beginning of something new and fascinating."

"Talking with younger people has helped me appreciate their attitudes and kept me in the mainstream of life," an AARP member said.

The associations keep abreast of federal, state and local legislation that may affect the welfare of older Americans. Major legislative objectives are formulated each year by a national legislative committee of 20 members—10 from each association. And in each state there is a joint state legislative committee made up of volunteers who monitor legislation, inform other members, and express the associations' views to legislators.

NRTA and AARP members have done much to support research on aging. They contributed more than \$2 million to help build the Andrus Gerontology Center at the University of Southern California as a memorial to the associations' founder. And they continue to contribute to the NRTA-AARP Andrus Foundation, which has provided more than \$1 million for studies in social gerontology at 16 colleges and universities. At the University of Southern California, for example, a study known as the "Older Volunteer Project" seeks to increase opportunities for older persons who wish to engage in volunteer work.

As they give freely and willingly of their time and talents in volunteer work, NRTA and AARP officers and members are carrying on in the spirit of Dr. Andrus, who spent 23 years in "retirement" serving others. In one of her many essays, she wrote:

"The causes that can engage your leisure hours to the betterment of society are as numberless as the sands of the desert. Just what your choice is, only you can tell and only you can do the job."



A member of AARP, one of thousands who have received special training from the Internal Revenue Service, counsels a retired couple in the preparation of their income tax return.

The 1977 National Volunteer Activist Awards

The Volunteer Activist Award is a nationwide program of volunteer recognition sponsored by NCVA and Germaine Monteil Cosmetiques Corporation. The program identifies and focuses local and nationwide attention on outstanding and innovative volunteer efforts. The award is given to men, women and organizations actively and currently involved on a voluntary basis in the betterment of their communities.

In each state, community-minded retailers working with Voluntary Action Centers usually are cosponsors of the awards program. Nominations are made by Voluntary Action Centers, other volunteer organizations and members of the press.

The nine finalists for 1977 were chosen by a group of distinguished judges from a field of 50 individuals and groups (citation winners). They will be honored in New York and Washington, D.C., during National Volunteer Week, April 16-22. Sponsored by NCVA, National Volunteer Week sets aside a time to officially recognize the many and varied contributions of volunteers, to thank them for their efforts, and to encourage all citizens to turn their talents to solving problems in their own communities.

FINALISTS

CHILD ABUSE TASK FORCE Ocala, Fla.

The concern for abused and neglected children by a pediatrician and child welfare worker in Marion County, Fla., led to the formation of a task force in late 1976. Thirty members—community leaders, representatives of child protective and welfare organizations and of the medical profession—meet once a month to determine strategy for increasing public awareness, prevention programs, and treatment methods for abusive parents and their children. Already the task force has

- initiated the DART (Diagnosis, Assessment, Referral and Treatment) Committee at the county's emergency service hospital. In its first eight months, DART reviewed 166 cases of suspected child abuse and referred 33 to a child welfare worker.

- convened a child abuse conference of 400 people in November 1977;

- launched a "New Moms" project in hospitals to counsel mothers giving birth about problems which may arise with their child;

- promoted the development of self-help Parents Anonymous groups around the country.

CHILD AND PARENT ASSOCIATION Nashville, Tenn.

When the state of Tennessee and Vanderbilt University Hospital announced their termination of funding for the state's only long-term treatment facility for severely mentally disturbed children, parents united to reverse the decision. In January 1977 they formed the Child and Parent Association to lobby for continuing state support of the program. With no financial resources, members designed a strategy to garner public support for the unit. They wrote to every state senator and house representative, following up with telephone calls and personal visits to key legislators. As a result, they were invited to testify before the state's Finance, Ways and Means Committee and the Mental Health Legislation Committee about the needs of mentally disturbed children.

They also contacted Nashville's TV stations to broadcast five different discussions of issues involved in caring for the mentally disturbed child. This publicity resulted in professionals throughout the state, and parents of children who had been treated at the hospital in the past, writing to legislators in support of the Vanderbilt facility. The Association's work climaxed with its testimony before First Lady Rosalyn Carter's Mental Health Commission.

In August, after their children had been discharged from the unit, the parents reached their goal: Both the state and Vanderbilt reconsidered their decisions and reopened the facility.

EDUCATION TASK FORCE OF THE DALLAS ALLIANCE Dallas, Texas

In 1975, the Dallas Alliance, an organization of 16 public officials and 24 business and community group representatives, formed a task force to facilitate cooperation and communication among opposing factions in the city's 15-year-old school desegregation debate. It recruited 21 representatives of the three largest racial groups in the city. Task force members included bank presidents, corporate executives, clergy, parents, and community and neighborhood leaders who began determining goals to be adopted by the school system to meet the needs of all students.

It began by thoroughly researching the school system, the educational needs of the city's population, and desegregation plans

elsewhere in the country. They conducted over 1,500 hours of marathon meetings and hearings with school officials, educators, parents, students, minority groups, business and community leaders, and educators from across the country.

After gathering information for five months, the task force set forth the concepts it believed should form the basis of the school system:

- Every child is entitled to dignity, cultural integrity, and the education and skills needed to compete in this society.

- Parents must be involved in their children's education.

- Students should have the freedom to choose from educational options.

In 1976, the task force worked with the financial and program experts on the school board to translate these concepts into concrete proposals for revamping the entire Dallas school system. Its proposals were implemented during the 1976-77 school year: 92,000 of the 140,000 public school children in Dallas attended different schools than they had during the previous year.

VERONICA MAZ, Ph.D. Washington, D.C.

After a few months of cooking hot meals for destitute men on the streets of Washington, D.C., Veronica Maz quit her job as a professor of sociology to devote all her time to feeding the poor. She soon learned that while there were 10 shelters for men in the city, there were none for women who wandered the streets, carrying their possessions in shopping bags and sleeping in bus terminals and doorways.

Determined to help those women, Dr. Maz raised money from private sources and friends to rent an old house in a run-down section of the city where she could provide food and shelter. Since its opening in 1976, the House of Ruth has housed 2,500 women for a day, week or month at a time. In return for food and a bed, the women help clean and cook. Besides the operation of the house, they are involved in the beginning of their own return to self-sufficiency. Eighty percent of the women who are taken in find jobs, housing, and medical or public assistance. Whenever possible, they are reconnected with their families.

To assist residents with their transition from the House of Ruth to the community, Dr. Maz rented a nearby building of apartments. Women who choose to move there are given help in finding jobs in return for a nominal rent. In addition, Dr. Maz has opened a separate shelter for battered wives. To support both houses, she solicits the community for donations and volunteer support. In 1977 two thrift shops operated by the House of Ruth and staffed by volunteers raised \$250,000.

HERMAN MEYERSBURG, M.D.
Montgomery County, Md.

Dr. Herman Meyersburg has been providing free or low-cost medical services to the poor in one of the nation's richest counties for seven years. The idea for the program came during his tenure as a volunteer tutor for children of low-income families. Concerned about the lack of adequate health care for them, he and a colleague founded Mobile Medical Care, a clinic in a van. Operating with no official or financial support from local health agencies, the van delivered medical care on a weekly basis. Within a short time, several other doctors learned of the project through word of mouth and volunteered their services. Their help, along with positive community response, made it possible to open three more mobile clinics in different parts of the county.

By 1977, Montgomery County, United Way and Medicare/Medicaid programs had begun to support the program financially, providing for needed equipment and a small staff. Mobile Medical Care clinics are run by 120 volunteers recruited and trained by Dr. Meyersburg and other veterans of the organization. They include physicians from nearby government agencies, military bases and medical facilities, as well as physicians from private practice and hospitals. There are also crews of nurses, lab technicians, and medical transcribers. Last year, some 2,500 patient visits were handled by the four clinics. Many patients now regard the volunteers as their family doctors.

GEORGIA MORIKAWA
Honolulu, Hawaii

Georgia Morikawa has been deaf from birth, but for the past 30 years she has served as an advocate for Hawaii's 56,000 hearing-impaired residents. In 1950, she founded the Hawaii Club for the Deaf for recreation, interaction and mutual support. In the '60s, she became active in athletic programs for the deaf, managing a volleyball team and raising half of the \$12,000 needed for national and international competition. (She cosigned

loans to cover the remainder.) The popularity and success of these games gave impetus to the creation of the Hawaii World Games for the Deaf, a formal program now operating in conjunction with the YMCA.

More recently, Morikawa successfully lobbied the State Division of Vocational Rehabilitation to hire a counselor to make employment training programs accessible to the deaf. She also promoted the formation of a private sector advocacy organization—the Hawaii Council for the Hearing Impaired—which secured federal funds to establish an information and referral center for the deaf. The center monitors government and community-based services to bring to the attention of the deaf. Through the council, the state increasingly has been made aware of the needs of its deaf constituency.

After enlisting the support of the government and private sector, Morikawa began a newsletter listing and explaining new opportunities for the deaf. As a result, the local Social Security office reported that for the first time, they were inundated by requests from the deaf for benefits they had not known they were entitled to. And in 1977, a Deaf Awareness Week was proclaimed in Hawaii for the first time.

**PEOPLE UNITED FOR RURAL
EDUCATION (PURE)**
Alden, Iowa

The preservation of the rural school—as a symbol and focus of self-sufficiency and local control in a rural community—is the heart of PURE's work. An advocacy organization of 1,200 dues-paying members, PURE formed last year in response to proposed legislation consolidating all school districts in the state serving fewer than 300 students.

Members include college and university faculty, public school teachers, school administrators and board members, public officials and parents. Their activities focus on lobbying the state legislature and conducting public education campaigns to generate and disseminate research on rural education. Two issues which have gained attention are the rural school's capability to provide the quality education available in larger and more affluent school districts, and the ability of rural schools to provide special education, education for gifted children, and career and vocational education.

Members also publish a monthly newsletter for themselves as well as educators and public officials. They give speeches across the state and frequently give information to the General Assembly. Their efforts have paid off for the time being. The proposed legislation has been tabled while state legislators and educators confer with PURE. Members are hopeful that one outcome of their activity will be a rural education system within the state's Department of Education which, in effect, will lodge within officialdom a concern for the rural community school.

**PROJECT CARE (Concerned
Adolescents for Retired Elderly)**
Buffalo, N.Y.

Project CARE, a nondenominational effort sponsored by the Youth Department of the Catholic Diocese of Buffalo, involves 700

young people in a visiting and outreach program to more than 300 senior citizens and shut-ins. Teenagers involved in Project CARE first must attend a training program. Then they are assigned in pairs to visit weekly with the person to whom they have been matched, running errands, doing household chores or just talking. Each volunteer team is matched to an individual who lives within walking distance of their homes, so visits are convenient and do not depend on parents for transportation. In this way, the elderly feel more willing to call on the volunteers for help with special projects or with occasional tasks which might be dangerous for them.

Through Project CARE, the elderly not only receive practical and necessary assistance but also experience relief from loneliness and isolation. For the teenagers, the program provides exposure to new experiences, insights into the aging process, a heightened sense of responsibility and potential for service, and a new respect for a population they may know nothing about. Many who were asked to make a six-month commitment have averaged a two-year involvement in Project CARE.

MARGARET WORTHINGTON
Hartford, Conn.

Recognizing the almost total absence of support services to families of prisoners in the Hartford area, Margaret Worthington began in 1975 to arrange meetings with the State Department of Corrections, the Connecticut Prison Association, and the University of Connecticut School of Social Work. She explored with them the needs of wives and families of first-time offenders and determined types of assistance. As a result, the Women in Crisis program began in March 1977 to provide support to women whose lives have been disrupted by the incarceration of their husbands or "men."

Through a referral system which operates between the program and the Superior Court, Women in Crisis is alerted to women in need of services. A female volunteer learns ahead of time when a man with a wife and family is to be sentenced. She attends the sentencing to introduce herself, then meets with the woman in crisis on a one-to-one basis. She offers counseling and support in an effort to minimize both the short and long-term problems created by the imprisonment of a family member. As a retired social worker, Worthington saw to it that the volunteers are prepared to provide such assistance as intervention with or information about the community's social welfare organizations, facilitating the visiting process at the prison, and counseling on personal, family or job-related problems.

The services of Women in Crisis are offered for the first (and most difficult) six to eight weeks of family separation. So far, 85 women have been contacted by one of the organization's 30 volunteers. The program has expanded, now serving families of offenders at a second correctional institution in the Hartford area. It also has been endorsed by the State Department of Corrections, which believes that this volunteer effort initiated by Margaret Worthington is a way to increase the chances that a man's first term in prison will be his last.

THE WHITE HOUSE
WASHINGTON

National Volunteer Week, 1978

America has grown strong through the voluntary involvement of its citizens in all aspects of community and national life. We have worked together to preserve our rights as a free people and to extend them to all our citizens. We have willingly shared our talents and resources with the needy and underprivileged.

National Volunteer Week gives us the opportunity to reaffirm our devotion to this tradition by encouraging increased participation in both public and private voluntary programs and by seeking new ways to strengthen such useful activities.

I am therefore pleased to join the National Center for Voluntary Action in inviting all Americans to reflect on the importance of voluntarism in our past history and in our present responsibility to meet human need and improve the quality of our lives.



CITATIONISTS

Lt. Col. (Ret.) E.A. "Jerry" Richmond, Huntsville, AL, works with the National Center for Barrier Free Environment to modify existing buildings and architectural plans in order to allow handicapped persons greater accessibility to public buildings.

Jack M. East, Little Rock, AR, founder of the American Amputee Foundation, currently serves as president of the Arkansas Environmental Barrier Council to eliminate structural obstacles for physically handicapped persons.

William Daniel Ramos, San Jose, CA, is founder and director of Mosquitos, a counseling and recreational program for young people from disadvantaged backgrounds.

MaryAnne Swanson, Santa Clara, CA, initiated and now directs the Centre for Living with Dying, a support service for those confronting either their own death or the impending or actual death of a loved one.

Melvin T. Mason, Seaside, CA, a community activist, is founder of the Community Action Party, and advocate for ex-felon education, tutorial programs for children, rent control initiatives, and political action on behalf of poor or disadvantaged groups.

Pamela Wilder, South Laguna, CA, led a project of the Junior League to establish New Directions, a residential rehabilitation program for women alcoholics.

M-2 Sponsors, Inc., Hayward, CA, has matched 6,000 volunteers in the community with persons in prison to offer friendship and to help parolees readjust to the outside world.

W. Porter Nelson, Denver, CO, a long-time advocate for the Arthritis Foundation, led the successful campaign for passage of the National Arthritis Act, resulting in the allocation of \$75 million for research.

Louis J. Heller, Jr., Norwich, CT, directs the Norwich Firettes, a musical recreation program for 150 community girls and one of the few organized activities available to young people in the town.

Touch Toys, Inc., Washington, DC, brings volunteers together to design and produce safe and educational toys for visually or mentally handicapped children.

Sue Foreman, Altomonte Springs, FL, spearheaded the efforts of the Junior Sorosis Club of Orlando to develop a parent resource center and five parent-child cooperative schools to encourage positive communications among family members.

Stuart Alan Rado, Miami, FL, formed the National Network of Youth Advisory Boards, which assists more than 3,000 youth programs nationally in efforts to bring young people into the decision-making process in their communities.

Florence B. Gluckman, Orlando, FL, is co-founder of the Neighborhood Law Office of Central Florida through which 20 volunteer attorneys provide free legal services to low-income persons.

Kathleen Perry and Judith Peterson, Orlando, FL, established BETA Center, a residential program offering education and personal services to young women needing support to cope with unwanted or unplanned pregnancies.

Nancy Lee McKay, Tampa, FL, initiated Military Assistance to Safety and Traffic (MAST), a project to secure military air transportation for civilian medical emergencies.

Joan Hayes, Honolulu, HI, directs Citizens Against Noise, a volunteer effort of 1,000 Hawaiians to increase public awareness of the adverse effects of noise and to control noise pollution.

Parental Stress Service, Chicago, IL, involves a corps of 130 volunteers in programs for parents who need education and support in order to develop constructive family relationships.

Maxine I. Owen, Topeka, KS, the initiator and coordinator of Topekans Against Crime, leads reorientation classes for persons referred to her by the courts after a shoplifting arrest.

Roberta Gantz, Bowie, MD, at the age of 17, served as president of her city's hotline and as a volunteer counselor in a program for juvenile offenders.

Sandra Calderone, Battle Creek, MI, designed and guided the implementation of legal education programs for students from kindergarten through the 12th grade in her county's school system.

Arthur L. Fletcher, Buffalo, NY, for many years a professional boxer, has worked more than 30 years with the Masten Boys Club to bring sports, recreational and employment opportunities to young men in the Buffalo community.

Frank Stephenson, Murfreesboro, NC, designed and directs a community-wide historic preservation, adaptive restoration and community development project.

Womanline, Inc., Dayton, OH, is a free counseling and service organization, staffed by 1,000 volunteers, to improve the mental, physical and emotional health of women in the Dayton area.

Dorothy Chlad, Solon, OH, directs Safety Town, an educational program which works with more than one million children and adults in efforts to increase safety awareness among preschool children.

Walter Harvey Roberts, Yellow Springs, OH, developed a motor-meals program to bring food to shut-ins in his community and directed its growth to a county-wide project.

Peter Fuller, Riegelsville, PA, founded Alternative House, a group home for boys who otherwise would be institutionalized because of their emotional problems.

Pennsylvania Federation of Women's Clubs, Wyoming, PA, has mobilized its 800 member clubs and their 62,000 members in a comprehensive project to address problems existing in Pennsylvania's nursing homes.

Diane M. Disney, Providence, RI, a recent recipient of an MBA degree, works with local voluntary agencies to improve their managerial and administrative procedures.

Janette Bowers, Alpine, TX, founded Sunshine House, a center for senior citizens which provides educational, recreational and athletic programs for elderly persons.

Louise L. Bocock, Corpus Christi, TX, developed Hands Up, a community education project to reduce crime by promoting cooperative prevention efforts among law enforcement agencies, community organizations and citizens.

Virginia Morris and Peggy Osborne, Dallas, TX, founded a volunteer-staffed clinic to provide medical care to medically indigent American Indians.

Rita Metyko, Houston, TX, recruited and organized a corps of volunteers to work in halfway houses throughout the city to assist mentally ill persons' return to society.

J. Howard Ramin, III, Houston, TX, organized the Houston Anti-Litter Team of corporate and other community leaders to confront Houston's growing litter and waste disposal problem.

The Family Outreach, Inc., Irving, TX, operates four centers in the Dallas area where abusive or potentially abusive parents receive counseling and parenting skills to improve interaction with their children.

Edna Knudson, Tremonton, UT, operates an emergency crisis intervention service for low-income residents and migrant workers who need food, shelter or intervention on their behalf with social welfare agencies.

Project Home Repair, Blacksburg, VA, involves student and faculty volunteers from a local college with community volunteers in a project to perform repair, contracting and architectural services for elderly and low-income homeowners.

Anne Fleming, Lowesville, VA, works with state education agencies to increase the educational opportunities available for learning disabled children.

Betty Garry, Manassas, VA, initiated and directed education and training programs in cardiopulmonary resuscitation which have taught the technique to more than 800 citizens.

Catherine H. Howze, Seattle, WA, established Aid to Aging, a volunteer effort to help senior citizens who need assistance in dealing with local government and social service agencies.

Anna Munoz, Tacoma, WA, is a citizen advocate who works through local government to improve the quality of life, particularly for the children, in her community.

Ouida Davis, Charleston, WV, directed the financing and building of a mobile chapel which brings mission outreach and support services to rural or isolated communities.

NATIONAL AWARDS JUDGES



MAX CLELAND
Administrator of
Veterans Affairs
Veterans Administration



AUGUSTUS F. HAWKINS
Member, U.S. House of
Representatives



JILL KINMONT
Advocate for
Handicapped



RT. REV. JOHN THOMAS WALKER
Sixth Bishop
Episcopal Diocese of
Washington



MRS. LAURANCE S. ROCKEFELLER
Philanthropist

COMMUNICATIONS WORKSHOP

UNDERSTANDING EACH OTHER: Improving Communication Through Effective Dialogue

By Cathrina Bauby

"Understanding Each Other" is an excerpt of a 59-page manual of the same title published by the International Society for General Semantics. Each chapter is illustrated and contains actual dialogues from 17 case studies. Available for \$3.35, it is one of many communications booklets which can be obtained from the Society at a low cost.

The Society is a nonprofit, educational organization dedicated to exploring how words, language and other means of communication shape your image of yourself and your world. For membership information and a publications brochure, write the International Society for General Semantics, PO Box 2469, San Francisco, CA 94126 or call (415) 543-1747.

INTRODUCING DIALOGUE

What is the No. 1 Problem in Most Business?

In your business life, which is the greatest problem for you, products, people, or technical know-how? If your answer is "people," then you're like thousands and thousands of others.

What is there about people that is such a problem? Most folks say, "Communications." People don't seem to be able to talk with each other—to understand each other. Realistically, most individuals appear unable to carry on an effective dialogue.

What is Dialogue?

Dialogue is an exchange of thoughts, ideas, attitudes, and feelings, between two or more people, on a one-to-one basis, with understanding as its goal.

Traditionally, in the business world, information flows vertically, from the

top supervisory and management level downward. Very little flows from a lower level upward. Currently, we strive for a horizontal exchange, which is dialogue.

"I didn't understand," is one of the most costly sentences in modern business. Breakdowns in dialogue cause much of the expensive dissention, indecision, and wrong decision-making in business. Would you guess that approximately 90% of job failures are due to a breakdown in face-to-face communications with other people? Only 10% of the failures are due to a lack of technical skills.

What Will Dialogue Do for Me?

These are the payoffs to the person learning and using the skills of effective dialogue.

Dialogue is a way to:

1. Unleash the creative thinking of all of us, employees, associates, customers, and ourselves.
2. Create a more comfortable working environment.
3. Increase understanding and decrease turnover.
4. Establish a fertile atmosphere for self-motivation.
5. Stimulate and sustain interpersonal relationships and communications.
6. Implement participative management.
7. Uncover problems and discover causes.
8. Clarify and verify responsibilities and relationships.
9. Temper tempers.
10. Chart a joint course of action for all concerned.

Bonus: We're apt to know and like ourselves better.

What If I Don't Get Involved?

If you don't have a dialogue, you have either a monologue or total silence. Dialogue is participative in nature. It's the interplay of thoughts, ideas, attitudes, and feelings in a free flow of conversation between two or more people. Its basic goal is to understand the needs and problems of people; its end result, a more comfortable working atmosphere and problem solving. The opposite of dialogue is monologue, which is authoritative in nature. It's one person speaking to or at another, with almost no response on the part of the receiver.

Is It Possible to Lessen Confusion?

Have you heard people say, "But that goes without saying"? It's a sure bet that the most misunderstood statements in the world are those that have gone "without saying." Why? Because people cannot read other peoples' minds! (And if they could, they might read them incorrectly.)

Sometimes we assume that others know what we mean, or what we want them to do. To lessen confusion and increase understanding, let's verbalize our thinking. Ben Jonson once said, "Speak so that I may know you." We must speak so that people are able to know us, to understand us. *Literally nothing goes without saying.* If it does, it's apt to be misconstrued.

Is There Another Way?

A human frailty tempting us daily and affecting our dialogue, is our wish to impose (superimpose) our attitudes and behavior on others. We ask them to be as we are, to think as we think. We set ourselves up consciously or subconsciously

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as the *summum bonum*. We generously salt our dialogue with "Yes, but ..." We seem to overlook the right of every other human being to be an individual, unique unto himself. If we remind ourselves of this fact during our conversations, we may be more apt to hear the needs of others.

Why Do People Refuse Dialogue?

Fear is dialogue's great deterrent. We fear a threat to ourselves, rejection by

others, failure to meet another's expectations, hurt, disappointment, or being overruled. We fear talking because we don't want to face facts or we're afraid someone will disagree with us. After all, if someone exposes another point of view, it could upset our scheme of things.

These are all fear-fantasies—things we "fear" might happen if we open a dialogue. Our greatest fear is exposing ourselves to another person. If we share ourselves, some weakness or prejudice might become known. Such fantasies obstruct communication. All have their stem, their root, in *fear*!

To be considered: In a healthy working relationship when valid criticism is offered, there's a good chance it'll be understood. When a relationship is so strained you feel you don't have the right to make suggestions, then you're on thin ice anyway. Consider a move to a job where you'll be more comfortable.

Is it unusual for people to fear being open in conversation?—Not at all. It's as though certain genes produce this in all of us. There are no exceptions. Even people who are sophisticated in the art of conversation experience reservations and anxieties that prevent their speaking out, or that cause them to hear incorrectly—or to not hear at all.

GETTING TO KNOW YOU

How Do I Begin?

In effective dialogue, discussion begins with questions. Contrary to the authoritarian monologist who *tells* listeners what he wants them to hear, the dialogist involves people through *asking* questions, *asking* for help, *asking* for thinking, *asking* for cooperation. "Asking for" evokes positive responses more quickly than "demanding from." People resent being *asked* less than they resent being *told*.

What Will Questions Do for You?

Questions activate others to participate in a discussion. Skillfully used, they guide people to come up with new ideas. Oftentimes, questions will give you the answers to your problems. They'll help you in expressing your interest in others. They say that you care enough about others to ask about them and their problems, their needs, and their thinking. Through questions you tell others you trust and respect them, that you'd like them to share their intelligence

with you. Questions help you to raise a person's self-esteem.

What Do Questions Do?

Questions establish rapport. This is the "Hello" of our encounter. It's comparable to the introduction of a speech, an attempt to put others at ease, or to set the climate and to just get comfortable with someone. Suppose we've met this person before. First time or seventieth, there's usually some short greeting that will help to establish rapport.

Questions probe for needs and problems. "Now that I've said hello, I want to know more about you." We're looking for needs, problems, and interests that will become focal points for the balance of the discussion. We'll use mostly stimulating and same questions: "What's your problem?" "How can I help you?" "How can I contribute to your project?" "Where can we coordinate our efforts to meet your needs?" Through questions such as these we discern needs and problems, and what part we may play in their solution.

Questions share feelings, thinking, and ideas. We'll use same and stimulating questions. They might take this form: "How can we establish a better working climate in the shop?" "Training sessions?" "Job enrichment?" "How do you feel about the new safety regulations?"

Questions uncover objections. "Do you agree or disagree?" "If you disagree, why?" "What are your objections?" Once we've said hello, established certain needs and problems, expressed ideas and thinking, then it's time to find out where both of us stand on the issues presented.

Questions summarize. "What have we said?" "What points do we agree or disagree on?" "How should we proceed?" "What's our path of action?" We recap points that have been made; state our resolutions; and establish how we're going to implement them. We'll ask such things as: "You're proposing that we open our new branch by November?" Or, "Are these the dates that involve my department?"

NOW HEAR THIS! NOW HEAR THIS!

How Can You Become Involved in Dialogue?

When we think of conversation, most think of talking. But dialogue is a two-

way street. One party has to become the listener. Why? Because without total listening there can be no fruitful conversation. Listening does these things; it precedes knowledge and predisposes us to understanding; it equips us with factual information and involves us with underlying emotional meanings; it gives us an insight into others and into ourselves; it involves us with another human being and helps us relate to another's thoughts, ideas, and feelings. Through successful listening we stabilize interpersonal communications.

Why Don't We Listen?

We turn off listening because of: *Psychological and sociological factors.* Cultural mores, prejudices, stereotypes, taboos, preconceived ideas, and such cause us to tune out dialogue. Then, there are psychological factors such as personal insecurity, attitudes, daily worries, fears, and hopes. All of these may have a direct bearing on what we listen to, and what we turn off.

Audio factors. Sounds other than those of dialogue have a distracting influence. Street noises, city sounds, children screaming, TV, radio, typewriters pounding, machines pulsating—all are audio distractions to listening.

Visual factors. Some of these obvious distractions are clearing the desk, talking to someone else while another is speaking, doodling, not looking at the speaker, faking listening, fidgeting with some object, looking repeatedly and obviously at the clock, yawning and stretching, and so forth. These mannerisms can really turn off and tune out.

First-person-singular factors. Another turn-off to listening is when "I" become so involved in what "I'm" saying and in listening to "me," and thinking of what "I" want to say next, "I" fail to either see the other person's point of view or to respond to what he's said. When both parties are involved in this sort of shut-out conversation, you literally experience two monologues being spoken, sometimes simultaneously.

Advice-giving factors. When we become the advice-giver, we're apt to get tuned out. Most of us who have a problem take action on only the solution that we help resolve. Talking out the problem is helpful in finding a path of action. That's why it's vitally important for someone to listen.

How Can People Stay Tuned In?

Listening takes courage. What we hear might upset us! It might cause us to think, to become involved with the attitudes and ideas of others, or to realign some of our thinking. It takes courage to listen to someone speak. It takes courage to put aside our own selfish needs and devote ourselves to another. Only through such concern in listening can we come to know ourselves and to share with others. Listening means we might be stirred to change, to improve, to grow, and to learn.

As good listeners, we try to shut our personal needs, fears and desires out of our interpretations of what's being said. We listen in the here and now as the situation exists, not listening as we'd like it to be (future) or listening as it has been (the past), but listening in the present tense of here and now!

After Listening, Then What?

What is the third part of the triangle, dialogue? What inspires enthusiasm in the conversation, and displays a strong regard for the other person's remarks? It's that vital part of dialogue, acknowledgement. It's a necessary courtesy, to acknowledge what you hear the other person saying, whether in agreement or disagreement. In doing this, you increase his self-esteem. You tell him you value what he has to say, you respect his thinking, you appreciate him as a human being.

Acknowledgement is a primary indicator to another person to let him know you're listening. Say *something* even if it's in disagreement! If you don't acknowledge, the speaker doesn't know you're listening. As Cicero said, "For God's sake, disagree with me so that there can be two of us!" Disagreement is healthy and can make for a very lively and interesting exchange in dialogue.

Response on the part of the listener shouldn't always be in the form of a question. The posture of interrogation has its limitations in dialogue. Remember: Effective dialogue involves an exchange of ideas, attitudes, and feelings between two or more people. To exchange ideas, the listener can expand on what the other person has said. This expansion doesn't have to be an intellectualized dissertation. Sometimes short replies are more appropriate, just to let the person know you're listening. As an

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example: "What else?" "I understand." "How?" "I see." "Yes." "I believe you." "Then what happened?" "Why?" "I'm in agreement." Or, even the sound "Hmmm." *The spirit of listening is acknowledging what's been said.*

Dialogue being a two-way street, when the listener fails to acknowledge, he turns off conversation, diminishing it either to a monologue or silence. In effective dialogue be neither a speaker nor a listener—*be both!*

VOLUNTEERS FROM THE WORKPLACE

NCVA Launches Employee Volunteer Project

By Donna M. Hill

In Monroeville corporate employees volunteered in a hypertension clinic begun with funds from their company's foundation.

In Chicago employees of a large paint company used their talents and donated company materials to rehabilitate a local youth center building.

In three states telephone company employees shared their life experiences in the classroom, enriching the formal learning process.

These are only a few examples of how corporations are responding to the challenges our nation faces.

Corporate leaders increasingly are recognizing that it is no longer sufficient to mobilize financial resources. If we are to confront our problems we must mobilize our human resources as well.

In the past several years, companies and unions have increased their efforts to involve all employees, not simply top management, in the mainstream of volunteering. Corporations such as Anchor Hocking, Xerox and Exxon have joined insurance companies and banks in pioneering organized employee volunteer programs.

To continue its role as a major national advocate for the concept of individual involvement in volunteerism, the National Center for Voluntary Action recently received a grant from the Charles Stewart Mott and J. M. Foundations to begin a project entitled "Volunteers from the Workplace."

The one-year project will study and report on employee volunteer programs. The goal is to improve the quantity and quality of volunteer involvement by corporate and union members in addressing human, social and environmental prob-

lems. It will be the first time such a comprehensive study has been undertaken by a national voluntary organization.

The project has several objectives. Chief among them are to collect baseline data on corporate and union sponsorship of employee volunteer programs; to identify those elements common to successful programs and to publicize those companies' and unions' efforts; to encourage development of new programs; and to assist corporations and unions with the development and maintenance of employee volunteer programs.

A wide range of activities is planned to accomplish those objectives. A randomly selected group of companies across the country will be surveyed to determine the extent and nature of their involvement with employee volunteer activities. Companies and unions which have ongoing programs will also be surveyed to gather information on the key elements of their programs so that these can be available for replication elsewhere. A series of articles placed in a variety of publications will highlight successful programs and hopefully encourage other companies and unions to become involved.

Several products will result from the analysis. These include specialized materials for training and technical assistance to interested corporations and unions, and a final comprehensive report for dissemination through the voluntary sector and distribution to large corporations and unions.

Archie R. Boe, chairman of the Allstate Insurance Company, will serve as chairman of the project's national advisory committee, which will be composed of corporation and union leaders. The committee will assist the NCVA staff in determining the direction of the project and focus attention of the business world on it.

Preliminary research by NCVA's proj-

ect staff has revealed activities that reflect increasing awareness of the importance of mobilizing human resources. Unions encourage members to serve as representatives on local United Way campaigns. Company programs such as Allstate's Helping Hands, Chase Manhattan Bank's Volunteers for Community Action and Mobil Oil's Each One Teach One increase the volunteer workforce in surrounding communities.

By supporting NCVA in this project, the Charles Stewart Mott and J. M. Foundations have demonstrated their understanding of the benefits of such programs, and of the necessity for continual expansion into new areas of the volunteer workforce.

Not only the community, but the employee and the corporation or union benefits from increased interaction between the volunteer labor force and the community. The employee experiences an enhanced feeling of personal worth, and gains a new understanding of the community and of other people. The company or union benefits from a highly motivated workforce and from an improved community image, becoming more integrated into the fabric of the community.

The information collected and the service designed will supplement NCVA's Corporate Volunteer Services Program. The program, established in June 1976 by NCVA's board of directors, adapted NCVA's information, technical assistance and training to aid those companies that now have or are contemplating employee volunteer programs.

NCVA has a continuing commitment to aid in the development of corporate volunteerism. Each activity undertaken in this project and each product developed have a natural relationship with an existing service or delivery capability. Thus this project will be an integral part of NCVA's continuing program.

Donna Hill is a writer/information analyst for NCVA's new "Volunteers from the Workplace" project.

FOLLOW-UP

BOARDS OF DIRECTORS Winter 1977

With this issue, VAL presents "Follow-Up," a new column of current developments and additional resource information on key topics reported in previous issues. If you can supplement VAL articles with information to share with other readers, please send it to the editor.

Women are outnumbered by almost three to one on the boards of directors of major nonprofit organizations. In addition, only one-fourth of board officers are women, with most serving as secretary/clerk. By contrast, women make up approximately two-thirds of the service volunteers of the same organizations.

These findings were documented in a study by the Task Force on Women and Citizen Participation, convened by Call for Action, a volunteer referral and action service affiliated with 43 broadcast organizations across the country. The project was supported by a grant from the Alliance for Volunteerism.

"Our work shows that nonprofit organizations must become more representative in both their membership and their policies," says Elizabeth Morrison, chairperson of the task force and assistant professor of social sciences at Antioch College in Baltimore. "The most effective way to improve women's participation in the voluntary sector is to place more women on boards in decision-making and policy-making positions."

Last year, the task force surveyed over 350 randomly selected nonprofit organizations, ranging from hospitals, colleges and symphonies to half-way houses and grassroots community organizations, in Boston, Baltimore and Denver. It collected information on each organization's function, the number of men and women on policy-making boards, and the number of men and women serving as officers of the board. Herta Loeser, codirector of the Civic Center and Clear-

ing House, conducted the study in Boston. Bobette Reigel of the National Information Center on Volunteerism supervised the study in Denver, and Elizabeth Morrison supervised the Baltimore study.

The results of the survey show few differences between the three cities. Boston has the worst record for representation of women on boards with only 23 percent women board members and



19 percent women board officers of all the organizations surveyed. In Baltimore, 30 percent of board members and 31 percent of board officers are women. In Denver, the rate of women board members is highest, with 33.5 percent women board members and 37 percent women board officers.

Both the Baltimore and Denver studies also compared the age of the organization with the percentage of women board members. Organizations between 4 and 5 1/2 years old have the highest percentage of women board members and officers. For older organizations, the percentages decline.

The task force sent follow-up letters with the results to many of the organizations surveyed. With plans to design a

board training curriculum for women, it hopes to use its study as a tool for placing more women on boards in other cities.

The following article by Herta Loeser and Janet Falon reports on the Boston survey and tells what volunteers can do to correct the current imbalance of men and women on nonprofit boards. The article appeared in the September/October 1977 issue of *Foundation News* under the title, "Women Board Members and Volunteer Agencies." It is excerpted with permission of *Foundation News*, 888 Seventh Ave, New York, NY 10019.

The great underrepresentation of women on these boards was strikingly documented in a recent survey of women's roles on the boards of 100 nonprofit organizations in greater Boston. Its findings both underscore the longstanding lack of women's representation as policy makers and supply a handle for correcting this imbalance. (Note: Boston is by no means atypical. The results of the survey reported here were recently reinforced by an 18-city study of women's roles conducted by the National Council of Jewish Women in spring 1977.)

It used 1975 or 1976 board membership lists and brochures of 100 nonprofit agencies to (1) classify the agencies in eight descriptive categories (environmental, cultural, educational, foundations, hospitals and health care, other health-related social welfare, legal and public affairs); (2) determine how many men and how many women were on these boards; and (3) determine how many men and how many women held officerships.

The organizations surveyed ran the gamut from the most "established," such as museums and the symphony, to a number of grassroots organizations. Except for the effort to obtain a cross-section, the groups were randomly selected. The results are easily summarized. Women constituted only:

- 23 percent of all board members; and
- 19 percent of officers (only 12 percent if "secretary/clerk" officers are eliminated; only 9 percent of the chairperson/president category).

In addition, the survey found that:

- 45 of the 100 organizations had no women officers at all;
- 9 of the boards had no women members; and

● only 8 boards had more women than men as members.

By category, hospitals and educational institutions had the fewest women board members (14 percent in each field). The environmental and legal and public affairs categories ranked highest in this area, with 31 percent women board members each. Yet, in the legal and public affairs category, 35 percent of the organizations surveyed showed no women officers and not a single woman chairperson/president. Foundations showed a split personality; they scored as poorly as hospitals and educational institutions in terms of women board members (15 percent), but 44 percent of their officers were women.

A cautionary note: The analysis by field is at best only illustrative, since the sample within each category is probably too small to be statistically meaningful.

Highly qualified women are available. Today, ever-increasing numbers of professional women are achieving high levels of success, so much so that many of them now fit even the *traditional* selection patterns. In addition, many women volunteers have acquired a degree of operational knowledge and understanding that few male board members can equal.

Professional staffs are now relied upon almost exclusively to provide the connection between boards and the day-to-day operation of their organizations. The new type of women board members and officers to which we refer will bring to the *internal* deliberation of boards understanding and resources qualitatively different from those now available.

What can be done to increase the number of women board members? The crucial first step is to spread the word about the inequity of board composition to those who can mend the situation, namely, the members of board nominating committees. Too many people, on or off boards, are not even aware of the issue, or believe that this imbalance has already been remedied. One survey response from a board president epitomized common misinformation about the topic: "Your report shows the underrepresentation of women in nonprofit organizations. I would have expected the proportion of women serving on boards to be higher..." On the contrary, given current statistics, this low proportion is entirely predictable.

People are interested in learning the

facts. A "consciousness raising" effort is necessary to inform both the board community and the general public.

Boards should be encouraged to conduct active searches for new faces, to look in new places, to involve resourceful community people who, in the past, have not been tapped for board membership. Customarily, each geographic area has had a cluster of individuals who are nominated to serve on boards. These people are often rotated from board to board and sometimes hold concurrent multiple memberships. In such cases, new women members can add much-needed diversity.

While nominating committees tend to look for attorneys, bankers and public relations experts, they also select candidates who are concerned and knowledgeable about the services offered by their organizations. It is within this last category that newcomers to board membership—women and minorities in particular—can most easily be introduced.

Perhaps some of these new members will require extra briefings during orientation and training sessions, but this need is not limited to women or other underrepresented groups. Too few boards offer any formal introductory training to new members about their goals and methods of operation; the newcomers to most organizations could profit from the creation or improvement of orientation programs, regardless of their sex or ethnic backgrounds. On-the-board training does work—eventually—but a member's term may almost have expired before she or he can become truly effective.

Women now on the outside looking in, or on boards but without influence in their own right, can also take steps to increase their qualifications. For example, finance committees have for too long been the province of men. The implications for women are clear: They must learn the financial processes that are the key to any organization's operations.

Women already on boards can also become more effective. They should not limit their board-oriented activities to the specific areas in which they are most knowledgeable, but should branch out and learn about areas that are new to them. They should seek committee assignments, because it is within these substructures that the bulk of board work is completed. In short, it is any board member's prerogative to choose to be active and productive.

In some cases, where there is a large enough constituency, women can organize a block vote to elect well-qualified women candidates to office. A highly successful campaign of this type was recently reported in the press. Women in one town, doing their homework, learned that any contributor had a vote in selecting the town's United Way board. Women's groups thereupon organized quietly and managed, at the annual meeting, to have enough votes in the room to fill all the board's vacancies with women. This measure would have been unnecessary had the board itself taken the initiative in seeking out qualified women.

Over the long haul, it is most important that women, however they are elected, be competent and valuable con-

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Agency Boardmanship. The Federation of Catholic Community Services, Diocese of Cleveland, 1027 Superior Ave., Room 500, Cleveland, OH 44114. 1975. 96 pp. \$2.50.

A manual of practices and procedures for boards of agencies of Catholic Charities of Cleveland. Includes sample bylaws, model minutes, a rating scale for boards and principles for managing a nonprofit organization.

Confessions of a Board Member. Karl Mathiasen. The Alban Institute, Mount St. Alban, Washington, DC 20016. 1976. 20 pp. 75 cents.

A management consultant to nonprofit organizations describes the life cycle of boards and explains why they often fail.

Guide for Board Organization in Social Agencies. Revised edition. Child Welfare League of America, 67 Irving Place, New York, NY 10003. 1975. 36 pp. \$3.50.

Chapters discuss board purpose and organization, bylaws, committees, channels of communication, the executive director, evaluation, financial accounting and insurance, manuals. Bibliography.

"In Boards We Trust!" Brenda Hanlon. **Voluntary Action Leadership**, Winter 1977. National Center for Voluntary Action, 1214 16th St., NW, Washington, DC 20036. 3 pp. \$1.00. Quantity discounts available.

Reprint of article describing some of the key elements necessary for an active and effective board of directors. Bibliography.

trihutors to their organizations. To help organizations find women who are eligible for their boards, it would be productive if at least one talent bank were established in each community, containing the names of qualified women who would be receptive to board membership. Such a resource center is already being created at the Civic Center and Clearing House of Boston. A talent bank that included in-depth resumes and "dossiers" and circulated them to the right groups "would serve a very useful purpose," affirms Henry E. Russell, president of Boston Safe Deposit & Trust Company and a director of the Council on Foundations. "All boards want to upgrade their composition," according to Russell.

A great deal of organization and publicity is required for full-scale operations of this type. The real challenge lies in persuading boards to regard such talent banks as serious, ongoing sources of information about capable and concerned individuals.

In the meantime, many sources of information on qualified women are already available. The alumni and graduate school offices of every college and university in the country can provide background data on the professional and service careers of many of their women graduates.

The members of the Alliance for Volunteerism, a coalition of 12 national organizations active in the nonprofit field, offer another vehicle for locating women with track records in community service. The American Association of University Women, the National Federation of Business and Professional Women's Clubs, the Federation of Organizations for Professional Women and the Junior League are just a handful of the dozens of well-established groups with access to information on potential board candidates.

In addition, virtually every major professional association now has an ongoing task force or committee on women and there are state commissions on the status of women throughout the country. There are also many women recipients of the services of voluntary organizations who are ready to move into positions of leadership.

In short, there is without a doubt an untapped reservoir of potential board members in our communities. As so often is the case, the problem lies in "making the connection."

ADVOCACY

Crediting Volunteer Work

By Stephen McCurley

Volunteers acquire valuable skills which, if remunerated, would no doubt be immediately marketable. But the unjust irony of volunteer work lies in our quickness to measure contributions and skills by the amount of money expended to secure them. We have overlooked and underrated the value of the contributions made and the skills developed by those dedicated enough to work for little or no pay.—Senate Concurrent Resolution 21 submitted by Senator Alan Cranston

The notion of providing employment credit for volunteer service is based upon two concepts. The first is philosophical, an argument that equal

Acceptance of such experience can make the difference between employment and nonemployment, or between a position of greater or lesser responsibility.

The Trend Toward Recognition

Giving employment credit for volunteer work has been supported by the National Governors Conference, the U.S. Conference of Mayors, the National Association of Counties, the International Personnel Management Association, and the American Bankers Association. Supporting resolutions have been passed by many national voluntary organizations.

Increasing numbers of employers now accept volunteer experience in evaluating applicants. The U.S. Civil Service Commission has recognized volunteer experience for several years. Thirty-six state civil service commissions also accept work experience acquired through volunteering.

Many private employers credit volunteer work experience, including companies such as AT&T, Coca Cola USA, Xerox, United Airlines, Gulf Oil, Neiman Marcus and Atlantic Richfield. Unfortunately, some companies, particularly smaller ones, have not adopted this policy yet. A survey by the Minnesota Governor's Office of Volunteer Services found that only three of 52 responding Minnesota companies requested information about a prospective employee's volunteer experience. Most respondents, however, expressed interest about the idea and indicated a willingness to accept such experience if other companies were doing so.

Further support for acceptance of experience gained while volunteering is now being considered by the U.S. Congress. Senator Cranston and Representative James Corman, both of California, have introduced resolutions recommending that volunteer experience be

Over the past years, Ruth March of Los Angeles, California, has selflessly donated her time and talent to a one-person campaign to persuade employers to accept volunteer experience. Much of the information and most of the accomplishments outlined in this article are hers.

recognition should be given for equal work. Volunteers performing the same tasks as paid employees should receive equal credit both on the job and when applying for other positions.

The second concept is pragmatic. For many—particularly youth just entering the job market, or displaced homemakers attempting reentry—experience acquired while volunteering provides the only indicator of employable skills.

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taken into account by all levels of government, charitable and service organizations, and private employers. Such a resolution does not force employers to accept volunteer experience, but it would possess strong moral force as an expression of the sense of Congress. It is unlikely, however, that these resolutions will pass without a definite show of support from the volunteer community.

Expanding Acceptance of Volunteer Experience

Full expansion of the acceptance of volunteer experience for employment purposes will require a coordinated effort among employers, agencies utilizing volunteers and volunteers.

Employers. Acceptance by prospective employers is an obvious necessity. The form of that acceptance is also critical. A full expression of acceptance would involve the following elements:

- Listing a policy of accepting volunteer experience on all job announcement forms.
- Requesting relevant volunteer experience on all employment application forms.
- Inquiring about volunteer experience in employment interviews.
- Evaluating volunteer experience in job evaluation and promotion decisions. Often an employee can gain valuable experience managing a volunteer program which qualifies him or her for a more responsible position.

In essence, employers must treat volunteer experience exactly as paid employment, accepting it where relevant to evaluating qualifications for any new job.

Volunteer Agencies. Volunteer-utilizing agencies can play a significant part in gaining acceptance of volunteer experience. Listings of past employment history (whether paid or unpaid) on employment application forms are examined by personnel managers for purposes of verification (whether the applicant really worked at the listed position) and validation (whether the skills utilized are relevant to the position sought). Agencies utilizing volunteers can convince more employers of the worth of volunteer experience by:

- Creating job descriptions that list all tasks, qualifications, and responsibilities for each volunteer's position.

- Maintaining records of volunteer time commitments.

- Assisting volunteers in keeping career portfolio records of their training and skills.

- Making honest evaluations of volunteers.

- Writing letters of recommendation and job histories for departing volunteers.

- Developing employment counseling programs for interested volunteers.

The above actions require additional effort by volunteer agencies. But in the long run they will benefit both the agency and its volunteers through increased recognition of the worth of volunteer effort and increased incentives for recruitment.

In addition, volunteer agencies can conduct informational and educational programs to convince local employers to recognize volunteer experience, starting with companies represented on the agency's own board of directors or through local business associations.

Volunteers. Volunteers can improve the chance of acceptance of their volunteer experience in two ways. First, they can maintain records of their experience, training and responsibilities. Such records provide a convenient guide both for personnel managers and for volunteers attempting to formulate descriptions of their own skills. Second, volunteers can become more assertive in seeking recognition of their volunteer experience. Many companies with no clear policy in this area will accept volunteer experience if confronted by a determined and articulate volunteer.

Employment credit for volunteer experience is an idea whose time has come. The extent of its growth is limited only by the enthusiasm of its proponents; those few who oppose it do so more easily with questions than with definite objections. As the U.S. Civil Service Commission noted recently: "If paid experience provides evidence of necessary job qualifications, why shouldn't unpaid experience be considered as well? There is no valid reason for not considering it."

The following states credit volunteer experience for state civil service positions:

Alaska
Arizona
Arkansas
California

Connecticut
Delaware
Florida
Georgia
Hawaii
Illinois
Indiana
Iowa
Kansas
Kentucky
Maine
Maryland
Massachusetts
Minnesota
Missouri
Montana
Nevada
New Hampshire
New Jersey
New Mexico
New York
North Carolina
North Dakota
Oklahoma
Oregon
Pennsylvania
South Carolina
Utah
Vermont
Virginia
Washington
West Virginia

To indicate your support for Senate Concurrent Resolution 21 (S.C.R. 21) and H.C.R. 11, which would give Congressional approval for crediting volunteer work experience, write to the following:

Hon. Abraham Ribicoff
Committee on Governmental Affairs
3306 Dirksen Senate Office Building
U.S. Senate
Washington, D.C. 20510

Hon. Patricia Schroeder
Subcom. on Employee Ethics and Utilization
Post Office and Civil Service Committee
1507 Longworth House Office Building
U.S. House of Representatives
Washington, D.C. 20515

Hon. Augustus Hawkins
Subcom. on Employment Opportunities
Education and Labor Committee
2350 Rayburn House Office Building
U.S. House of Representatives
Washington, D.C. 20515

Hon. Ike Andrews
Subcom. on Economic Opportunity
Education and Labor Committee
320 Cannon House Office Building
U.S. House of Representatives
Washington, D.C. 20515

In addition, write your own members of Congress.



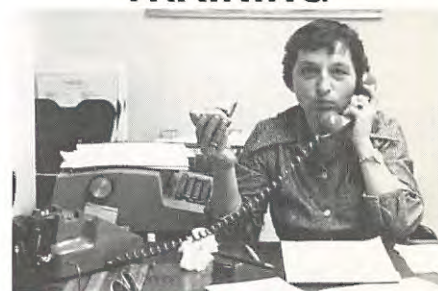
YOUR GUIDE TO

CORPORATE SERVICES



SHIRLEY KELLER, Director. Manages NCVA's Volunteers from the Workplace project. Serves as liaison with other business-related organizations and government agencies on corporate/union volunteerism.

EDUCATION & TRAINING



ARLENE SCHINDLER, Director. Administers and supervises E&T staff and functions. Consults with constituents on training needs. Conducts training workshops and institutes.

ADMINISTRATION



KEN ALLEN, Executive Director. Chief operating officer, fundraiser. Relates to other national organizations, federal agencies and NCVA's constituents. Provides staff support for board of directors.



ISOLDE CHAPIN, Writer/Information Analyst. Assists with Volunteers from Workplace project through research and writing of corporate/union volunteer activities. Recently completed child abuse booklet soon to be published by NCVA.



LINDA BERNS, Materials Development Specialist. Coordinates all NCVA conferences and training institutes. Consults with field on training resources, including audio-visuals. Designs and produces training and other NCVA materials.



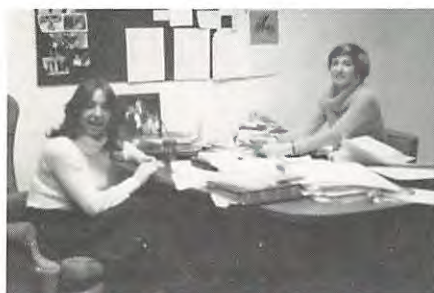
RICHARD MOCK, Assistant to Executive Director. Ass't. Secretary of NCVA's board. Librarian. Provides support for fundraising and for board.



DONNA HILL, Writer/Information Analyst. Assists with Volunteers from Workplace project as public relations liaison and newsletter editor. Writes articles and prepares involvement models based on corporate/union volunteerism.



ZULMA HOMS, Educational Specialist. Liaison with Hispanic community. Conducts training sessions in English and Spanish for volunteers and administrators. Coordinates and conducts Partnership Workshops.



CAREN JACOBS (r.), Business Officer and CASSIE SELBY, Student Ass't./Business Office. Handle all NCVA's financial affairs. Office/building managers.

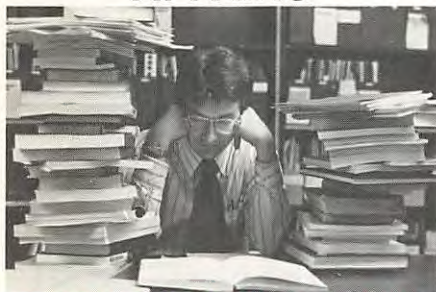


FEROZA ALLEE, Secretary/Administrative Ass't. Provides secretarial support for Workplace project staff. Assists with production of project information and materials.

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PUBLICATIONS



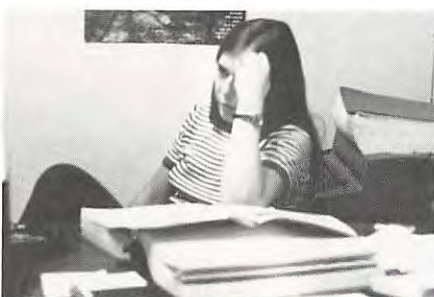
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ANNE PLUNKETT, Circulation Manager. Processes VAL subscriptions. Handles readers' circulation problems. Avoids photographers. Coordinates VAL promotional mailings.



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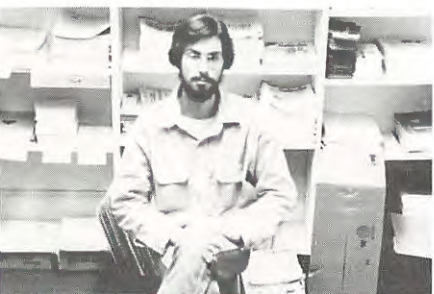


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The Valuable, Vital Volunteer Job Description

Why

By John H. Cauley, Jr.

MANY VOLUNTEER PROGRAMS fail because the role of volunteers in an agency and their relationship to paid staff member never have been defined. This failure results in confusion for the volunteer and resentment on the part of paid staff.

The role of a volunteer in an organization should be to supplement and complement the place of paid staff. A volunteer is not there to do the job of a paid staff member, but to work with that paid staff member to better serve the organization's consumers or clients. The best way to view a volunteer in any organization, then, is to accept a volunteer as a nonpaid staff person subject to specific personnel policies and guidelines. In this way, a volunteer becomes a member of the agency team in a nonpaid status rather than as some vaguely defined functionary of the organization.

It is necessary to plan for the use of volunteers in an organization. If the planning process indicates that a real need for volunteers exists in an agency, then these needs can be transferred easily to written volunteer job descriptions. Job descriptions are definitions of a person's duties and responsibilities within an organization. They are essential to the success of agency volunteer programs. Developing one forces a social service agency to think through its use of volunteers.

Job descriptions meet one of the most important criteria of a good personnel management program: They

define needs to be met by the recruitment and training of new staff. In developing job descriptions for volunteers or paid staff, an administrator is forced to review the nature of his/her organization and the interrelationships of the staff. This allows him/her to analyze resources, to plan for their best utilization and, ultimately, to organize to meet established goals.

Written job descriptions also are beneficial to volunteers because they outline the specific duties and responsibilities of each volunteer position, the necessary time commitment, and the required qualifications for acceptance as a volunteer. This enables volunteers to know in advance exactly what will be expected of them in any particular job and to avoid encountering a period of uncertainty during which they are forced to define their own roles.

Finally, written volunteer job descriptions should be an integral part of the development of a sound volunteer program and the development of a personnel management program to guide the use of volunteers in the agency. Written job descriptions will serve as the basis for further development of a personnel management program because they are the focus for recruitment, selection, preparation, supervision and evaluation of volunteer workers.

● The use of a written job description can **enhance the recruitment effort** because it details the specific duties and skills required in each job. With this information it is easier to determine the focus of a recruitment campaign to obtain the specific individuals needed. Prospective volunteers will be able to make more intelligent choices about volunteering because they will have a clear understanding of an agency's expectations outlined in written job descriptions.

● The task of **selecting volunteers is made easier** if an agency has developed written job descriptions for volun-

teers. The job description, which includes the necessary qualifications for each volunteer position, should be adhered to in the interview and placement of volunteer workers. Accepting only qualified volunteers for well-defined volunteer positions will enhance greatly the success of a volunteer program.

● Perhaps the **most effective training tool for new volunteers** is the job description. A complete review of the job description serves as a sound basis for initial introduction to a job. The description should state the duties, responsibilities and time commitment for a position. If an agency short-changes volunteers at this crucial point of indoctrination, the success of its volunteer program will fall short of its true potential. Without an adequate orientation-training period, volunteers will be forced to find their own way and to define their own roles. In most instances, such a situation will frustrate the majority of volunteers, and agencies quickly will gain a reputation as a poor choice for volunteering.

● **For a fair and honest performance evaluation**, a volunteer must have a clear and definite understanding of his/her role and duties, and an agency must have specified those duties in the form of a written volunteer job description. The use of a job description in the evaluation process allows a supervisor to recognize good performance and to redirect poor performance in a volunteer worker. Furthermore, if a volunteer fails to meet the minimum criteria for acceptable performance on the job by not performing successfully the duties outlined, the supervisor may use the job description as a basis for documenting the inability of the volunteer in that job.

With proper planning for and integration of volunteers into its program, an agency can add a new dimension to its services. Volunteers can expand services in areas where paid staff are lack-

John Cauley is the staff representative for the Capital Area United Way in Lansing, Michigan, and a member of NCVA's consultant network.

ing. And they can bridge the gap between an agency and its public. Job descriptions help establish an organization's authority to direct and control the activities of volunteer workers to provide better service to clients.

How

By Hope M. Martin

EACH VOLUNTEER ROLE SHOULD have a well thought-out clearly stated job description, designed to ensure that the important elements of the job are properly identified and described. When clearly defined, a job description affords the volunteer a visible place in the agency. It should be used to:

- clarify job responsibilities to help the volunteer understand his/her job;
- clarify relationships between jobs;
- select new volunteers and introduce them to their jobs;
- forecast training needs;
- assure that the volunteer and his/her supervisor agree on the important elements of the job; and
- establish standards of performance for evaluation purposes.

A job description should be flexible enough so that when it is reviewed by a supervisor and volunteer in conference, changes may be made to assure that they are in complete agreement as to the content of the job description.

A job description should include information in five basic categories: general description, skill level, task analysis, end results (evaluation), resources. (See sample.)

General Description

A general description of the volunteer job should include its title, the program to which the job extends, the supervisor, a list of the tasks to be performed, and

Hope Martin is a home economics agent for the Cooperative Extension Service of the University of Maryland. She is the author of "Building Volunteer Staff into an Agency's Organizational Structure," which is available for 50 cents from Hope Martin, Box 441, Leonardtown, MD 20650.

the amount of time involved (part-time or full-time).

Skill Level

Every job description should spell out the skills needed to perform the job, such as:

- Specialized, technical or practical skills. State accurately and clearly how much "know-how" is required for the position.
- Human relations skill. Describe just what the job demands in terms of dealing with people.
- Managerial and consultative skills. Describe the job requirements for getting things done through other people and for integrating and coordinating the activities.

Task Analysis

The tasks are the "do" statements about the job. Concise and clear statements characterize the task. Each statement should start with a capitalized action verb. Example: *Counsel* individuals in management of financial resources. Here are some examples of action verbs:

Accept	Assist	Evaluate
Administer	Consult	Formulate
Advise	Counsel	Guide
Appraise	Create	Interpret
Assimilate	Develop	Implement
Assign	Employ	Keep

Lead	Prepare	Recommend
Measure	Promote	Represent
Maintain	Participate	Recognize
Organize	Review	Schedule
Provide	Recruit	Train

End Results (Evaluation)

The expected results of the job should be measured against:

- progress toward accomplishment of program objectives;
- success as it relates to tasks assigned; and
- growth of the volunteer in the job.

Resources

Resources for training for and implementing the volunteer job should be defined as the role is developed. Resources should be identified at three levels:

- supervisory—resources used by a professional staff member in training;
 - volunteer—resources for use in carrying out the assignment;
 - client—resources the volunteer might need to give to a client.
- Resources can be as sophisticated as films, slides, filmstrips, or as simplified as a one-page fact sheet. If human resources are available, they should be listed, too. *What is important is planning for support of the volunteer job through provision of training, materials and supplies.*

SAMPLE JOB DESCRIPTION

Agency Dept. of Human Resources
 Supervisor Missy Hamilton
 Volunteer Coordinator Vi Valiant

Program Programs for the Elderly
 Job Title Supervisor and trainer of craft instructors
 Date April 16, 1978

A. GENERAL DESCRIPTION
 The volunteer will work under the direction of the staff volunteer coordinator to provide training and supervision of volunteer craft instructors serving Programs for the Elderly. This will be a part-time assignment -- two days a week.

B. SKILLS
 This staff volunteer needs to be capable of creating or interpreting instructions for a variety of crafts at several skill levels. The volunteer may have formal craft training or may through her own interest have developed this skill. The volunteer needs to have the ability to work with people in a harmonious manner.

C. TASKS
 ● Develop a plan for training volunteer craft instructors.
 ● Establish classes to include arranging sites, sending out advance notices.
 ● Teach or provide a teacher for craft to be taught.
 ● Make available simple printed instructions and lists of materials needed for each craft.
 ● Provide lists of local sources of craft materials.
 ● Visit program sites to evaluate craft teachers and programs.
 ● Schedule training in communications and human development.

D. RESULTS EXPECTED
 ● Demonstrate ability in craft skills.
 ● Exhibit skill in teaching techniques.
 ● Establish climate enabling senior citizens to obtain optimum self-actualization.

E. RESOURCES
Human
 Mrs. Joe Smith (tel. 555-6712) -- Works with eggury, decoupage, bread dough flowers. Will give one day a week to instruction.
 Mrs. Henry Jackson (555-9234) -- Works with small items using discarded plastic bottles. Has several unique items of little cost. Will train craft instructors.
 Mrs. Blake Jones (555-9474) -- Works with local clays. Is willing to provide instructions to craft teachers one day per month.

Materials
 Local stores selling craft supplies: Robbies, Great Mills Rd., Hometown; Ben Franklin, Lexington Park; Dottie's Needlecraft, St. Andrews; Yarn Barn, Corner Rt. 234 and St. Andrews (333-7632).
 Wholesale suppliers: Ceramics, Inc., College Park (555-0241); Crafts, Inc., Wash. D.C. Church Ladies Guild -- Will donate throwaways if sent list.
 Jr. Chamber of Commerce -- Will hold benefit dinner yearly; proceeds go to craft fund.

NEW ENERGY FOR VOLUNTEER PROGRAMS

By Susan J. Ellis

AN EXCITING NEW RESERVOIR OF VOLUNTEER energy lies in the recent proliferation of student community work programs. While youthful volunteers have been on the scene, these new programs involve the school—meshing classroom theory with real-world experiences. Thus the term “student volunteers” has come to mean volunteers who expect to expand their education while serving their communities.

Student volunteers represent not only a vast pool of recruits for volunteer programs, but also are volunteerism's hope for the future. By becoming a volunteer during his or her school years, each student begins a personal tradition. He or she develops a commitment to volunteering that will continue into adult life. This means that we can *cultivate* the volunteers of tomorrow by actively involving students today.

At one time in our society, young people had a definite role to play in everyday life, developing career skills through well-established apprenticeship systems. Today youth has no meaningful social role and has been relegated instead to the schoolroom until early adulthood. While schools historically have debated the value of theoretical versus practical education, the demands of students in the '60s for relevant curricula spawned the 1970s' interest in service-learning. The number of colleges, high schools, and even elementary schools initiating student volunteer projects has increased phenomenally. But this very growth, because of

its rapidity, has been fragmented and inconsistent.

The director of volunteers can expect a vast and often confusing array of terminology and methods applied by service-learning programs. To begin with, service or experiential learning refers to knowledge gained by practical application—learning by doing. In addition, the term “service-learning program” implies faculty involvement. But phrases such as “field work,” “practicum,” “internship,” “independent study,” and others not only are defined arbitrarily by different schools, but also can be used by individuals within one school without agreement on definition. To muddy the waters further, there is a wide range of possible ways a student may become involved in a program.

The options lie between one extreme of “pure” volunteering, with no classroom support and no credit, and the other extreme of a full semester's equivalent academic credit for community service. Even within the same school, students can come to an agency with schedules ranging from three hours a week to forty hours a week, and from five weeks' duration to two full semesters of work. These discrepancies are a challenge to the director of volunteers and may take some juggling to coordinate. But in the long run, the possible variety of schedules makes for much more dynamic and flexible utilization of student volunteers.

There has been much debate about whether or not a student—if he or she receives academic credit for the volunteer work—is really a volunteer. That the question should arise at all is due to two traditions: the confusion of academic credit with “pay”; and the fact that certain internships with long histories, notably social work and teaching, have been viewed as “professional” responsibilities and therefore not within the realm of a volunteer program. Such objections are counter-productive and only succeed in shutting off an important avenue of help. There are several excellent and undeniable reasons why students are volunteers and why every director of volunteers should be committed to channeling this marvelous resource into an agency or organization.

Academic credit hardly can be used to buy groceries. Therefore it is not “pay.” Rather, credit is a form of enabling

Susan Ellis' extensive background in volunteer administration includes teaching the graduate level “Administration and Management of Volunteer Programs” at Pennsylvania State University, writing a book on the history of volunteers in the U.S., and coordinating a volunteer support network for the Philadelphia Singers. She is director of ENERGIZE, a consulting firm specializing in volunteerism and program management. (For further information, write ENERGIZE, 5450 Wissahickon Ave, # 443, Philadelphia, PA 19144, (215) 438-8342.)

assistance, allowing a student to make room in his or her course schedule for community work. The time that would have been spent in the classroom now can be spent volunteering. Further, while academic credit does assure an agency that the student will honor the service commitment, it never should be confused with a requirement to volunteer. In most cases, the student has a choice about whether or not to select the course involving volunteer work. Also, students choose the agency in which they would like to work most and deserve to refuse an assignment not relevant to them. In fact, directors of volunteers should *insist* on the right to screen potential student volunteers and to treat them as they would any other new applicant. The point is that there are many choices involved in a service-learning placement, confirming the voluntary nature of such a placement.

Any volunteer should be supervised by the staff member most appropriate to the task to be done. Therefore student volunteers, in what might be called "preprofessional assignments," should be supervised on the job by the right practicing professional. The director of volunteers, however, should be administratively responsible for all student volunteers. They are nonsalaried staff and, as such, deserve the attention you are in the unique position to give:

- Only the director of volunteers has experience in placing and scheduling part-time volunteers with a variety of backgrounds and abilities.
- Only the director of volunteers has an overview of the entire agency, having access to a variety of possible assignments matching a student's interests and skills.
- The volunteer program has established orientation and in-service training programs from which any volunteer can benefit.
- The volunteer program can keep records on student volunteer service, incorporating them into reports and crediting everyone involved.

- The director of volunteers can provide new assignments to students who continue to volunteer in one agency over a long period of time (beyond their original commitment and without credit), and can promote students over time into more complex assignments.

- The director of volunteers can handle school liaison responsibilities and can be an advocate for the student volunteers. If your organization makes a division between students and volunteers, *reconsider*.

THE MAJOR FOCUS OF A STUDENT VOLUNTEER placement is whether or not the assignment to be handled is educationally meaningful. This may seem difficult, but consider that *all* volunteer assignments should provide people with a chance to learn new skills, test present ones, and experience personal growth. Viewed the right way, the development of successful student job descriptions can strengthen your entire volunteer program.

Creating job descriptions for student volunteers is a matter of maximizing the positives. Instead of viewing a placement of several weeks as too short, why not develop some projects that can be handled in that time frame, or analyze on-going work to see if some aspect of it can be assigned separately? Also, students may be available to fill schedule gaps, such as during evening or dinner hours when other volunteers wish to be home with their families.

One area of student volunteer service with much potential is administrative assignments. This is work directly supporting behind-the-scenes functioning of an agency. In order to perform administrative tasks, a student must learn how the agency works: its procedures, activities, goals. The student sees the agency in its community context and gains an understanding of what it takes to provide service to clients. This is also a way to utilize students who have potential, but are not ready yet for direct-service types of contact.



There are several approaches to administrative assignments. One is for the student to assist an administrator, working closely with one or more agency manager. The student volunteer, for example, can attend community meetings, follow up directives, and generally act as an aide.

A second approach is for the student to assist you, the volunteer director. This introduces the student to the complexities of running a volunteer program. Tasks might include writing manuals, running orientation and preservice training workshops, surveying possible volunteer assignment areas, initiating new volunteer projects, supervising younger volunteers. Student volunteers who assist with volunteer programs find themselves introduced to a new career field.

A third approach is to assign the student to a special project that matches the agency's need and the student's skills. The project can be either small enough to be completed within one semester or it can be a large project with several manageable components. In the latter case, the student would know that his or her work is contributing to the larger project and that another student will take over the following term. Also, if an entire class volunteers, that class could adopt a project and each student could take part in it. Some sample projects are

- follow-up studies on past clients;
- needs assessments/surveys of staff or clients;
- research on funding sources;
- evaluation of programs;
- setting up a resource file or library;
- writing an annual report;
- surveying community services.

Even from this short list, it is evident that administrative assignments can be challenging, productive and educational. They are also the perfect way to blend your service needs and the student's requirements. With a little cooperative planning, students can write their term papers as part of their administrative assignment. This makes the most out of

their volunteer time and makes them feel that they have produced something useful for the organization.

The administration area is also ideal for students with specialized academic majors. At one time, students came only from service fields, such as social work, sociology, human development, psychology and education. However, an increasing number of college departments and high schools are discovering the value of service-learning and are fielding students enrolled in courses such as political science, geography, urban studies, business administration and the humanities. Projects related to the business management of an agency or demographic studies of the client population served are examples of how to match unusual academic backgrounds with agency needs. In fact, once the creative juices start flowing, you may find yourself recruiting students skilled in handling such needs as art for a brochure, writing press releases, designing a recordkeeping system, etc.

THE DIRECTOR OF VOLUNTEERS SHOULD BE PREPARED to work out the details of liaison with the school sending volunteers. It is imperative that all expectations are discussed *during* the planning stages of the program, not after the students are on board. Keep in mind that you have the right to set and maintain standards for your program. Though you want to cooperate with the instructor, the needs of your agency come first. Most service learning program staff are more than willing to collaborate in designing and running a mutually beneficial project.

The agency should have the option to screen and accept or reject any student. Also, a contact person should be designated by the school to support the student and the agency, often with on-site visits. It is helpful to ask how the volunteer work will be integrated with the classroom work. What will the student be doing besides working in the agency? Are there assigned readings or papers? Learn what kind of evaluation will be required of the student's supervisor and whether or not the agency will be asked to attend any meetings at the school. In return for such information, the faculty member will expect to be told honestly about the potentials and limits of the experiences available in your program.

Screening interviews are vital, providing both you and the student with a chance to present your expectations. Try to get the student to express learning goals. If the student is a senior in college, it may be necessary to clarify that a volunteer placement is not a promise of employment after graduation. In fact, there are unique learning opportunities open only to students who do not weigh every act as a test of potential worth as an employee. Volunteer status allows the student to experiment or to criticize. However, through volunteer work the student can meet people in a career field, making contacts and gathering references. And service-learning can be highlighted in a resume. Such possibilities can be pointed out at the screening interview.

In matching student volunteers with available assignments, there may be some resistance from paid staff who do not understand the nature of students today. To some staff the hippie stereotypes of the 1960s have changed into new stereotypes of apathetic students who are motivated only by the wish for a passing grade, graduation and a job. Or students may be seen as young people too inex-



perienced or overly critical to be of much use. (Yet note that some students are mature adults who have returned to school). There is also the image of the "semester messiah" who hopes to change the world in one brief two-month placement! Obviously, any stereotype distorts the truth, but the volunteer director may have to become an advocate for the abilities of students.

One note of caution, however, is an unfortunate commentary on modern education. A growing number of high school and even college students lack good speaking and writing skills. Many agency tasks require strong communication skills: telephone contacts, presentations at meetings, reports of all kinds. When prescreening and matching students, take into account which job descriptions require more oral or written work than others.

IN SUPERVISING STUDENT VOLUNTEERS, IT IS HELPFUL to utilize some form of learning contract that identifies exactly what will be accomplished during the student's placement. Both the school and the agency need to be more aware that the relationship between agency staff and students is quite different from the relationship between teachers and students. One of the most important effects of service-learning is the growing self-awareness of students as contributing preprofessionals in a setting where rewards come from visible results achieved by a group of people working together. The director of volunteers can help students understand the following principles:

- Common sense and responsible actions hold more weight in an organization than strict adherence to a particular policy or theory.
 - New ideas and suggestions will be assessed on their merits rather than on the strength of who—the student or the paid staff—initiates them. Teamwork is the name of the game.
 - A student's written work for an agency has a general, broader purpose and will probably be read by many other people outside the agency.
 - Learning requires the student to test ideas and information through practice.
 - Work accomplished during the term will affect the continuing operations of the agency.
- For the first time the student is not in a laboratory situation; his or her work has real-life implications.

It is symptomatic of classroom learning that students generally feel powerless; they cannot change the syllabus, the teaching methods, or the prescribed timetable. Generally, if a course turns out to be poor, students simply suffer through it. Such a passive response to problems in the agency is unacceptable. Though some things really cannot be changed, students should be shown that they can have a significant input in how they are treated, what training they receive, and how they can do their work best. Adopting this attitude requires a student to change his or her self-image from that of student to that of volunteer staff member. Once this transformation occurs, however, student volunteers become enthusiastic, challenging, and filled with fresh ideas.

Most service-learning programs require some form of written evaluation of the student by the agency at the close of the placement. This often is coupled with a debriefing interview during which the student summarizes his or her ex-

periences and learning. Such evaluations and sessions should not become report cards but rather should be seen as the opportunity to bring closure to the assignment. Directors of volunteers should not assign grades; they should assess skill attainment and productivity, attitudes and personal growth. In return, the student should be asked to evaluate the assignment: Did it meet expectations? Offer the chance to learn a variety of things? Was it appropriate for a student? Welcome the student's comments and suggestions—and put them to use next time around.

VOLUNTEER PROGRAMS IN BOTH LARGE AND small communities have the potential to develop exciting and innovative student components. By carefully planning for educationally sound assignments, the volunteer program will find itself attracting a higher caliber of volunteers of all ages. Developing a project-oriented approach to volunteer work, rather than the traditional, ongoing daily assignments, will allow for more creativity and the utilization of special skills which never fit in before. The process of helping student volunteers to experience the realities of the service world forces everyone to reassess and update their approaches to their work.

Successful student volunteer programs discover that students often continue to volunteer long after their original commitment has expired. In addition, cooperation with a school opens up all the resources of the academic environment to the agency—physical facilities, libraries, special programs, even reduced tuition in some instances. But most important, it permits access to the faculty, who might be willing to share a wide range of expertise with the volunteer program. And a clever volunteer director even might recruit some faculty to become volunteers themselves! All this volunteer energy awaits the program willing to seek out and utilize students.

WHO CAN HELP

If you are interested in obtaining more information about developing student volunteer programs, two organizations can help. One is the National Student Volunteer Program (NSVP). Part of ACTION, NSVP provides free technical assistance and publishes the journal, *Synergist*. In addition, the Society for Field Experience Education (SFEE) can give information and direct you to consultants. SFEE publishes *Experiential Education*.

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DIVERSITY IN SERVICE-LEARNING

By D. Keith Lupton and
Denice A. Paonessa

STUDENTS HAVE INDIVIDUAL AND diverse needs which can be met through experiential education in many ways. The more flexible the program and its practices, the easier it is to meet students' needs. Diversity is the essence of the Off-Campus Term (OCT) Program at the University of South Florida, Tampa. Through its service-learning (volunteer) activities, the program demonstrates this philosophy by:

- requiring students to arrange their own volunteer work assignments so they may go wherever they want to and do whatever they want to;
- offering time-commitment options, from a total of 40 hours of experience (part-time) to 40 or more hours each week for a full term (full-time); and
- providing academic credit for the volunteer experience in three different ways.

Too often, experiential programs act as though students have only one need or urge at a time and a program to meet that need is enough. Their policies inhibit students because the desire to contribute time and talent to social change or improvement is only one of a complex set of factors motivating the student. Thus, flexibility in program practices should accommodate the more diverse needs of far more students than restrictive programs.

Since 1971, over 1,500 students have participated in our OCT Program for at least a term. About 500 of them participated in service-learning activities as full- or part-time volunteers in a variety of social service programs in Florida, other parts of the country, and foreign countries. OCT practices seek to make "the world our campus, reality our objective and experience our teacher."

Keith Lupton is the director of the University of South Florida's Off-Campus Term Program. Denice Paonessa is an OCT program assistant.

Diversity in Assignment

It is a common practice in service-learning experiential programs for the sponsoring college program to arrange for volunteer experiences with cooperating agencies and to place students into those agencies. A college-agency marriage results which fosters a close and ongoing relationship.

In the OCT program, we do not place students in volunteer or other kinds of work, nor do we arrange for housing, transportation, visas or passports. Instead, we require a student to develop the total format for his/her off-campus experience. Our emphasis on student individuality, creativity, resourcefulness and maturity is summed up by the program's slogan, "An Education in Life."

Ten percent of our 500 service-learning students have participated in projects abroad. One student helped estab-



lish a rape crisis center in Sydney, Australia. Another worked in a Nigerian youth camp. And many students worked as children or hospital aides in an Israeli kibbutz.

Thirty percent have volunteered in the

Tampa Bay area, working with Meals on Wheels programs, the Tampa Lighthouse for the Blind, neighborhood youth centers, hospitals, migrant worker programs, and other health and social programs.

The majority of the students, however, have found service-learning experiences throughout the rest of Florida and the United States.

Diversity in Time-Commitment Options

OCT students may participate as volunteers on a full-time basis—40 hours per week or more—or on a part-time basis. The choice of options encourages students to find a way to volunteer their services for social change or improvement. OCT practices provide for full-time volunteer work, part-time volunteer work to satisfy *all* the academic requirements for a specific course, or volunteer work to satisfy *part* of the course requirements.

Over 250 students have engaged in service-learning as a full-time activity, with the volunteer work taking up the major portion of the term. In some instances, a VISTA-type funding (subsistence support) is provided. From 1971-74, for example, 60 percent of the full-time participants were supported by a Title I grant from the Florida Board of Regents. Since 1974, about 10 percent (20-25) of all OCT students participate in a full-time service-learning project each year.

Diversity in Academic Credit

Academic credit can be earned in three different ways in OCT service-learning projects: for the experience itself (experiential credit); for community and society-related field experiential projects with topical themes; and for in-depth field research projects in the student's major. The first two are elective credits provided by the OCT program. The credit for the field research project is provided through contracts with faculty in the student's major discipline.

Students engaged in volunteer service-learning projects receive three hours of credit for 60 clock hours of volunteer work or more on a part-time basis. This course is the Social Action Project. A student must maintain an activity journal and write an evaluation about his/her experience. If a student is

engaged in full-time service-learning work, he/she earns an additional two hours of academic credit (basic experiential credits) for the actual volunteer experience. All hours are evaluated on a pass/fail basis.

Students also may elect to earn partial academic credit for projects related to their volunteer experience. Each project carries three to five hours of upper-level academic credit, requires extensive written essays following topical inquiries provided in the project syllabus, and are graded on a regular letter basis unless pass/fail is desired. These programs are topically-oriented community-study projects:

- *Contemporary Health Problems* explores the strengths and weaknesses of health in our society and the availability of medical services. Students look into the availability of facilities, malpractice problems, medical costs, legal aspects of practicing medicine and nursing, federal programs, special clinics, social aspects of health problems.

- *Law and Society* emphasizes various laws and systems which directly affect our society in some specific way. Volunteers study court systems, fraud, consumer protection, wills and probate of estates, probation and rehabilitation of offenders.

- *Volunteers and Society* deals with the role of volunteerism in contemporary society. Study areas include agencies utilizing volunteers; training, management and recruitment of volunteers; organizations and programs supporting volunteerism; rights and responsibilities of volunteers.

These three projects allow a student the option of engaging in 40 hours of volunteer work in lieu of 20 percent of the normal written requirements. This option is provided to encourage volunteer work by students who are not otherwise involved in service-learning projects.

Most students (70 percent) earn full academic credit during their terms off-campus. They develop their whole program of credit relating to their off-campus experiences in the same way they plan a full academic program in the classroom. Thus, students engaged in full-time service-learning experience can earn five hours of credit for the experience itself and an additional 10 credit hours for engaging in various topical projects.

Meeting Diverse Student Goals

For a service-learning program to be effective in higher education, certain student needs must be met. No one person will have goals precisely the same as another. Here is a sampling of how service-learning experiences benefitted some of our students during 1976-77

Personal gain and satisfaction.

John, a 21-year-old psychology major, made a career decision as a result of his work in psychological counseling at the Inter-Personal Program in Amherst, Mass. "I found that interacting in a psychological framework was a very viable avenue for me to pursue after graduation. I found that I am good at it, like it, and can be satisfied in its pursuit."

Kay, on the other hand, discovered

from her experience as a counselor at the Florida Mental Health Institute, that psychology was not meant to be her major. As a divorcee and mother of a 9-year-old daughter, however, she found the work gave her an unexpected bonus. "It taught me a great deal about dealing with my own daughter," she wrote. "I gained insight into her problems and feelings and learned how to reinforce good behavior and extinguish bad behavior. It has shown me what neglected and unhappy experiences can do to a child. I can see how fortunate I am to have a normal, well-adjusted child in spite of her having received far less attention than she should have from me."

Personal growth and discovery. Randy, a 21-year-old religious studies major,

DEFINING EXPERIENTIAL EDUCATION

Experiential education is not a new concept. At the beginning of this century, educator and philosopher John Dewey held that all genuine education comes about through experience and that it is the duty of educators to foster and provide growth-producing experiences for students. Antioch College adopted this philosophy in the 1920s with the initiation of an off-campus work-study program. Other colleges have continued to add to the curriculum extra-classroom experiences, primarily in the fields of business, student teaching, medicine and agriculture.

The social upheaval of the 1960s, with student demands for more relevance in curriculum, brought experiential education into social science and liberal arts disciplines. Under "experiential education" are a variety of field experiences that have become an accepted part of academia. The most common types are:

- cross-cultural exploration
- field research
- social/political action
- service-learning internships
- cooperative education.

With the economic instability of the 1970s the service-learning internship, with its primary career focus, has become increasingly more prevalent. Service-learning has been defined as the integration of a task which meets a human or organizational need with conscious educational growth. A typical service-learning internship is a ten- to

fifteen-week full-time activity in which students carry out planned work and learning tasks under the supervision of a faculty member and agency personnel, receive financial remuneration and/or academic credit.

Here are the most frequently cited goals associated with intern programs:

- To provide immediate manpower assistance to agencies concerned with economic and social development.
- To provide constructive service opportunities for students seeking to participate in the solution of social and economic problems.
- To encourage young people to consider careers and citizen leadership in programs of development and provide a pool of trained personnel for recruitment in public service.
- To allow students, agency personnel, and faculty to engage in a shared learning experience from which all can benefit.
- To provide additional avenues of communication between institutions of higher learning and programs of social and economic development by making the resources of the universities and colleges more accessible to the community and providing a means for relating curriculum, teachings, and research to contemporary societal needs.

—Diane DePuydt, former coordinator of the experiential education program at Michigan State University's College of Urban Development.

participated in an archaeological dig in Israel. "I learned that I am not a pure historian," he wrote. "I continually need to see the relevance or knowledge or experience to myself, to the present, and to reality. Otherwise, it loses meaning for me and thus my interest. Because of this attitude, I am not a scholar, a drone, an archaeologist, or an historian, but I am a religious person looking for and finding meaning in anything and all things."

Learning from each other. Henry, a sightless veteran and father of two teenagers, worked at Tampa's Lighthouse for the Blind. He served as a part-time volunteer with the telephone reassurance service for sightless senior citizens. "I know I gained from the experience," he wrote. "I gained knowledge of new appliances and aids that make daily living easier for the visually handicapped. I shared freely what information I had and picked up even more from the client population I served. My participation broadened my own view of society and made me more aware of the particular problems of some of the people."

Cross cultural experiences and understanding. Ann, a mature student at age 37, trained volunteers to work for an alcohol rehabilitation program in the Tampa Bay area. Her main goal was to develop in volunteers a greater sensitivity towards blacks, as many of the clients were black. "This project brought together many diverse people," she wrote. "Many found they did not know as much about the black community as they thought they did and others became more aware of what they do know."

Learning about the bureaucracy. Joyce, a houseparent in a Lakeland, Fla., children's home, noted that "work at the home also introduced me to entanglements created by governmental and organizational red tape. I also was enlightened by the administrative chain of command as well as many seemingly useless rules."

Community studies and writing projects. Lynn, a 20-year-old education major, spent three months as a full-time volunteer houseparent in a children's home in Carlsburg, Germany. "If I had gone to Germany without any papers to write, I doubt I would have been inspired to learn as much about this land as I did. The assignments gave me an incentive to question people, find out how they lived, and how they think Americans live."

Involvement Corps III

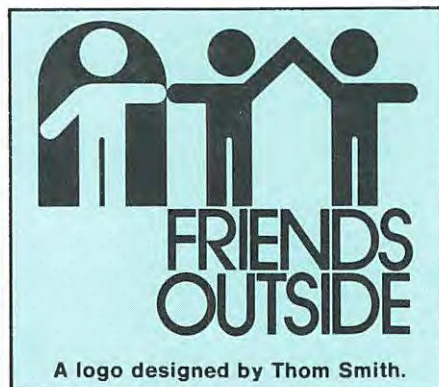
Why I Volunteer: 3 Views

By Linda Bristow

THOM SMITH
Graphic Designer
McKesson International
San Francisco, Calif.

As a graphic designer working at McKesson International, an entity of Foremost-McKesson, my job involves product package design and promotional advertising. I've always maintained ties with public service organizations, however, assisting with their public awareness campaigns.

I got involved with the Involvement Corps because I believed in the philosophy of the program—the large corporation working with and improving the



community. The challenge is obviously overwhelming. I think it's an obligation, if one has the skills, to practice them in behalf of what he or she believes in.

In the course of my work with numerous nonprofit organizations, often I've experienced the organization's lack of monetary support as well as a lack of promotion and public relations activity. I don't think that a program which deals with human beings should be packaged and sold, but I do think that such a program should have the same quality promotional benefits as those expended by the large corporations on their products.

Linda Bristow, a free-lance writer in San Francisco, is a publicity consultant to Involvement Corps.

I came into the program by getting involved in a project for Friends Outside, a support agency for the families of prisoners. A logo was needed to reflect people reaching out and helping those inside the jails as well as their families on the outside.

After designing a logo for the Involvement Corps, I was asked to create bus posters and newspaper advertisements for the San Francisco Suicide Prevention Center. In each case I worked shoulder to shoulder with people from Involvement Corps and the Foremost-McKesson task force of employee volunteers and coordinator in a professional and effective manner.

For me, working with supportive and enthusiastic people in a corporate volunteer program such as Involvement Corps has given me the most challenging and exciting opportunities of my career.

EMMA GILLETTE
Ass't. Purchasing Agent
Crown Zellerbach
Portland, Ore.

The Willamette Involvement Corps is comprised of Crown Zellerbach Corporation employees from the Portland office. Since its inception in 1974, approximately 100 persons have served the community as volunteers.

Our first agency was Villa St. Rose, a school for girls who have problems arising from disadvantaged backgrounds. It is operated by the Sisters of the Good Shepherd. As wards of the court, the girls are given schooling, counselling, and probably more interest from a dedicated and caring staff than most of them have ever experienced. Although state-supported and a United Way agency, Villa St. Rose often lacks the funds to provide for "little extras," and this is where we have been able to help.

Over the past four years we have provided parties, trips, dances, classes in crafts, gym outfits and art supplies as well as many hours of individual contact through the visiting family program and occasional shopping trips and entertainment. Our contributions are two-fold, involving money as well as volunteers.

The Willamette Involvement Corps (WIC) is administered by an executive board of employees who act as "keys"—one for Villa, Morrison Center and Neighborhood House; one for the Mor-



Emma Gillette

rison Center newsletter; one for education/awareness/enrichment; one for material resources; public relations; and fundraising—and our volunteer coordinator, who conducts our meetings and keeps everything moving smoothly. Another of our employees serves on the executive board of the Portland Involvement Corps.

My own association with WIC began early and I am now the "key" for the Villa school and have been on its advisory board for the past two years. I am especially interested in the after-care program there, which provides some help and counselling for girls who need assistance after leaving the school.

I became a member of WIC because I felt I could do very little to help others by myself. One contributes money to various worthy causes, but more is needed. Time and personal concern are so important. Through us—the employees—our company is "helping out" in personal and specific ways. We are building bridges of understanding and compassion through our individual, yet joint, involvement. It is a genuine joy for me to see my friends at Crown Zellerbach respond with enthusiasm and spirit to the opportunities for services. As citizens and employees, we are much better people, I think, for our participation in this wonderful enterprise.

FRANCIS PENA Pension Analyst Occidental Life Insurance Los Angeles, Calif.

There was always a nagging thought in the back of my mind that I could do something to help my fellow man. For awhile I did some tutoring in other programs. Then Involvement Corps came along and for me it seemed to fit the bill.

Since tutoring was what I felt I could do best, I began working with one group of young people at the Los Angeles Job Corps Center. With a little help from my friends at Occidental Life, I established a program assigning a tutor, once a week, to each of the residential floors.

Then I discovered the arts and crafts room was closed two evenings a week due to a staff shortage. So I offered to keep it open and help the young people "do their thing" until we got a volunteer who knew something about arts and crafts. I am surprised at what I learned from "how-to" books and from the young people attending the sessions.

As I reflect on my sixth year of volunteer work in this area, I find that they have been very fulfilling years. I have learned a great deal about art, art forms and crafts of all sorts. I now attend many art shows, something I used to do infrequently, and I take my students with me. We pick up numerous ideas for our arts and crafts sessions at these shows.

A benefit from the art room activity has been the opportunity to meet and

get to know the young people at the Center. I can recognize their needs and recommend the tutorial program, for instance, if I note any lack in their academic skills. They find they can confide their deficiencies in math or reading to a friend and are willing to accept help.

I have met some fine people in my almost ceaseless quest for materials for the art room. I often am surprised at how cooperative and generous people can be when the need for their assistance is expressed. It is satisfying to discover new ways to use creatively the materials that some people consider waste products.

It is very gratifying to hear one of the young people rush up and say, "Guess what? I passed my G.E.D. Thanks for your help." Once, at a graduation party, I was introduced by a student to her parents. The father said to me, "Oh, you are the teacher who showed Angela how to make that beautiful string-art ship! She's never made anything before."

Involvement Corps certainly has helped me to spend some of my free time productively.

The Involvement Corps designs volunteer programs for corporations by combining four primary elements: a sponsoring corporation management, employee volunteers, community service agencies and a volunteer coordinator. For further information, write Involvement Corps, 1366 Las Canoas Road, Pacific Palisades, CA 90272, (213) 459-1022.



Francis Pena (r.) instructs
Job Corps students in string art.

RESEARCH

The New AVAS

By John J. McLoughlin, Ph.D.

The Association of Voluntary Action Scholars (AVAS), the foremost research organization in the voluntary sector, has undergone a major transformation in the last year. There are three dimensions to its "new look":

First, the executive office moved from Boston College to Boulder, Colo., on October 1, 1977, when I officially took over as executive director and national secretary. Now there are two AVAS offices—an executive administrative office in Boulder and a research office in Boston. Dr. David Horton Smith, AVAS vice president for research and professor of sociology at Boston College, directs the research office. The move to Boulder enables AVAS to work more closely with a number of other groups in the voluntary sector. The Alliance for Volunteerism, the National Information Center on Volunteerism, the Association for the Administration of Volunteer Services, and the Association of Volunteer Bureaus also are located in Boulder. In addition, the location enhances AVAS' capacity to carry out national research projects.

Second, AVAS has adopted a regionalization strategy. Coordinated from Boulder, a series of regional conferences have been planned for 1978. These meetings will help increase the AVAS membership base and will improve the delivery of services to existing members. Here is the conference schedule:

● **Houston, Texas, Hyatt Regency Hotel, April 12-15.** Held in conjunction with the 56th annual meeting of the Southwestern Social Science Association, this conference has been planned with the Association for the Administration

of Volunteer Services and the Assembly of State Offices on Volunteerism. One goal is to help Texas universities and volunteer agencies establish a closer working partnership.

● **Pittsburgh, Pa., Duquesne University, May 31-June 3.** AVAS' fifth annual national convention will be held in conjunction with the 27th annual meeting of the Association of Volunteer Bureaus and a regional conference of the Association for the Administration of Volunteer Services. The theme, "Partners in Professionalism," reflects the organizers' goal to bring together researchers and practitioners around common problem areas. Contact: Sarah Jane Rehnberg, Community College of Allegheny County, Community Services Center, 111 Pines Plaza, 1130 Perry Hwy., Pittsburgh, PA 15237.

● **Uppsalla, Sweden, August 15-18.** In conjunction with the ninth annual world congress of the International Sociological Association, AVAS will hold a series of special sessions for its European and Third World members. One of the new AVAS' major initiatives is in the field of international volunteerism. In the past the association sponsored comparative international research on voluntary associations. Now, under the leadership of Dr. David Horton Smith, AVAS will promote the growth of overseas associations. A British association, patterned after the AVAS model, formed recently under the leadership of Dr. David Zeldin at the Open University in London. AVAS will support similar efforts for the Scandinavian countries at the Uppsalla sessions.

● **Toronto, Ontario, Canada, Royal York Hotel, October 3-8.** In conjunction with the 18th annual meeting of the Association for the Administration of Volunteer Services, AVAS will cosponsor a series of sessions for its Canadian members. The sessions will compare

and analyze the Canadian and American experiences in volunteerism. National conference chairperson is Lillian M. Crowe, Director of Volunteers, Hamilton Psychiatric Hospital, PO Box 585, Hamilton, Ontario, Canada L9C 3N6.

Each of these meetings is designed to create strong local chapters for AVAS, as well as to expand the network of scholars who can be utilized by the voluntary sector on both international and national levels.

AVAS' third major initiative this year has been the creation of a national resource directory of researchers. Based on a personal skills and resource inventory developed by AVAS in 1976, the directory is designed for volunteer groups who need research assistance. Organized on a state-by-state basis, the directory should be useful to state offices of volunteerism, Voluntary Action Centers and Volunteer Bureaus who want to use researchers from their communities. This will help bring the resources and expertise of colleges and universities to their local volunteer communities.

The Development of a Research Program

Through its association with the Alliance for Volunteerism, AVAS has sought ways of addressing major issues facing the voluntary sector. AVAS chaired the research task force established by the Alliance in 1975. With other members of the Alliance AVAS helped establish research priorities. From that review process, a series of research proposals on some of the major volunteer-related issues were developed. It turned out that the major priorities were all economic in substance as reflected by the first series of proposals:

● *Review of the Literature on All Aspects of the Economics of Volunteerism.* Principal investigator: Dr. Stephen Long, Franklin and Marshall College.

● *Supply of Resources or Resource Input to the Voluntary Sector: A Study of Economic Fluctuations and Voluntary Sector Resources.* Principal investigators: Dr. Stephen Long, Franklin and Marshall College, and Dr. Russell Settle, University of Delaware.

● *Legislative Restrictions on Fundraising and Administrative Costs in Charitable Organizations: An Economic Analysis.* Principal investigators: Dr. Russell Settle, University of Delaware;

Dr. McLoughlin is the executive director and national secretary of the Association of Voluntary Action Scholars.

Dr. Stephen Long, Franklin and Marshall College; and Dr. David Horton Smith, Boston College.

● *Research on Volunteers and the Labor Market: Translation of Volunteer Skills and Experience into Paid Employment.* Principal investigators: Dr. Marnie Mueller, Hartford, Conn., and Dr. Judith Hybels, Womens Research Center, Wellesley College.

● *Research on Cost-Benefit Analysis of Volunteer Programs: A Methodology.* Principal investigator: Dr. Jennifer Gerner, College of Human Ecology, Cornell University.

● *The Contribution of Volunteer Programs to Organizational Productivity: An Economic and Sociological Analysis.* Principal investigators: Dr. David Horton Smith, Boston College; Dr. Russell Settle, University of Delaware; and Dr. Stephen Long, Franklin and Marshall College. Both the Alliance and AVAS are seeking funding for these proposals.

The task force identified a second major research area—what motivates people to volunteer and the effects of volunteer activity upon volunteers. David Horton Smith has developed a concept paper for a "National Longitudinal Study of the Personal Impacts and Motivation of Individual Volunteers in America," as well as a proposal on "Participation in Volunteer Activity: Prior Research and Problem Formulation." Both proposals also are awaiting funding under the Alliance's auspices.

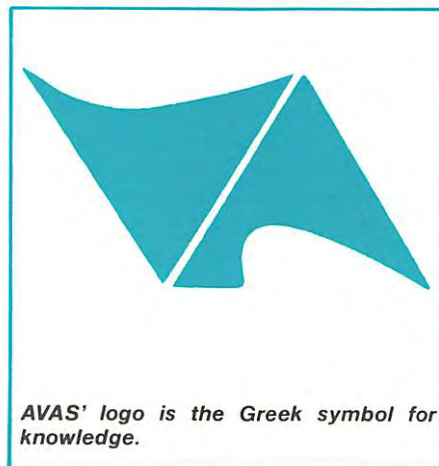
Another major research focus identified by the Alliance and AVAS centers around the need for a national endowment for volunteerism, similar to the National Endowment for the Arts and the National Endowment for the Humanities. Dr. Smith is developing a concept paper on this subject, also.

Citizen Participation Observation Network

The new AVAS has created the Citizen Participation Observation Network, which links together researchers around the country who are studying citizen participation/voluntary action/social movements activity. Conceived by AVAS President Jon Van Til, chairman of the department of urban studies and community development at Camden College of Arts and Sciences of Rutgers University, the idea is to provide a mechanism for the comparative analysis of current social movements.

Network activity occurs in two phases: First, researchers who join the Network bring with them movements they are already studying. Dr. James Petersen of the sociology department of Western Michigan University, for example, is conducting a regional study of the laetrile movement. Through the Network he can expand his study to a national sample. In the second phase, researchers engage in comparative analysis. "Observation posts" have been established around the country where the same movement can be compared through the use of a close-ended survey instrument called a "protocol." This type of comparative analysis lends itself to the development of conclusions which can be used in the formation of national policy.

The Network already has produced a proposal on "The Social Politics of Neighborhood Preservation and Change." It was developed by members



of the Network concerned with neighborhood problems. Under the direction of Dr. Van Til, a team of researchers submitted the proposal to the Metropolitan Studies Center at the National Institute of Mental Health. The team consisted of Professors Rita Mae Kelly of Rutgers University, Elijah Anderson of the University of Pennsylvania, Conrad Weiler of Temple University, Louis Zurcher of the University of Texas at Austin, and Janice Perlman of the University of California at Berkeley.

Anyone interested in joining the Network can contact Dr. Jon Van Til, Chairman, Department of Urban Studies and Community Development, Rutgers University, Camden College of Arts and Sciences, Camden, NJ 08102, (609) 757-6256, or Dr. John McLoughlin, AVAS, 1919 14th St., Suite 619, Colorado Bldg., Boulder, CO 80302, (303) 443-2841.

Inter-Agency Collaboration

A continuing focus of research activity is the Inter-Agency Collaboration Project which AVAS is directing for the Alliance. A series of five dissemination sessions last fall in Boulder, Denver, San Diego, Washington, D.C., and New York, involved volunteer practitioners in discussions of problems and process of inter-agency collaboration. The sessions provided a large amount of data for the project and helped test some of the propositions derived from literature. Now in the analysis phase, the project will produce the following materials in the latter half of 1978:

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

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

● A proposition inventory distributed by AVAS and monitored over time. AVAS intends to do a panel study over a six-month period to find out how useful the propositions have been for practitioners.

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

Through these initiatives the Association of Voluntary Action Scholars has redefined the scope and direction of voluntary action research in the United States. AVAS has been successful with the "team approach" by bringing together groups of scholars around specific research areas. Through its affiliation with the Alliance, AVAS has been able to bridge the gap between researchers and practitioners and demonstrate the practical usefulness of research in the evolution of policy planning.

The Association continues to develop research proposals for submission to governmental agencies and private foundations. It also seeks to use the proposal development process for the benefit of the voluntary sector. By involving more and more practitioners in its activities, AVAS gives a decidedly more practical orientation to its research program.

NICOV TAKES A LOOK AT...

INTERNATIONAL VOLUNTEERING

Edited by Ann Harris

National Information Center on Volunteerism

Volunteering: A Program for a Planet?

By Ivan H. Scheier, Ph.D.

Volunteers are usually very local people—their hearts and minds are close to home. Their concern is for home and community or neighborhood, or even just a dimension of them. Volunteers are less inclined to affiliate with the larger geography of state, region, nation and the world.

Let us be glad of that. What gets the job done is human energy, applied at home, with care and without distraction. Nevertheless, there is a broader geography of volunteering and a rising awareness of it among volunteers and volunteer leadership. Thus, some of us are rediscovering what others have long known: Volunteering and citizen participation is planet-wide in scope. It is a constant characteristic of any free society, with some evidence that it exists in other societies, too.

The expression of volunteering may differ according to level of industrialization, cultural background, and other factors, but the spirit is similar. Several years ago in Japan at a cocktail party I was cornered by a Japanese gentleman. He described to me in loving detail his volunteer work with a young man. The same thing happens at home all the time and it's marvelous. Recently, in Australia, I talked with volunteer coordinators concerned about such matters as insurance coverage for volunteers, tax deductions, and the like. So what else is new?

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

Several years ago, NICOV was visited by a man with high-level education responsibilities in an African nation. He wanted to introduce volunteerism, American style, to his country's educational system. He was eager to learn all we knew about recruiting, screening, training, etc., of volunteers. Later, I asked him about the school-building program in his country. He said that if the citizens of a community wanted a bigger or newer school, they negotiated with the government, which donated the

The expansion of volunteering may differ according to the level of industry, cultural background, and other factors, but the spirit is the same.

materials. The people then built the school.

How much were the people paid for this work? Why, nothing, of course. At this point, I began to feel it was time for a little teacher-student role reversal, for I believe we had far more to learn about volunteering from this man than he could ever learn from us.

International volunteer contacts are increasing. NICOV receives 12 to 15 foreign visitors a year, some on extended study tours. A large group of Japanese volunteers (Hogoshi) tours other nations every year. (NICOV prepared a welcome sign for them. Cameras clicked rapidly, giggles were barely suppressed. We discovered the sign was hung upside down.) Princess Beatrice of Holland recently visited Japanese volunteers who work with retarded children. Ron Lippitt and Eva Schindler-Rainman consult in Spain; Keith Leenhouts in West Germ-

any. Alec Dickson of England regularly lectures in the United States and throughout the world. Herta Loeser recently returned from Japan.

Learn Through International Volunteer Effort (LIVE) sponsors international volunteer conferences every two years. Last year over 50 nations were represented at its conference in California. The federal ACTION agency sponsored an international conference and recently began publishing *ASPECTS: The International Journal of Volunteer Service*. Other organizations regularly involved on the international level are Volunteers in Technical Assistance (VITA), Trans-Century, United Nations Volunteers, the Peace Corps.

NICOV has an informal affiliate in Australia called Intervol. Its principal purpose is to encourage and provide guidance for volunteer leadership study tours to and from Australia. Its first official function was my going-home party last May. Thus, Intervol may have another purpose: sending Yankees home—with fond memories of Australia's wine and friendship.

Volunteers Around the World is a curriculum unit/module for high schools currently being developed by Adam Ristad at NICOV. He is designing it in response to teacher and student interest. It is part of a high school volunteer curriculum development and dissemination project sponsored by the W.K. Kellogg Foundation of Battle Creek, Michigan.

All these examples are a positive result of a shrinking planet. But surely there's more in it than passive response to changing conditions. I can see at least four kinds of activities worthy of development by the volunteer community:

● **Exchange of information.** We have much to learn from one another about

our different approaches to volunteering and citizen participation. We need more free trade in ideas, innovations, insights and programs. We need to *see ourselves as others see us*, and we need to see others as they can't see themselves. Sometimes we need to be jolted out of ruts in our thinking, to realize there are other ways of doing things.

For example, Australians are consistently amazed at the level of hierarchical organization that Americans seem to need in support of volunteering. They may be right or wrong about our needs, but it certainly gets you rethinking things. English volunteerism has been concentrating on younger volunteers and client volunteering longer than we have. There's something to ponder there, too. A few years ago I heard Japanese volunteers end their conference with three cheers for volunteers—1,800 peo-

ple in unison. Could we benefit from the same directness, sometimes?

● **Mutual support and morale.** Knowing one has brothers and sisters throughout the world can be a great morale booster for volunteers in any nation.

● **A broader base for advocacy of volunteering and the values it represents.** Worldwide petitions might have more impact; I can't think of any way they would have less.

● **Strengthening a personal bridge between nations.** This part of the bridge would be built by the kind of active and concerned people who are volunteers everywhere.

NICOV sees the principal path to benefiting from these activities as better information exchange, support and coordination among existing efforts, rather than lavish beginnings of new ones. For

our part, we would like to build up our information in the international area, both in the international section of our library/archives and via the NICOV/NCVA publications distribution center. We would like to arrange for better overseas distribution of the catalog, *Volunteerism: The Basic Bookshelf*. We would add to this worldwide distribution a strong selection of quality works from other nations.

We would like also to serve as an information exchange and referral point for all the international volunteer organizations who might care to use this service. NICOV is currently seeking support for this effort and contacts with other involved organizations.

Meanwhile, volunteers still speak the same language of caring around the world. Translation is hardly necessary; amplification is.

NICOV PLANS FOR YOU

The National Information Center on Volunteerism (NICOV) offers a wide selection of service plans for volunteer programs, which include consultation, publications, evaluation, information resources. A NICOV membership is a foundation for specialized services which can be tailored to your needs. For complete information, contact:

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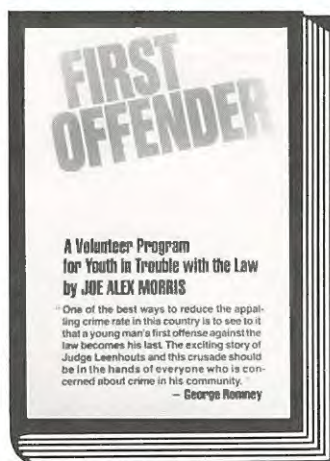
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BOOKS



FIRST OFFENDER: A VOLUNTEER PROGRAM FOR YOUTH IN TROUBLE WITH THE LAW. Joe Alex Morris. Reader's Digest Association, 1970. 214 pp. \$2.95. Available from VIP, 200 Washington Square Plaza, Royal Oak, MI 48067.

By Muriel M. Runyen

One of the truly phenomenal movements in the field of voluntarism has been the development of the Volunteers in Courts program. *First Offender* traces the story of this program from its beginning in Royal Oak, Michigan, with eight volunteers in 1959 to its spread to 400 other communities across the country a scant 10 years later.

The book is primarily about Keith Leenhouts, a former municipal court judge who pioneered the concept and played Pied Piper in luring volunteers into the lower courts and eventually, into the entire criminal justice field. It acknowledges the fact, however, that volunteer probation programs appeared to spring up spontaneously in many different parts of the country in the 1960s, often sponsored by judges who were unfamiliar with what was happening elsewhere. The author cites the

Muriel Runyen is chief of volunteer services for the Illinois Department of Corrections.

Boulder County District Court in Colorado, where an experimental program using local volunteers began in 1961. He pays tribute both to Judge Horace B. Holmes, who inspired the program, and to Dr. Ivan L. Scheier, one of the more illustrious of the Boulder County volunteers, who went on to form the National Information Center on Volunteers in Courts.

The book helps clarify the relationships between various nationally known volunteer programs, as it presents step-by-step the growth of the best publicized of all movements—the program which began as Project Misdemeanant. Although this is the title to which it is referred throughout most of the pages, a footnote acknowledges that in early 1970, the name of the Project Misdemeanant Foundation was changed to Volunteers in Probation, Inc. Today, as followers of Judge Leenhouts know, VIP is affiliated with the National Council on Crime and Delinquency and claims an affinity with any facet of the criminal justice system which begins with “P”—“Volunteers in Prevention, Prosecution, Probation, Prison, and Parole,” as the masthead of its newsletter asserts.

Published by the Reader's Digest Association, the book is written in the crisp, no-nonsense, no-frills style of the magazine. It's a straightforward account of the origins and growth of the court volunteer program, spiced with case histories of Bill, Jack, Jean, Elsie and many of the other young men and women encountered by the volunteers. It is filled with numerous quotations from Leenhouts and other officials, explaining the philosophy, the theories and the rationale behind the volunteer movement.

The author's identification of every individual involved in the program, by name and title, is somewhat distracting, if not annoying. But one must remember that *First Offender* is basically a case history in itself—the history of a movement. It describes the growing pains of a new organization, overcoming resis-

tance to the idea of using “amateur meddlers and job rivals in a professional setting,” and dealing with officials who refer to volunteers as “unqualified interlopers.” It's an official record of the burgeoning movement, and the repeated use of proper names can probably be defended as essential to historical accuracy.

First Offender neither glamorizes nor critiques Project Misdemeanant. It admits that the volunteer concept has its critics, quoting the program in Denver, where “official opinion was not unanimously enthusiastic . . . after three and one-half years.” To most volunteer administrators, such skepticism is only too familiar, and the book offers repeated words of encouragement, quoting judges and other officials directly involved in the program.

Admitting that “almost everyone said it wouldn't work” when volunteer programs were gaining momentum in the early 1960s, Leenhouts is quoted as saying that by the end of the decade “it was an accepted fact that volunteerism, properly guided and supervised, is effective.”

“I believe now,” he says, “there is substantial agreement that the volunteer-professional probation program is our best hope in the misdemeanor and juvenile courts, and possibly in the felony courts as well.”

Of special interest to persons who have followed the court volunteer program, and particularly to those who may have questioned the fallibility of recidivism rates as a measure of success or failure, is the chapter detailing the results of a study conducted in 1965 by a grant from the National Institute of Mental Health to test the effectiveness of a probation program based on the use of community volunteers. At that time Royal Oak had 500 volunteers to supplement the work of seven full-time senior citizen administrators and part-time professional counselors, working with a caseload of 500 to 550 probationers. The probation office chosen as “Control Court” had one probation officer and a secretary, working with 250 probationers. Both courts were operating on a budget of approximately \$17,000 in taxpayers' money—although Royal Oak had additional funding through contributions.

Misdemeanants of both groups were tested to evaluate aggressiveness, type and degree of hostility, and general social and antisocial attitudes, and then

were retested following 18 months on probation. The tests showed that while the Royal Oak group consisted of the more difficult psychological cases, they showed significantly greater declines in hostility, negativism, and antisocial trends than did the Control Court group, coupled with an increase in anxiety; and the Royal Oak group had a seven percent recidivism rate in their own court, compared to an estimated 25 percent rate in the average lower court.

More significant, however, was the study's finding that although the Royal Oak group had a 44.5 percent record of convictions, five percent higher than their counterparts in the control group, only 22 percent of the Royal Oak group were convicted of a second offense anywhere during the 18-month probation period, compared to 46.2 percent of the Control Court group.

Still another test was applied during the ensuing four-year period, following up the cases of all those who had been placed on probation from the two courts during the test year. The dramatic con-

... many helpful observations on ... recruitment, qualifications of volunteers, matching counselors with probationers, and the use of senior citizens as volunteers.

clusion was that approximately one-half of all those who had been in the Control Court had committed subsequent offenses, compared to only 14.9 percent of the Royal Oak probationers.

The book has many helpful observations on such basic problems as recruitment ("It is amazing how many people in this world are just waiting to be asked to do something helpful"), about qualifications of volunteers ("the ability to listen"), about matching counselors with probationers ("an interpersonal, individual decision which we hope will result in the establishment of a meaningful relationship"), and about use of senior citizens as volunteers ("They are dedicated and energetic men, and have proven themselves absolutely tops").

There are also descriptions of new techniques, such as the Work Detail Program, which combines the equivalencies of a jail term, a fine and probation, with the incentive of dismissal; the introduction of presentence investigations

into the lower court system; the volunteer-professional partnership, in which retired persons work part-time with the probation staff; "Attention Homes" for children needing temporary care; and the sharing of costs and resources between governmental and community agencies.

Although the book was written more than seven years ago, when the "change agent" role of the volunteer was only beginning to be recognized as an inevitable outgrowth of efforts by concerned citizens, the commentary on the issue is timely. "It is possible," Morris writes, "that volunteers will not only have an impact on the court structure, if the court is willing to innovate and experiment in the probation procedure, but also that (through influential volunteers) the court might become a kind of agent for social change in the community."

If the author appears to canonize Judge Leenhouts, he can be forgiven. Surely no individual has devoted more time, patience and personal sacrifice to a just cause than Keith Leenhouts. In his homespun philosophy, he calls upon engineering, the medical profession, and the Bible to illustrate his points, and Morris faithfully reproduces the comments just as they were delivered from behind desk or podium. Thousands have heard those words and have been moved to action.

The book concludes, unfortunately, prior to the start of still another stage in Leenhouts' crusade—the annual Forums of Volunteers in Criminal Justice, which have drawn as many as 1,200 persons each year, to exchange ideas and gain inspiration for new programs. The conferences have served as a showcase for the volunteer movement, and undoubtedly have been the catalysts for numerous new programs throughout the country. And now Leenhouts has taken his case a step further: developing resource centers where administrators of volunteer programs may obtain time-tested materials to enhance the training of volunteers.

It is hoped that Morris can be persuaded to write a sequel to *First Offender*, recording for posterity some of the accomplishments of the annual forums, and showing what's happening around the world as a result of the new emphasis on training, particularly with volunteers in those other important Ps—Prevention, Prosecution and Prison.

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THE TOOL BOX

By Matthew Zalichin

The Student's Guide to Volunteering. The Korda Project, 84 Eldredge St., Newton, MA 02158. 1977. 86 pp. \$3.00.

Introduces students to the concept of volunteerism, and provides advice to help them evaluate their skills and capabilities, write resumes, and find work in the appropriate field.

The Coordinator's Guide to Student Volunteering. The Korda Project, 84 Eldredge St., Newton, MA 02158. 1977. 110 pp. \$3.50.

Companion volume to *The Student's Guide*, it includes all evaluation forms from that book as well as sections dealing with legal and tax data and bibliography.

The Synergist. Fall 1977 issue. ACTION, National Student Volunteer Program, 806 Connecticut Ave., NW, Washington, DC 20525. 56 pp. Free to members of nonprofit organizations, \$1.70 to others.

14 articles focusing on different aspects of student volunteering on both high-school and college levels. Several articles are addressed to administrators interested in new perspectives on service learning and offer new ideas about planning programs.

High School Student Volunteers. ACTION, National Student Volunteer Program, 806 Connecticut Ave., NW, Washington, DC 20525. 1972. Free

A resource manual which outlines the experience of a wide variety of successful programs. Shows in detail how to conceive and implement a school-sponsored volunteer effort on a large or small scale. Includes project ideas and sample forms and records.

Personal Career Portfolio. National Council of Jewish Women, 15 E. 26th St., New York, NY 10010. 1977. 28 pp. \$1.00.

This booklet is designed to help the volunteer prepare a record of his/her involvement to analyze functions performed, skills acquired, and plan future involvement. Includes sample portfolios and forms to help the volunteer do this.

I CAN. A Tool for Assessing Skills Acquired Through Volunteer Service. Council of National Organizations for Adult Education. 1977. 31 pp. \$4.75.

Quantity discounts available. Order from: Ramco Associates, 228 E. 45th St., New York, NY 10017.

A workbook a volunteer can use as an aid in obtaining academic and/or employment credit for related work experience. Contains a checklist of functions, such as administrator/manager, researcher, trainer, volunteer program coordinator, advocate/change agent; and samples of essential documentation.

Cracking the Glass Slipper: PEER's Guide to Ending Sex Bias In Your Schools. PEER. 1977. 107 pp. \$3.50. **Stalled At the Start.** PEER. 1977. 79 pp. \$1.00. Both available from PEER, 1029 Vermont Ave. NW, Suite 800, Washington, DC 20005.

Published by the Project on Equal Education Rights, both books are concerned with the problem of sex bias in schools. The first is a collection of 15 booklets giving advice on such topics as reviewing schools to ascertain cases of sex bias, a guide to Title IX, and how to take affirmative action. It also includes an extensive list of resources. The second book documents government inaction on implementing Title IX and suggests courses of action for individuals. Detailed appendices.

The Child's Right to Humane Treatment. Association for Childhood Education International, 3615 Wisconsin Ave., NW, Washington, DC 20016. 1977. 6 pp. 35 cents.

This position paper is concerned with nurturing humaneness through fostering a good self-image in children, creating caring relationships, etc.

Let's Play to Grow. Joseph P. Kennedy, Jr. Foundation, 1701 K St. NW, Washington, DC 20006. 1977. 80 pp. \$2.50.

Includes 12 guides of "play to grow" activities for handicapped and very small children, as well as a manual for parents and teachers. All activities are designed to promote growth of the child's confidence and physical skills.

Thinking/Learning/Doing Advocacy. Irving R. Dickman. United Cerebral Palsy Associations, Inc., 55 E. 34th St., New York, NY 10016. 128 pp. Free.

"Advocacy" used here means "ensuring ... persons who are disabled their rights

to appropriate services." The book demonstrates how to bring this about through analysis of specific model projects and advice on how they might be replicated elsewhere.

Developing a Training Program for Families of the Mentally Impaired Aged. Florence Safford. Isabella Geriatric Center, 515 Audubon Ave., New York, NY 10040. 53 pp. \$4.50.

Discusses the background of the problem, nature of mental impairment in old age, and the design of a training program. Bibliography.

A Consumer's Guide to the Federal Trade Commission. Elizabeth Williams. Paul H. Douglas Consumer Research Center, 1012 14th St. NW., Washington, DC 20005. 1977. 46 pp. Free.

Guide to dealing with the agency. How to participate in hearings, active proceedings, groups which have received compensation, etc.

Read On! Book 1. Jane H. Root. Literacy Volunteers of America, Room 623, Midtown Plaza, 700 East Water St., Syracuse, NY 13210. 1976. 81 pp. \$6.00/set of 3 vols.

This is the first of a series of 10 books and workbooks to be published to teach illiterate adults to read. Illustrated. The set includes story book, student workbook, and teacher's guide.

1977/78 Catalogue. New Readers Press, Division of Laubach Literacy, Box 131, Syracuse, NY 13210. 1977. 31 pp. Free

Catalogue of remedial materials for adults, including books on many subjects at easy levels and a weekly newspaper available at 3rd-4th or 5th-6th grade levels.

The Art of Winning Government Grants. Howard Hillman. Vanguard Press, 424 Madison Ave., New York, NY 10017. 1977. 246 pp. \$7.95.

A guide through the process including how to prepare an application, where to submit it, etc. Many appendices. Index.

The Foundation Directory. The Foundation Center. Columbia University Press, 136 S. Broadway, Irvington, NY 10533. 1977. 700 pp. \$35.00 + \$1.00 postage.

Full entries are included for 2,818 non-

governmental foundations. Appendices, indexes.

The Complete Fund Raising Guide. Howard R. Mirkin. Public Service Materials Center, 355 Lexington Ave., New York, NY 10017. 1972. 159 pp. \$12.50.

Describes the general points and principles of fundraising. Also gives specific suggestions for particular types of campaigns such as direct mail, deferred giving, etc.

Exploring the Elusive World of Corporate Giving. Jack Shakely. The Grantsmanship Center, 1015 West Olympic Blvd., Los Angeles, CA 90015. 22 pp. \$1.25, discounts for bulk orders.

Reprinted from the July-September 1977 issue of *The Grantsmanship Center News*, this article opens with a discussion of the history of corporate giving to show how it has evolved. The giving programs of three particular companies are examined, and advice on how to approach corporations for funding is given.

In-Sight. Vol. III, No. 6. Philanthropic Advisory Dept., Council of Better Business Bureaus, 1150 17th St. NW, Washington, DC 20036. December, 1974. 3 pp. \$1.00.

Explains in simple language what types of organizations are exempt from federal income tax.

Guide to Accounting for Nonprofits. Patricia Jenkins. The Grantsmanship Center, 1015 West Olympic Blvd., Los Angeles, CA 90015. 22 pp. \$1.25, discounts for bulk orders.

Reprinted from issues 20 and 21 of *The Grantsmanship Center News*. Establishes the need for standards of non-profit accounting, discusses problem areas, different types of bookkeeping, audits, where to get help, etc. Numerous sample balance sheets illustrate some of the different methods available. Bibliography.

Community Planning for Human Services. New England Municipal Center, Pettee Brook Offices, PO Box L, Durham, NH 03824. 1977. 46 pp. \$4.50+50 cents postage.

Designed for community planners in

smaller cities and towns. It takes them from the first organizing effort through implementing change.

Federal Juvenile Delinquency Programs. Second Analysis and Evaluation. Vol. I. Office of Juvenile Justice and Delinquency Prevention, NCJRS, Attn: 39822, Box 6000, Rockville, MD 20850. 1977. 172 pp. Free.

A review of the operations and goals of the Juvenile Justice and Delinquency Prevention Office of the Law Enforcement Assistance Adm.

Preventing Delinquency in Your Community. Clement A. Sydnor. Division of Youth Services, 302 Turner Rd., Richmond, VA 23225. 1977. 41 pp. **Appendices to Preventing Delinquency in Your Community.** 120 pp. Both free.

A practical manual for citizens to put to work in their own communities. Covers theory and how to get started in a practical way. Extensive appendices.

Ex-Offender Employment. CONTACT, Inc., PO Box 81826, Lincoln, NB 68501. 105 pp. \$5.00.

Includes general information, detailed descriptions of both regional and national programs and projects, and detailed descriptions of selected papers and publications in the field.

Flickerings for the Volunteer Community. Mary Ann Lawson, ed. The Riverside Volunteer Center, 3527 Main St., Riverside, CA 92501. 27 pp. \$1.25; 10 or more \$1.00 ea.

A collection of inspirational poems and prayers aimed at highlighting the efforts of volunteers and showing appreciation for the work they do.

Systematic Use of Volunteers: A Florida Case Study. Council of State Governments. PO Box 11910, Lexington, KY 40578. 8 pp. \$2.00.

An Innovations Program report, sponsored by the Council of State Governments, on Florida's Department of Health and Rehabilitative Services' successful statewide volunteer program. It details structure, the role of volunteer coordinators, types of assignments, etc. Discusses prospects for implementing a similar program elsewhere.

THE VOLUNTEER ADVISOR

Dear Addie: At the last meeting of our volunteer coordinator's council, one man got up and asked us to support a resolution recommending "above-the-line" treatment for charitable contributions. Everybody else voted for it, so I did too, but I don't think I understand it. Could you help?—**Perplexed**

Maybe. Please remember that taxes are designed to be paid, not to be understood. Nevertheless, in the true volunteer spirit, we'll do our best.

Currently, taxpayers who make charitable contributions can either itemize their contributions as deductions or elect to take the standard deduction. About 75 percent of the population sensibly takes the standard deduction because it gives them more money. This forced-choice situation reduces the incentive for people to make charitable contributions, but they can take the standard deduction whether or not they contribute anything to anybody.

The proposals to give "above-the-line" treatment (of which there are several pending in Congress) would allow taxpayers to take the standard deduction and to itemize their charitable contributions. Presumably, this would result in more and greater charitable giving.

★ ★ ★

Dear Addie: I am the volunteer coordinator for our city's mental health administration. I was the first person hired for this new position 18 months ago. Since then, I have learned a lot but find my biggest problem is volunteer turnover. I had a luncheon with our mayor in their honor, but it didn't seem to help. How else can I let them know they are needed?—**Help Wanted**

Don't fret, H.W.—the solution is simpler than you think.

A number of volunteer leaders agree that formalities, such as luncheons and

other kinds of recognition ceremonies, have their place. Such festivities, however, are merely a final salute in the total process of recognizing volunteers.

The value of the volunteer should be central to your thinking when enlisting their services for particular programs. Recognition then becomes a day-to-day practice through careful recruitment, intelligent orientation, purposeful training and well conceived assignments. (See



the section on job descriptions elsewhere in this issue.)

Volunteers know from the jobs they are given, from the way work is presented, from interactions with others working with them whether their work is considered useful or not. Banquets at the end of the year cannot camouflage daily experience. The engraved plaque is a pleasure only if it sums up what has been communicated in many ways all year round.

★ ★ ★

Dear Addie: We operate a volunteer program that receives annual funding from the local county government. Each year we have to make a presentation justifying our program's continuation. Is there some accepted way we can esti-

mate the value of the services our volunteers provide? The people on the county council just don't believe things unless they can see some numbers—**Trapped in the Bureaucracy**

Relax. Fortunately, all you need is a short course in the wonders of cost-benefit analysis. You can estimate the value of your program by the following formula:

Number of volunteer hours x value per volunteer = program benefit.

The number of volunteer hours can be obtained either by direct count or by the average hours served times the total number of volunteers. The estimated value per volunteer hour can be determined in a variety of ways:

- Minimum wage figure: \$2.30 per hour.
- Wolozin figure: \$4.86 per hour, based on the proportion of the GNP attributable to volunteer labor. (From "The Value of Volunteer Services in the U.S.," an ACTION-supported study by Harold Wolozin.)
- Equivalence figure: estimated wage of paid worker doing the same job

The "program benefit" arrived at provides you with a dollar value for the services provided by your volunteers—the "output" of your program.

To really impress your council you can throw in some other figures. Divide your total hours of volunteer service by 40 and you have the number of paid employees that would be required to take your volunteers' place. Multiply that figure by the average paid salary for local employees and you have the cost of providing substitute service. All of this is essentially an alternative to the first formula. Instead of output, it measures replacement cost.

Other items you might want to include are numbers of clients served (both individuals and organizations), listings of specific program activities, community recommendations, and a description of the value of volunteering to the volunteers themselves.

AS I SEE IT

(Continued from p. 2)

can be more intense, however, with respect to influencing executive or administrative decisions regarding, for example, regulations or grant and contract monies. To a lesser extent, lobbying activities also are directed toward influencing judicial branch decisions, such as the impact by civil rights lobby groups on the Justice Department's Supreme Court brief in the recent Bakke case.

Lobbying involves a variety of political actions often far removed in time and place from actual policy deliberations. These actions may be aimed at mobilizing public opinion or they may be aimed at gaining access to and building leverage with decision-makers. Indirect lobbying, including leverage and access-building activities, is exemplified by "grassroots" lobbying and certain types of social contacts, as well as campaign contributions, honoraria and other gifts and favors.

For the professional or more sophisticated lobbyist, direct and indirect lobbying activities are not disjointed. They are part of comprehensive campaigns to influence each aspect of the three-phase evolution of an issue. These phases include the *agenda-setting* phase—the period during which an issue is raised or brought to the attention of a deliberative body; the *deliberative* phase—the period during which policy is formed; and the *implementation* phase—the period in which general policy is acted upon by an administrative body for the purpose of carrying out a policy objective.

In the interest of effectiveness, lobbying organizations usually select priority issues to which they allocate the largest percentage of organizational resources. In addition to substantive issues, such as taxation, consumer affairs, environment, housing and employment, lobbying groups are devoting increasing energy and resources to such nonsubstantive issues as public financing of elections, lobby disclosure reform and Hatch Act reform. These issues of governmental accessibility and accountability have been pursued with the realization that lobby groups must be equally concerned with governmental structure and process which affect their ability to have influence on their primary substantive issues.

Undoubtedly, the most significant nonsubstantive issue in recent years affecting public interest lobby groups was the Conable bill—an amendment to the Tax Reform Act of 1976 allowing nonprofit, tax-exempt organizations incorporated under section 501(c)(3) of the IRS Code to engage in significant lobbying activity without fear of losing their tax-exempt status. (See Winter 1977 VAL.) Among other provisions, the new guidelines focus on legislative lobbying at the federal, state and local level, excluding administrative agency lobbying from the definition of covered activities. The new law also defines, and sets a limit on, certain types of "grassroots" (indirect) lobbying.

Although regulations concerning the implementation of all aspects of the new law have not been developed yet, numerous nonprofit, tax-exempt groups have consulted their legal counsels and are electing to come under the new guidelines. The potential and challenge of the new law is to liberate the more than 200,000 501(c)(3) groups to achieve new heights in participation in the public decision-making process. The implications of this tax reform for a new form of issue-oriented political expression by minorities, the poor, and other public interest groups are intriguing.

Although the term "lobbyist" often carries a negative connotation, lobbyists serve a very important ombudsman function as a communication link between constituents and public officials in the legislative and executive branches of state, local and federal government. Their activities can be classified in two broad categories—outside lobbying and inside lobbying. *Outside lobbying* refers to indirect, "grassroots" lobbying activities intended to influence government officials. Telephone, telegram and letter-writing campaigns, as well as press conferences, letters to the editor, and other media activities, typify grassroots-type lobbying. Grassroots activity is generally aimed at educating or mobilizing, at the local community level, the members of lobbying organizations or the general public,

to influence a policy decision by their elected or appointed representatives on an issue.

Inside lobbying, in contrast, is aimed at influencing decision-makers in a more direct manner. It involves such activities as submission of testimony, drafting of regulations and amendments, face-to-face visits with policy-makers and their staff, and vote-counting and development of lobbying target lists.

The most intense activities of professional lobbyists involve inside lobbying related to the formal deliberations of an issue. The bulk of legislative deliberations, for example, occur in committee and subcommittee, where it has been estimated that as much as 90 percent of the work of legislative bodies takes place. It is at this level where lobbyists have their greatest impact, but it is also where the general public is least informed of the actions of lobbyists as well as of their elected representatives.

It is much easier for lobbyists to try to influence the one, two or sometimes three dozen members of a committee, than it is to try to promote their interests on the floor of the Senate or House of Representatives with their 100 and 435 members respectively. Lobbying at the committee level becomes even more intense when focused on the marginal or "swing" votes—those members who are undecided on a given bill or amendment at a given point in time. The ability of lobbyists to "count heads" to determine lobbying targets, to coordinate inside and outside lobbying efforts, and to utilize and manage organizational resources receives its biggest test during the committee process.

Lobbyists also work hand-in-hand with like-minded representatives and their staffs in developing strategies for achieving successful action on legislative priorities. (The effective lobbyist for all practical purposes may become an extension of the staff of these

Outside lobbying refers to indirect, "grassroots" activities, such as telephone, telegram and letter-writing campaigns as well as press conferences, letters to the editor, and other media activities aimed at influencing decision-makers.

members and committees most involved with the lobbyist's legislation of interest.) These strategies—substantive, political, and procedural—often are carried out simultaneously.

With a *substantive* strategy, lobbyists weigh the relative merits and demerits of their issue, then carefully draw up a case in support of their position to use to educate committee members, staff and the public. Lobbyists must be just as cognizant of the *procedural* considerations of an issue, such as committee rules, parliamentary procedure, the nature of the referral of a bill to committee, timetables for action, and the potential of a filibuster. Finally, lobbyists must consider the *political* implications of an issue. They must know what the prevailing sentiment is among Republicans and Democrats. They should understand how an issue affects business, consumer and environmental interests, minorities and the poor, and the public-at-large to anticipate their response.

Public interest-oriented and reformist groups have been deficient in their attentiveness to the political and procedural dimensions of their issue campaigns. Their disproportionate focus on the substantive aspects of issues at the expense of disciplined focus on the political and procedural strategies has been reprehensible. Such imbalance has been changing, however. The economic boycotts, the heavy inside horse trading, the electioneering tactics, and the procedural maneuvers employed by the proponents and opponents of the Equal Rights Amendment in Illinois, Florida and Virginia are examples of the changing focus.

The recently defeated consumer protection agency is another good example of the use of political and procedural strategies to achieve a policy (or in this case, nonpolicy) objective. The Ralph Nader-lead proponents' objective—to provide a federally financed consumer voice before the courts and other federal agencies—was a

noble one. However, the opponents of the agency—namely, the business community—were successful in focusing attention away from the legislation's substantive merits, such as consumer representation. They based their opposition on the fact that the agency would cost taxpayers millions of dollars and would create more federal bureaucracy. Their point was that in the current political climate, it is a political liability for any politician to promote causes which raise the specter of increased taxes and increased bureaucracy.

The Regulation of Lobbyists

In recent years lobbying has become big business, with many organizations spending tens, and in some cases hundreds, of thousands of dollars. A 1976 *Christian Science Monitor* article estimated the expenditure for lobbying at \$1 billion a year.

At the federal level, the first and only general statute governing the activities of lobbyists is the Federal Regulation of Lobbying Act of 1946. The act requires only those individuals and organizations whose "principal purpose" is to lobby, irrespective of the actual dollar amounts spent, to register with the Clerk of the House and the Secretary of the Senate. The approach of the act is one of disclosure, rather than prohibition, of lobbying activities. However, due to a number of gaping loopholes, especially one caused by the principal purpose provision, hundreds of thousands of dollars of lobbying activity go unreported annually. Also, the 1946 act does not cover lobbying directed at the executive branch, and has no enforcement mechanism.

As a result of the inadequacy of the 1946 act, a major legislative campaign for lobby reform was begun during the 94th Congress. The formal leadership at the committee and party levels in both the House and Senate, as well as outside lobbying groups, have carried the reform battle into the 95th Congress. All 50 states have lobby laws of some form and 37 states have either enacted or amended these laws during the last six years. The high degree of activism at the state level on lobby reform legislation has helped to set precedents and to stimulate federal action.

Citizens Can Win

Now that you understand everything there is to know about lobbying—an impossibility even for the most experienced lobbyist—you might ask: How can relatively unorganized, public-spirited volunteer groups compete with the more traditional lobbies? How can groups with relatively limited resources compete with groups who spend millions of dollars on lobbying activities, and have collectively amassed multimillion dollar campaign finance war chests? Isn't the pursuit of lobbying a case of the praise of folly?

Some prefer to think of the analogy as David and Goliath, or the turtle and the hare. Although money is often an important factor in the lobbying process, it is not necessarily the dominant factor in the outcome of all issues, in all circumstances. To the contrary, there are many factors which, in combination, influence any given policy decision at a given point in time. They include timing, public opinion or degree of controversy, relative intensity and degree of organization of proponents as compared to opponents, lobbying techniques and strategies employed, and the availability of in-kind as well as monetary resources.

As with other groups, the impact of public interest lobbies depends to a large extent on their ability to participate at all levels of the policy formation process. This means that if public interest lobbies are to be effective, they must be involved in raising issues—agenda-setting, for instance—and not just reacting to the initiative of other interest groups. They must have a well thought out plan of action covering substance, politics and procedures. And they must be systematically involved in monitoring and influencing the development of policy on a day-to-day basis, rather than on a sporadic basis which depends on convenience.

A national coalition, "Self-Determination for D.C." (District of Columbia), is a good example of a successful low-budget lobby which has practiced the principles outlined above. Over the past several

years, the coalition has waged a nationwide campaign for "home rule"—local self-government and voting representation in Congress for the citizens of our nation's capital. The coalition's efforts resulted in Congress' provision in 1973 for an elected mayor/city council government to run Washington's affairs. In early March of this year, intense grassroots lobbying and sophisticated inside lobbying by the coalition resulted in the House of Representatives passing a constitutional amendment providing two Senators and representation in the House according to population.

By "piggy-backing" its efforts through the use of the staff and networks of existing national and local organizations (coalition building), by mobilizing another major in-kind support, and by developing a long-range action plan, the coalition has been represented by scores of lobbyists on Capitol Hill. In recent years it has generated tens of thousands of phone calls, letters and telegrams in behalf of its campaign to bring an end to "taxation without representation" and "D.C. the last colony." The coalition also has generated scores of editorials and news articles around the country, and obtained the endorsement of the Democratic and Republican parties and the President in support of its legislative objectives.

Through the methods described, the coalition's comprehensive campaign for the political rights of District residents has involved an annual cash expenditure of approximately \$20,000. Self-Determination's success gives credibility to the contention that successful campaigns can be waged with relatively few dollar expenditures. In what some have billed the civil rights issue of the decade, the Self-Determination Coalition's efforts have been living proof of the significance of Ossie Davis' words at the first annual meeting of the

The impact of public interest lobbies depends . . . on their ability to participate at all levels of the policy formation process. They must be involved in raising issues—and not just reacting to the initiative of other interest groups.

Congressional Black Caucus: "It's not the man, it's the plan. It's not the rap, it's the map!"

There is no question that the public interest, voluntary citizen action movement—with consumerists, environmentalists, and governmental reformists leading the way—is on the rise. The evidence is in recent public interest legislative victories, such as open meetings and seniority reform, strip mining legislation, and the recent defeat of the B-1 bomber proposal. Likewise, the recent offensive taken by special interest groups in the five-fold expansion of their political action committees, and the collective diversion of millions of dollars to the development of grassroots lobbying capacity are further indications of an emergent countervailing influence to that of traditional, special interest lobbies.

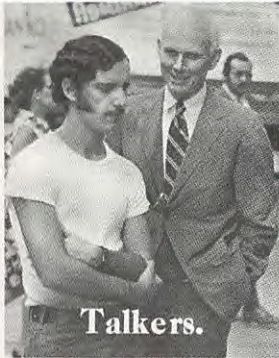
In the end, the distinctions which have been made between the emergence or revitalization of the public interest, as compared to the special interest, movement is not intended to imply good guys and bad guys, or good causes and bad causes. For certain, the profit motive is as fundamental and "all-American" as any other. More precisely, the public interest movement represents the manifestation of a citizen concern for a more diverse, more balanced perspective in the public decision-making process. It also represents a new potential for voluntary citizen organizations to fulfill their community service objectives.

The public interest movement's creation of new and expanded organizational capacity for equalizing access to the instruments of power, and for broadening the diversity of public policy input, is more than justifiable in our democratic system. It may well be an absolute requirement for its survival. Understanding and utilizing the various means for public interest advocacy and political participation—of which lobbying is only one—is both a challenge and responsibility to nonprofit, voluntary citizen groups.

Wanted!



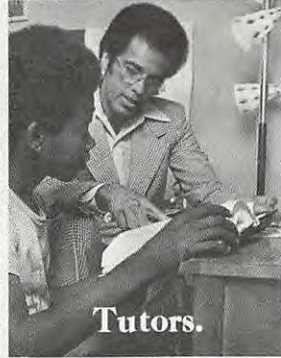
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CALENDAR

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

- May 15-18** **Estes Park, Colo.: Frontiers '78: Impacting Systems: How to Deal Effectively in the Changing World of Volunteerism and Citizen Participation**
Resource leaders include Dr. Ivan Scheier and Marlene Wilson. Workshop topics cover staff/volunteer relations; Basic Feedback Systems, religiously oriented volunteer groups, ethics and values, People Approach strategies.
Fee: \$150
Contact: National Information Center on Volunteerism, PO Box 4179, Boulder, CO 80306, (303) 447-0492
- May 16-18** **Denver, CO.: Partners, Inc., Administrative Seminar**
An organizational overview and management guide for volunteerism in criminal justice.
Fee: \$200 (includes 400-page text)
Contact: Jeff Pryor, Director of Program Operations, Partners, Inc., 1260 West Bayaud, Denver, CO 80223, (303) 777-7000
- May 31-June 3** **Pittsburgh, Pa.: Partners in Professionalism Conference**
A total of 28 workshops concerning management, staff relations, issues, skills, special interests, and research presented by the Association of Voluntary Action Scholars, Association of Volunteer Bureaus, and Region III of the Association for Administration of Volunteer Services.
Fee: \$25 members; \$40 nonmembers
Contact: Betty Hepner, 200 Ross St., Pittsburgh, PA 15219, (412) 261-6010
- June 5-9** **St. Louis, Mo.: NCVA Trainers' Institute**
One of two NCVA-sponsored national training institutes for 1978. Workshop covers training design and techniques, how to make and use audio-visual aids, communicating, group facilitating, and more.
Fee: \$200 (VACs); \$250 (general public) (Note: Enrollment limited to 50 participants)
Contact: Linda Berns, National Center for Voluntary Action, 1214 16th St., NW, Washington, DC 20036, (202) 467-5560
- July 10-12** **Kansas City, Mo.: Second Conference of Regional Blood Centers**
"Planning for Change, 1979-2001" will examine national data and trends affecting health and community voluntary blood services.
Contact: William Kyler, Council of Community Blood Centers, PO Box 2068, Scottsdale, AZ 85252
- Aug. 8-10** **Denver, Co.: Partners, Inc., Administrative Seminar**
See May 16 listing above.
- Sep. 18-22** **Washington, D.C.: NCVA Boardsmanship Institute**
Institute to train individuals to be better board members. Includes seminars on legal responsibilities and liabilities, committee structures, leadership skills, etc.
Fee: \$200 (VACs); \$250 (general public) (Note: Enrollment limited to 50 participants)
Contact: Linda Berns, National Center for Voluntary Action, 1214 16th St., N.W., Washington, DC 20036, (202) 467-5560
- Oct. 15-18** **Cherry Hill, N.J.: 1978 National Forum for Volunteers in Criminal Justice**
Workshops, seminars, etc. for individuals and organizations in the criminal justice field. Theme of the conference will be "Volunteers in Criminal Justice—A Commitment for Growth."
Fee: approx. \$40
Contact: Bud Walsh, c/o Dept. of Corrections, PO Box 7387, Whittlesey Rd., Trenton, NJ 08628, (609) 292-6224



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