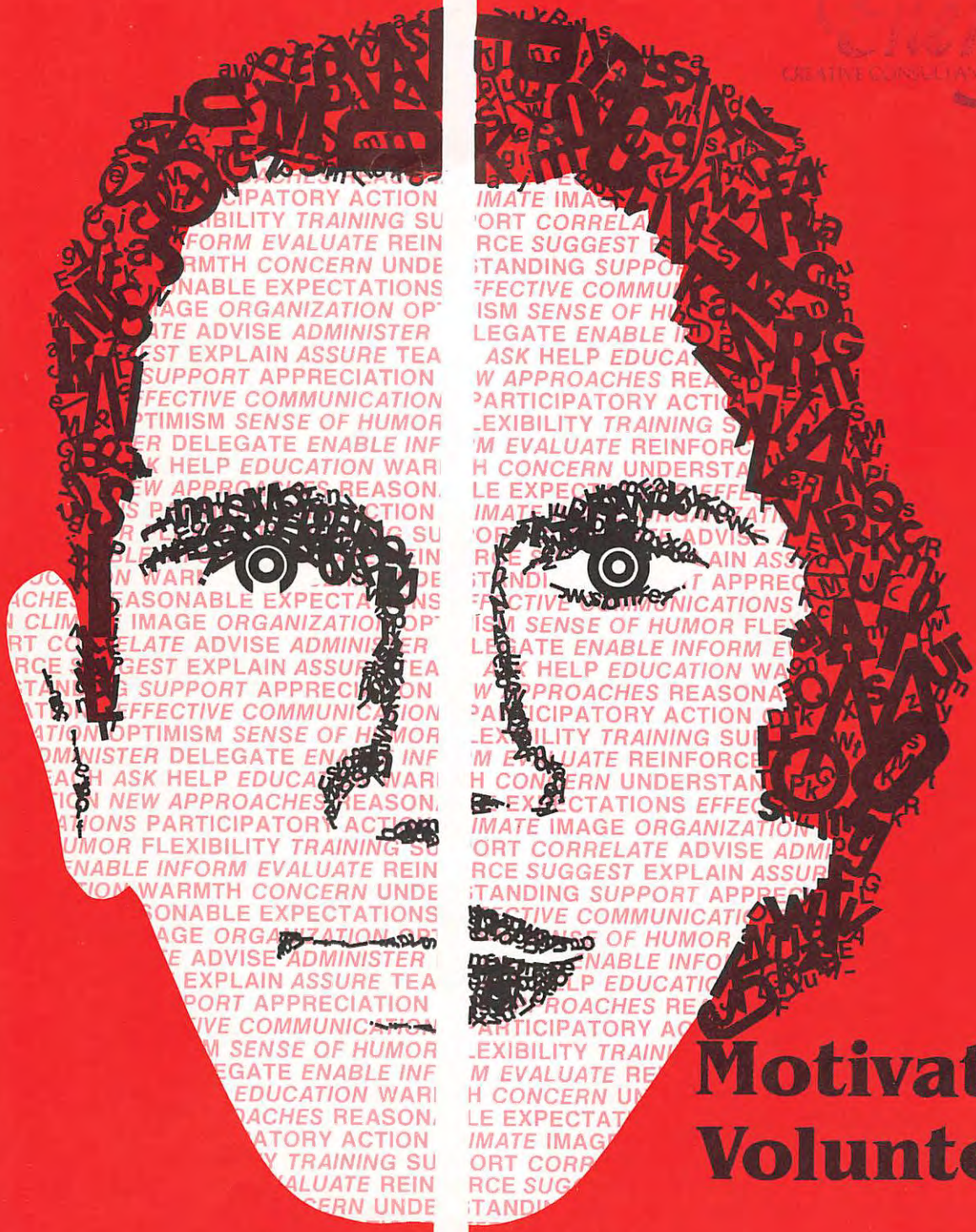
voluntary action
leadership
SUMMER 1978



Motivating Volunteers

AS I SEE IT

The New Volunteerism—A Spontaneous Tradition

By Marcia Penn and Rose Greenspoon

Marcia Penn, former coordinator of the Virginia State Office on Volunteerism, is a consultant and trainer for volunteer programs and nonprofit groups. Rose Greenspoon is the information officer for the Virginia State Office on Volunteerism.

Men grind and grind in the mill of a truism, and nothing comes out but what was put in. But in the moment they desert the tradition for a spontaneous thought, then poetry, wit, hope, virtue, learning, anecdote, all flock to their aid.

—Ralph Waldo Emerson, *Literary Ethics*

The tradition of volunteering could have started when the earliest occupants of the earth first realized that they could help and receive comfort from each other. In a newly published magazine, *Human Nature*, there is an article, "Caring and Sharing in Human Evolution," by Dr. Jane B. Lancaster, an anthropologist at the University of Oklahoma. Dr. Lancaster discounts two theories on why hominids first started to walk on two legs. One is that they wanted to run or fight, and the other is that they wanted to free their hands to use tools. Dr. Lancaster maintains that their first efforts to stand would have been so awkward and halting that there would have been no indication of increased speed and that they could use tools just as well sitting. She believes that bipedalism sprang from a desire to share, to carry things to each other—two feet on the ground and two hands stretching out in the primal manifestation of social behavior.

For whatever reasons or in whatever fashion it began, volunteering indeed has become part of social behavior. Until quite recently, however, it carried the connotation of the rich helping the poor and the strong caring for the weak. With our changing values we can now point to volunteerism as one right that transcends class distinction or categorization of any kind.

Six or seven years ago, who had ever heard of a state office on volunteerism? Who, indeed, had ever heard of "volunteerism"? Certainly not the editors of the *Random House Dictionary* or *Webster's New International Dictionary*. The word does appear in the *Oxford English Dictionary*, but with a definition pertaining to a system of volunteer military forces. The idea of the state offices on volunteerism was to encourage citizens to learn more about their government and institutions and to take part in running them and to encourage public and private agencies to involve volunteers in their programs. A volunteer can be anyone regardless of age, income, race or religion. The handicapped and even the incarcerated are invited to participate. Volunteerism has broken with tradition.

At our office we have Mike. Mike has a crooked back, he walks with a cane, and he is never free of pain. Five days a week he comes to the office to sort, stuff, seal, address, enliven. Mike has minimal Social Security for income, but he brings us gifts. He bakes pies for us; he brings us flowers; he writes us notes of poetic inspiration. We are the humble ones.

Offenders in a Virginia maximum security prison are allowed to form a self-help and service group. They are visited by volunteer staff members of the Medical College of Virginia Hospital, who outline projects and display some of the needed items. The inmates eagerly agree to make wash mitts, paper flowers, place cards, and holiday decorations for sick people who otherwise would not have these niceties. Their reward, they say with as much wit as wisdom, is the satisfaction of doing something for the "less fortunate." Who is really less fortunate or more fortunate?

A community center is showing its age faster each year, but there is no money for face-lifting or other cosmetic surgery. Only those with imagination bolstered by hope would think of looking for help from men confined in a mental institution. These men recalled unused skills, their hands became reaccustomed to once familiar tools and brushes, and they did the job. For the victory dinner a local civic club took the men out on the town for hamburgers. This was the first time in 20 years that some of them had eaten outside of an institution. Who would you say gave what to whom?

Barely 12 years old, Tracy feels as if she has been a volunteer all her life. She liked the idea of sore feet from a 10-mile walk to earn $25 toward feeding hungry children. She felt good about teaching preschool children to swim. When she was a very small girl she accompanied her mother to a clinic

(Continued on p. 45)

CONTENTS

Features

Departments

voluntary action leadership

SUMMER 1978

NATIONAL CENTER FOR VOLUNTARY ACTION

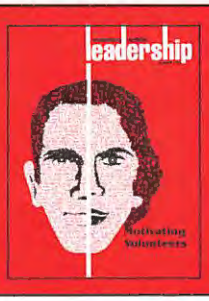
About NCVA

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.

Voluntary Action Leadership is published quarterly by the National Center for Voluntary Action with partial support provided by the Charles Stewart Mott Foundation. Bulk postage paid at Washington, D.C. **Subscriptions:** $8 one year; $14 two years; $20 three years. Outside U.S., $9 one year; $16 two years; $24 three years. **Change of address:** Send both old and new addresses, including zip code, to CIRCULATION, *Voluntary Action Leadership*, 1214 16th St., NW, Washington, DC 20036. Allow at least six weeks for change to take effect. **All other correspondence** should be directed to the editor.

Postmaster: Mail form 3579 to National Center for Voluntary Action, 1214 16th St., NW, Washington, DC 20036.

COMMENT



Organization ... optimism ... humor ... flexibility. These four words describe some of the more valuable traits of a successful administrator of volunteers. But they also are part of a long list of important requisites for **motivating volunteers**—our Summer feature. We rarely speak of motivating volunteers without referring to the other side of the coin: retaining volunteers. In the world of volunteer administration, motivation means retention.

In "The Human Energy Crisis," Dorothy Kelly applies her 30 years' experience with volunteers to various aspects of motivation. First, she examines people's motives for volunteering, then defines the concept by way of a scenario depicting a volunteer interview. She concludes with a look at the many factors contributing to the positive motivation of volunteers.

Her article makes it clear that motivation cannot be separated from such areas of volunteer administration as training and recruitment. Sean McAlea illustrates in "Preparing the Volunteer for Work." A person's commitment to a volunteer job, he writes, "is in direct proportion to the degree to which staff has prepared the volunteer for work." Stressing the need for adequate planning (think of it as an *investment* of time and energy, he advises), McAlea outlines several considerations when programming for volunteers.

Elsewhere in this issue we take a look at two sides of another coin: **volunteerism—yesterday and today.** Charles Tildon and James Thomson of the Maryland Service Corps trace the history of voluntary service in this country in *VAL's* research department. They identify three types of volunteering and apply them to major eras of American history.

Two women involved with the Virginia State Office on Volunteerism—Marcia Penn and Rose Greenspoon—present their perspective on today's volunteers in *VAL's* guest editorial, "The New Volunteerism—A Spontaneous Tradition" (As I See It). They celebrate the unsung people who volunteer—the people we traditionally have considered the *object* of volunteering—the teenagers, the prisoners, the physically handicapped, the blind.

It is precisely this **recognition of the broad scope of volunteerism** in this country that is the focus of NCVA Executive Director Kenn Allen's remarks on page 35. In a rebuttal to a recent *Psychology Today* article, "The Day the Volunteers Didn't," by Benjamin DeMott, Allen says that "by recognizing that the essence of volunteering is a positive attitude toward helping, one sees that everyone is, at one time or another, a volunteer."

Dr. Arlene Schindler, NCVA's director of education and training, responds to DeMott's thesis that people volunteer "with a motive" or an eye to "what's in it for me." She maintains that these motives always have been a part of volunteerism.

Conference planning is featured here as another area worthy of time and effort, particularly with today's demand for high quality volunteer education and training. The staff of the Indiana Governor's Voluntary Action Program put together the "Conference Planning Guide on page 29. They give you plenty of food for thought if you have taken on the task of organizing a statewide conference of volunteer directors, or a citywide seminar for administrators working in the same social service area, or an annual convention for your organization's members. Whatever the design, Dan Kuennen's "Conference Checklist" will help you remember the numerous details.

CANDID COMMENTS

As laws and agreements lead to shorter days and shorter years of paid work, as advances in medicine lead to longer lives, as inflation mounts, the need for unpaid, volunteer service increases. At the same time the ability of people to give service also increases.

Volunteers are the pioneers of social programs. They are free to work in the new and unexpected areas of need.

The heart and soul of free enterprise is freedom, the opportunity to develop and to use one's potentialities. The heart and soul of socialism is its altruism, its concern for the group. The unpaid worker reaps the spiritual rewards of both systems. There is free enterprise of the spirit, mind, and imagination in discovering and filling new aspects of human need. At the same time this creative enterprise concerns the welfare of others and the group as a whole.

Now, if ever, is the time to celebrate volunteerism in all its aspects and from many points of view. If the individual thrives in volunteering, so does our whole society prosper by this unsung leavening of the economic and political process.—*Mary Morain, volunteer with 30 years' experience, in a talk to the Monterey, Calif., YWCA. Excerpted with permission from May/June 1978 issue of* The Humanist.

VOLUNTEER ACTIVISTS HONORED IN WASHINGTON

The nine National Volunteer Activist Awards winners for 1977 were treated to a round of festivities in New York City and Washington, D.C., during National Volunteer Week, April 16-22.

This year's awards presentation took place in the Hall of the Americas (below) in the headquarters of the General Secretariat of the Organization of American States. Over 300 people attended the ceremony.

Veterans Administration Administrator Max Cleland (right), one of the national awards judges, presided over the early evening program. Here, he greets Bobbi Piper, a winner of the Washington, D.C., area awards program.

The national winners each received a citation and engraved plate. They are the Child Abuse Task Force, Ocala, Fla.; Child and Parent Association, Nashville, Tenn.; Education Task Force of the Dallas Alliance, Dallas, Tex.; Veronica Maz, Washington, D.C.; Herman Meyersburg, M.D., Montgomery Co., Md.; Georgia Morikawa, Honolulu, Hawaii; People United for Rural Education, Alden, Iowa; Project CARE (Concerned Adolescents for Retired Elderly), Buffalo, N.Y.; and Margaret Worthington, Hartford, Conn.

Volunteer Mediators: Victim/Offender Benefit

By Mary Coyne

When a juvenile commits a misdemeanor in Elkhart, Ind., he or she may be given an opportunity to participate in the Victim-Offender Reconciliation Process, a volunteer program run by the local probation department.

Ted Larrison, director of volunteer services for the department, says the program is still in the planning stages. So far, three volunteers have handled cases where victims and their offenders meet to work out a plan of restitution and try to reconcile differences.

In one case, a juvenile caught stealing items from parked cars one evening was referred to the Victim-Offender Process. Four victims were involved. Volunteer Joe Miller contacted each one, and all consented to a meeting with the offender.

"Some agreed after hesitating for awhile," Miller said. "Some of them were concerned about the offender, but after meeting with him there wasn't any anger evident." Larrison says these volunteers will help develop a training program for new volunteers. Joe Miller, for example, heads up the planning committee. He meets with Larrison and others involved in the program once a week to discuss guidelines and progress.

"The guidelines should help the volunteer but should leave him or her the freedom to handle individual cases," said Miller, who has handled six cases already.

One important guideline will have the volunteer mediator meet with both the victim and offender individually first. Miller did this with past cases and believes that this initial meeting is important in establishing some ground rules. These include recognition that the mediator is not on either party's side; that each party will not harm the other in any way; and that the meeting may be of great benefit to both victim and offender.

In some cases, Miller believes that meeting with the victim and offender on an individual basis two or three times is a good idea. It helps make sure the person understands his or her own feelings about the process, he says.

So far, all the offenders have been juveniles. Lonnie Buerge, an Elkhart juvenile intake officer, would like to see older offenders brought into the program. He also would like to see cases other than property damage put through the process. He believes the process can work in cases of rape and personal injury as well.

As for the cases involving property damage, Buerge hopes to bring in representatives from companies that have been victimized by such behavior. "We need to put faces behind those company names," he says.

Another goal is to allow the volunteers to choose the cases they think would work in the process. This would eliminate the burden on the probation officer to refer cases and would allow the volunteer to get involved in the process from the beginning.

"The key to all of this," says Miller, "is trying to make everyone involved in the process more aware of what is really happening. We hope the victim

will become more aware that the offender is a human being with similar feelings. And we hope the offender can understand better that he is offending a *person*, not a material thing, and that whatever he has done he must take responsibility for."

Buerge believes there are many kinds of people who are able to handle such a task. "Much of the training is simply feeling out what they have to do," he says. "We have volunteers who are highly capable, even more than some of the probation officers would be in this situation."

Larrison points out that the volunteer also benefits from the process. "He or she would be a person from the community trying to resolve a conflict within the community," he says. "The motivation to do so would be so much greater simply because he/she is doing it for the community."

Once the guidelines are set, Miller hopes to draw more local citizens into the program. Volunteers must realize that the more important aspect of the meetings between a victim and offender is not establishing a plan of restitution. It is beginning *another* process—one of reconciliation. Sometimes this second process is more difficult and takes longer, but it is one which competent volunteers can help to begin.

About Our 'News' Writers

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

Helen DuPont is a frequent contributor to "Voluntary Action News."

Michael Ritchey, a Washington, D. C. area freelance writer, is the author of "Bridging the Gap—The Corporate Volunteer Fair" in the Winter 1978 *VAL.*

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

April 22-28: 1979 National Volunteer Week

Alexandria Archaeology Program

Va. Volunteers 'Dig' History

By Michael C. Ritchey

Q: What has muck in its hair, a smile on its face, and treats a privy like a rare treasure trove?

A: An archaeology volunteer.

They are doctors, chemists, teachers and students. They are young, they are old. They are closet archaeologists all.

On "dig days" they converge at dawn on an ancient abandoned firehouse—temporary headquarters of the Alexandria (Va.) Archaeology Program. Located in the historic Old Town area of Alexandria, the Archaeology Program is the first on-line effort of the city's Archaeology Commission. The entire undertaking is the product of a citizens' lobby interested in discovering and preserving tangible portions of the city's heritage. The Commission was formed in 1975 when the lobby succeeded in raising enough funds to pay the first year's salary of the first professional hired. Now, by carefully dislodging the buried castoffs of past generations, the Commission hopes to gain a glimpse of how different areas of the city were transmuted into the Alexandria of today.

"It's a multi-dimensional crossword puzzle," proclaims Project Director Pamela Cressey, a doctoral candidate in archaeology. "We already have historical records—wills, surveys and whatnot. We have oral history from our grand- and great-grandparents. What we're doing now is tracking the material culture itself, relating it to other historical data."

With only one other person on the payroll—Field Director D. Katharine Beidleman—volunteers rapidly have become the backbone of the project. Cressey calls them "the absolute main ingredient."

Across the street from the firehouse, the "main ingredient" carefully unearths relics of the past 200 years. This "dig"—first since the project was organized—had been a block-square parking lot since the crumbling buildings there were leveled by urban renewal in 1965. Now the parking lot will be replaced by new construction. Cooperative heavy-equipment contractors have peeled back the asphalt, exposing the underbelly of the lot to the volunteers and their shovels.

Effort is concentrated on old privies and dry wells. These wooden and stone shafts deep in the ground served as garbage dumps in the days before trash collection. As Commission Chairman Bernard Brennan puts it, yesterday's castoffs are today a "mother-lode of Americana."

Volunteer excavators haul up muck from the shafts by the bucketsful. Back across the street the buckets are dumped onto large wood-framed screens where other volunteers hose down the material. Bits of leather, textiles, seeds, glass and metal are plucked out carefully and placed in bags and crates. Later, these pieces will be reassembled, dated and catalogued.

Charles Tenny, a 16-year-old high school student from Alexandria, was turned onto the project by Jack Hiller, his history teacher. "At first I did it for extra credit," young Tenny says, "but now it's just for love." He has been doing "dirt work" in the summer and assisting in the lab during winter. His "favorite part" of the process is excavation.

The same is true for Mary Dies: "I like the whole thing, but I love to dig." Dies, an Alexandrian born in England, is half of a mother-daughter team. She and daughter Andrea agree that "once you get started, you can't leave it alone." A geneologist by inclination, Dies' major duty is researching census directories stored in the National Archives and other historical repositories. "Going back in American history, I see parallels with English history," she says. "Did you know that in the last quarter of the 18th century there was constant trade between England and the U.S.? Even right after the Revolution?"

At the dig an air of urgency permeates the work. Builders will soon be on the site, and time is a most precious ingredient. History teacher Martha Williams, a veteran archaeological volunteer, drives in from neighboring Fairfax County every Sunday to dig. "It's totally different here," she says, "because of the speed. We must do as much as possible before it's

Photos by Kathy Geer

Archaeology Program Director Pam Cressey and volunteer (left) find shard near nineteenth century building foundation in Old Town Alexandria, Va. Inside the lab (right), a volunteer tapes together recovered material.

demolished." Williams also has succeeded in involving students from the summer archaeology class she teaches.

Because the material culture is constantly changing, this "rescue" archaeology has already produced data on "socioeconomic variations as a function of time," Cressey says. By linking artifacts to the strata at which they were dislodged, Cressey and her crew have been able to trace the decline of the block from a bustling, upper middle class port area of the late 1700s to its deep depression following the Civil War. "The city was a long time recovering," Cressey notes. Cressey describes the current site as a "unique opportunity because everyone used the back yard dumps for so long. We've gotten real information from a block that was threatened anyhow." (In fact, as the group begins to explore other aspects of Alexandria's history, Cressey hopes to move toward more traditional approaches. The "rescue" angle would still exist, though, under the title of VACUM: Volunteer Archaeological Crisis Unit—Mobile.)

Cressey is high on the process as well as the product. Not happy to relegate the artifacts to a dusty museum case, volunteers and professionals alike voice their "responsibility" to put their finds before the public eye. The most valuable objects are displayed in schools, libraries, even banks. And, as Cressey says, "There are all the people who come by (the site). They really see it . . . the process."

Local interest has run strong from the outset. The original group of volunteers was recruited through a notice in a tiny local tabloid called *The Packet* (circulation: 850). The ranks have been growing since.

Archaeology is an apprenticeship profession and many students, with the cooperation of a local university, can receive credit for their work. At present, the project has the only historical archaeology lab in the country open to the public. Students are important here, too. They conduct laboratory projects, then prepare papers on their findings.

If Cressey's plans proceed on course, some of the volunteers soon may form a corps of certified paraprofessionals qualified to supervise different phases of the archaeological process. Training funds will be needed as will association with the Northern Virginia Archaeological Society, the avenue to certification by the Commonwealth.

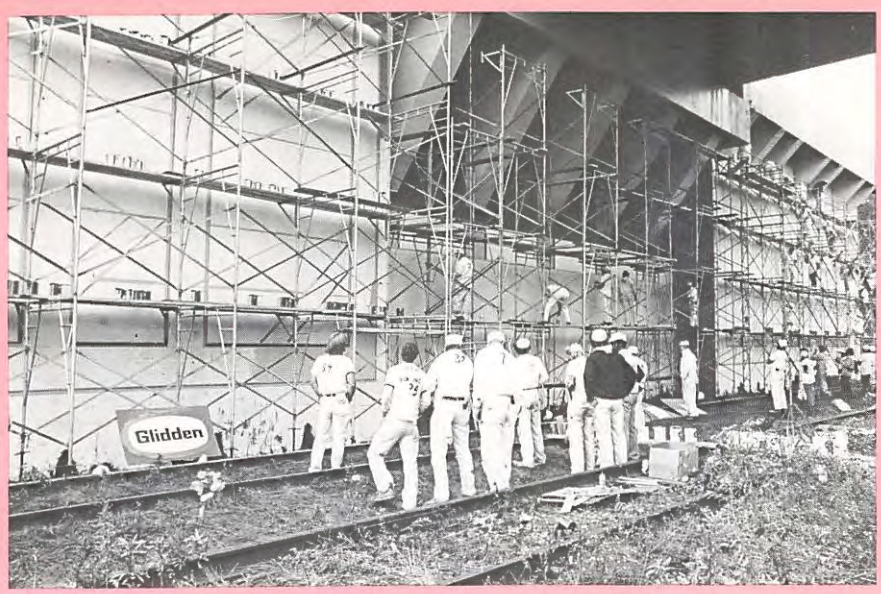
And with the backbone solidly in place, it appears the best is yet to come for the Alexandria Archaeology Program, not to mention the volunteers who make it possible.

A Mural in 40 Minutes . . . By 65 Painters . . . Involving 200 Volunteers

A huge paint-by-number mural now adorns a once drab 7,200-square-foot concrete wall along the route of Cleveland's Rapid Transit—thanks to 65 volunteer professional painters who completed the work in just 40 minutes.

The new mural, believed to be the largest of its kind in the world, is 180 feet in length and 40 feet high. It was painted on a restraining wall on the Rapid Transit's right-of-way.

Under the leadership of Rapid Recovery, a nonprofit organization dedicated to beautifying the areas along the tracks of the transit line, the entire project involved some 200 volunteers from many segments of the city's population. Called Insta-Mural, the operation was coordinated by Pat Victory, assistant director of Rapid Recovery, who enlisted the cooperation of 65 professional union painters (Painters District Council #6 and the Sign Painters Union Local 639) and contributions of various kinds from 24 business firms, individuals and city employees. One of these is Jim Osher, assistant professor of art at Cleveland State University, who designed the six-color mural.



Photos by Will Richmond

Sixty-five volunteer professional painters (above) begin to climb the network of scaffolding to await the starting signal. Below, a huge drab wall is turned into a thing of beauty in just 40 minutes.

The 120 gallons of paint were contributed by the Glidden Coatings & Resins Division of SCM Corp. Four firms provided the scaffolding, which had to be lowered by ropes.

The mural's surface was primed in advance of the final painting, then various portions of the wall were carefully numbered so the painters could work shoulder-to-shoulder in a simultaneous operation described as a "new concept in team painting." When everyone was set, a gunshot command started the professionals on the task.

The Insta-Mural project was a cooperative volunteer triumph. Participants ranged from the Davies Can company, which contributed 360 cans for exact allocation of the proper amount of paint for each painter, to the Cleveland Barons Hockey team, which offered free tickets to the team's home opener for all who took part.

The Rapid Recovery staff points out that the transit tracks wind through some of Cleveland's most unattractive areas and that the mural project is one of the first steps taken to beautify these sections. Projected for the future are numerous plans for landscaping and for generally eliminating the cluttered, neglected look of the right-of-way—often the Cleveland visitor's first view of the city.

An Invitation From the Dying

By Maria E. Odum

When I first began my volunteering in the summer of 1976 at the University of Virginia Hospital, I had apprehensions about what it would be like to visit the seriously ill patients and how the doctors and nurses would react to such a volunteer. I wondered if I would be in their way. Though I was a novice to any kind of hospital work, I wanted to serve, I wanted to learn and I knew I had a special objective. Through the encouragement of my director of volunteer services, and through the receptiveness and cooperation of the medical and nursing staff, I found my special place: working with cancer patients.

Within a brief period of time, I had two cancer patients. One went home to die while the other remained in the hospital. Since the latter patient had no friends or close family, I became her companion spending many hours with her during the day and sometimes at night until she died. This was the first time I had seen anyone so sick; it was the first time I had seen anyone die. Through the experience of filling such a unique need I discovered a very special sense of fulfillment, a certain enrichment, a certain inner 'something' I had not felt before. It was then that volunteer work became much more meaningful. It was also the beginning of my commitment to cancer patients.

By fall, I had no intention of leaving volunteer work and it was then that I met Susan Singhas, a patient. We became very good friends, having a lot in common and a lot to share. When she recovered from her surgery, she became a volunteer to work in the same capacity as I. We both wore white uniforms under our pink smocks to designate us as a unique team with a unique service that was growing each day. Since then our "pink and white" has become a symbol of our dedication to the very sick and the dying.

We take our patient referrals from

nurses, doctors, nursing supervisors, clinical specialists, nursing students, other patients and even housekeeping. We work all over the hospital, five days a week. When a special need arises, we are willing to come in at night or on a weekend.

Our work includes reading to some patients, taking some for exercise, feeding those who cannot manage by themselves, running errands, playing cards, talking and whatever else we can do to supplement the attention and care of the nursing/medical staff. We find that one of our main functions is to listen—to give the patients a chance to express themselves—their fears, their laughter, what they share with the world and what they feel unable to share with their families, friends and staff. We are always in open communication with the nurses and doctors so that if we should discover a special need that requires one of the many professional services available, we can make a suggestion with confidence that the patient's need will be met appropriately with privacy.

When anyone is discharged we try to see them off. If they have return appointments to any of the out-patient-clinics, we will meet them for a visit. When one of our patients is scheduled for surgery, we arrange for the recovery room to contact us so we can be at the bedside. If any of our patients returns to the hospital, almost always someone contacts us so we can continue our service.

Photo by Dug Steele

Maria Odum

In January 1977 we were given the title "Patient Care Assistant." But we are still volunteers and still deeply committed to our work. As we make ourselves available on 24-hour call for special patients near death, we discovered that communication became a very serious problem. So we put together a proposal for two long-range page units and presented it to the Auxiliary Board. To our delight, one of the oncology surgeons supported our request in a letter to the board members. They accepted our proposal, and we now have our "beepers" which have improved the facility and ease of our work.

So many wonder if our work is depressing. It is not an easy task to see people suffering and to sit with them while they die. In those silences all the questions man has asked throughout time are renewed again and again. The plain fact is that suffering, disease and death do not distinguish sex, age, race, religion or social status; nor do they seek out only the wicked—they find youth, beauty and goodness as well.

I once heard a Tibetan Lama say that when one experiences these contradictions in life and allows himself to fear while contemplating his own possible suffering and inevitable death, *then* he can begin to generate true compassion, the key to fulfillment. What he meant is that for man to be true to himself, he must allow himself to become involved—not attached but deeply sensitive to those around him. In this way, he comes in touch with his own feelings which opens the door toward his understanding of others so he can touch them with his vision and love.

No, this is not easy but I have found that I derive strength for this not only from the nurses and doctors who always have been willing to share the richness of their own experience, but also from the cancer patients themselves. With each one I share a very special relationship. Even though this is a temporary situation, each death still takes a little of me with it. But, prior to that, each patient already has given me a priceless gift—a little of himself, which will always be a part of me, and, in turn, a part of every cancer patient I am assigned to. This is the vision the dying give us—the invitation to reach out, to touch and to love.

VOLUNTEER PARENTS MEET SUBURBAN NEED

By Jacqueline Zanca

A pioneering effort in child welfare is going on in northwest suburban Cook County, Ill. It's called Shelter, Inc., a temporary emergency volunteer foster home program serving Palatine, Schaumburg, Elk Grove, and Wheeling townships.

Until Shelter began operating in January 1975, finding emergency temporary care for homeless children was often a frustrating and impossible task. At the urging of an Arlington Heights (Wheeling Township) police officer, local citizens banded together to form this organization. Its unique aspect lies in an all-volunteer force of foster parents. They are selected by Shelter's staff of paid social workers, and although licensed as foster parents by the Illinois Department of Children and Family Services, they receive no state reimbursement.

"This is a grassroots program," says Shelter's Community Services Coordinator Judy Lahey. "We're funded strictly by local governments. We needed local people that we could call on immediately for temporary care." Eighteen months into the program, the foster parents were contacted by questionnaire and phone regarding possible payment for their services. "The overall response to payment was no," says Lahey.

Shelter's foster families are recommended for state licensing only after considerable screening by the agency. Shelter combines state criteria with its own standards for choosing effective foster homes. Home studies by the social worker help determine if the family is capable of handling a foster child; the children of prospective foster parents also are interviewed. Shelter's selection process, which includes a physical exam and X-ray for each member of the family, ensures quality foster care, according to Lahey.

Once licensed, Shelter's foster parents receive the children only through the agency's referral. Paid professional staff or volunteer intake workers trained in referral techniques receive calls from the local police, hospital, school, or someone close to the child in trouble. An interview is conducted and if the situation warrants Shelter's services, the worker contacts a foster parent. Otherwise, the caller is referred to a more appropriate service.

The volunteer intake workers, on call from seven p.m. to nine a.m., enable Shelter to provide 24-hour coverage, with professional staff support available at all times.

Once a child is placed in a foster home, one of Shelter's social workers maintains close contact with the foster family. Other members of Shelter's volunteer support staff, known as special assistants, drive the children to and from their required medical appointments, as well as perform whatever services are needed for the child's well-being while under foster care.

"We've had children walk in with just the clothes on their backs," says foster parent Mary Koblas, in which case special assistants scouted up and delivered the necessary clothing. To the Koblas family, the paid and volunteer staff support is invaluable, simply because it can be counted on. In addition, bimonthly seminars with guest speakers and discussion groups provide an ongoing training program for the foster parents, and enable them to exchange experiences with each other.

Although some foster parents do foot the various extra expenses of having a foster child—medical exams, phone calls, baby supplies, and the like—they are not required to do so. A special fund raised locally by the special assistants is designed to pay for these needs if the child's natural parents cannot.

An important facet of Shelter's setup is its responsiveness and commitment to the immediate needs of the four-township region that funds it. It provides a safe, secure environment for the short time necessary (most stays average two to three weeks; the maximum is 40 days), and usually allows the children to remain in their own schools.

"Sixty percent of the children we place are dependency cases," points out Lahey, "in which the parents are unable to care for them because of illness or some other family crisis." Elsewhere, the majority of child welfare cases may be abuse, neglect, or minors in need of supervision, which also are included in Shelter's caseload, but often require longer-term action.

Although Shelter's concept of using volunteer foster parents is relatively new, work of its effectiveness is spreading. Its foster parents have received Distinguished Service Awards from the Voluntary Action Center of Metropolitan Chicago and the Illinois Child Care Association. And the agency has been invited to present workshops at the International Foster Parent Conference in Milwaukee.

"Because we're a middle-class community so close to a large city like Chicago," explains Lahey, "the state tended to see the city's needs as more emergent. But we have our problems here, too." And, judging from the success of Shelter's effort, they have solutions as well.

For more information, contact Judy Lahey, Community Services Coordinator, Shelter, Inc., 161 N. Arlington Heights Road, Arlington Heights IL 60004.

The Search is Key To Adoptees' Self-Help Groups

By Helen DuPont

"I found my father last July," says Mary Anna de Parcq, coordinator of the Southern California Chapter of the Adoptees' Liberty Movement Association (ALMA). "They say you marry someone like your father and I did—but I never knew my father." Three days later she received 30 long stemmed roses from him, accompanied by a card which read, "One for each year I missed. Belatedly, from a proud father."

Florence Fisher founded ALMA in New York in 1970. She estimates the organization has some 2,500 members in 27 chapters nationwide. The Southern California chapter has 700 to 800 active members.

ALMA is a self-help group. "Some are people who are searching and others have completed their search and are giving the knowledge they gained," Fisher says. "I see reunions all the

time. All the evidence indicates that the reunions are very successful. There's about a one percent rejection rate by the birth mother."

Using ALMA as a model, local organizations have sprung up in many cities. In Chicago, the organization is called Yesterday's Children; in Washington, D.C., it's Adoptees in Search (AIS). Rosemary Doud, publicity director of AIS, says the core of all the programs involves the search process. "Adoptees bring whatever information they have," she says, "such as an amended birth certificate. And they're told to keep a search notebook—not to rely on their memory.

"Most adoption records are sealed, but there are ways of getting around this. Once the birth mother is located, we proceed very carefully. We counsel the person on how to approach her tactfully. If the adoptee is rebuffed, we suggest giving the woman a couple of weeks. Sometimes it's a shock for her, but usually she's very happy." In addition to finding their roots and learning the medical histories of their birth mother, there are other pleasures derived from a successful search. "It is so exciting to find someone who looks like them," Doud says.

In general, adoptee and mother keep in touch. Sometimes they become good friends. "But it's never a mother-child relationship," Doud says. "We have had a mother all these years. It's more like a special friend."

In addition to "search" meetings, open only to adoptees, general meetings are held once a month. They are open to adoptees as well as birth parents and adoptive parents. Both sessions often feature volunteer speakers— social workers or lawyers, for example.

The organizations also serve as social advocates for their members. AIS currently is lobbying for a bill in the Maryland legislature and the District of Columbia City Council which would make public to adults state adoption records. ALMA has filed a class action suit for similar reasons in the New York federal court.

For further information, contact Adoptees' Liberty Movement Association, P.O. Box 154, Washington Bridge Station, New York, NY 10033, or Adoptees in Search, Box 41016, Bethesda, MD 20014.

AMERICANS SHARE HOMES, FUN WITH BELFAST CHILDREN

By Sidney Fields

NEW YORK—On his first day in America with the Mulcahy family, the 10-year-old from Belfast, Northern Ireland, asked, "Can I play in the door?" This puzzled Detective Dennis Mulcahy until it came to him that the boy was asking to play in the doorway because in Belfast children do not play in the streets. They might be shot or bombed.

"They were born into the violence," Mulcahy was saying. "It's normal to them. They never knew anything else. The blood-letting has been going on for 10 years."

In Belfast, the hidden teeth of hate are bombs and bullets. They claim the innocents, too: the old, women as well as children. Both sides have stopped counting the dead.

"I'm Catholic," Mulcahy said, "but the Catholic hatred in Northern Ireland is a carbon copy of how the Protestants hate."

Mulcahy talks of such things with subdued passion. He is one of the 300 volunteers in the New York City Police Department's Street Crime Unit. He has 22 police department awards. He's 33, and lives in Greenwood Lake, N.Y., with his wife Miriam and their four young children.

Back in 1975 Mulcahy learned that children from Northern Ireland were brought over by some Minnesota families to spend part of the summer with them.

"The interesting thing was that the families were not Irish," he said.

A Mulcahy could do no less. He spoke to his neighbors, and they raised enough money to bring over six children. The next year they had 21 children, and persuaded friends in Poughkeepsie, N.Y., to bring over 10 more. Last summer, 62 children were brought to Greenwood Lake. They call it Project Children.

"They are Protestant and Catholic," Mulcahy said. "We work through a Belfast school principal. He's Protestant. He goes to Catholic schools to get the Catholic children. All the kids are from 8 to 12."

One of them was Angela Daly. For a time her father was marked for assassination.

After Ann McDonnell, a teacher who chaperoned the 1976 flock on the flight here, returned to Belfast, she wrote a touching letter of thanks to the Greenwood Lake hosts, and also told them that a few weeks after her return "a family was burned to death in a petrol bomb attack on their home. The dead included a 23-year-old father, a 19-year-old mother, and their 10-month-old baby girl."

Round trip airfare and medical insurance for each child while in America comes to $250. The 60 families in the Greenwood Lake Gaelic Society, which sponsored Project Children, raise the money by a dance, a concert, raffles and a radiothon. Mulcahy's friend, Pat McVeigh, is arranging to bring 10 children over to live with families on Long Island. His Poughkeepsie friends will bring over a contingent, too.

"Among all of us we hope to have more than 100 children here this summer," Mulcahy said.

They arrive frightened and withdrawn. Soon they forget their fears. Some learn to play a little; others to play a lot. They hurry outside, to run, swim, ride a bike. They even learn to laugh. They leave smiling with baseball bats, games, dolls, books.

"Some of their fathers and mothers and brothers have been killed," Mulcahy said. "The mother of one boy committed suicide because of the bloodshed around her.

"There are some as young as 12 and 13 who become involved in the killing because their fathers are involved," Mulcahy said. "And the mothers are left alone in a deep anguish."

But the children who are brought here stay for only six weeks, and then have to return to the same bloody scene.

"We hope that they will bring back to other children there the kindness and tolerance they found here. Maybe it will keep them from joining the madness. Maybe, when they are offered a gun by their elders, they will say no."

L.I. Community Organizes, Volunteer Center Results

Which comes first—the volunteer center or the funding?

In the case of Adelphi University's Center on Volunteerism, the Kellogg Foundation provided $154,000 over a three-year period *after* the Center had opened its doors. This was achieved through a slow process involving the surrounding volunteer community every step of the way.

"That was exciting news to us at Adelphi and to the volunteers in Nassau and Suffolk Counties on Long Island," said Lynn Brooks, the Center's coordinator. "Right now, of course, is only the beginning. There's so much to be done to integrate volunteerism and higher education and to upgrade the image of the volunteer that we can only begin to plan for all the ways in which Long Island colleges and universities will meet the needs of the volunteer community."

In the next three years, the Center will

- Integrate its purpose with Adelphi's education program to foster volunteerism as a useful area of study in higher education
- Create a regional information center for volunteers and agencies
- Provide educational counseling for volunteers who want to develop skills
- Develop specific curricula and training for volunteers, volunteer program managers, and other staff to lead to a certificate program in volunteer management
- Develop a resource library of books, pamphlets, tapes and film for the region's volunteer community
- Establish lines of communication between educators and voluntary sector leaders to ensure that Center programs meet the needs of the Long Island volunteer community
- Encourage student volunteer placement through AU's Student Volunteer Service and other educational institutions on the Island
- Conduct a Suffolk-Nassau County annual conference on volunteerism

Looking back on the process, according to Brooks, makes it possible to analyze what strengths and weaknesses existed in the university and volunteer community, then to see how these were maximized and minimized.

Negative Forces

- University-wide constraints on "nonessential" expenditures
- No university professional or technical staff with time for a new project and no administrative budget to hire additional staff
- Fragmented university-wide involvement in volunteerism—i.e., student volunteer program limited, experiential learning scattered, no central body to coordinate and increase activities, no way to even know how much volunteerism or experiential learning was taking place at Adelphi
- Little cohesiveness within the volunteer community, few opportunities for people in one agency to meet with those from another outside their own networks, little sharing of resources, little opportunity to develop trust, individual problem-solving
- Geographically widespread area, poor public transportation

Positive Forces

- University president's encouragement of staff creativity and belief in the concept of volunteerism (i.e., Timothy Costello is a former NCVA board member and as deputy mayor of New York City, he started the city's first VAC.)
- An administrative division of the university—University College—with the mission of serving adult populations
- A dean willing to provide the structure and the administrative leadership necessary for staff to develop new ideas and carry them through despite realistic budgetary restraints
- An adult degree program, ABLE, involved with volunteerism—i.e., can grant academic credit for volunteer training and experience and possibly tuition for volunteers
- A staff person, with a background in volunteerism, willing to increase normal workloads in order to achieve a goal
- Nucleus of interested and supportive faculty, administrators and students
- A VAC in each county, with a director willing and able to provide input and expertise each step of the way
- Dynamic volunteer leadership from many agencies in each county

At Adelphi, the Center's planners built on the positive forces. They began with the ABLE program ("our strongest base," Brooks said), as this made it easy to contact volunteer directors and coordinators. "They were delighted to learn that volunteers might receive college credit for agency courses and training as well as for

volunteer work," Brooks said, "and they were interested in letting their volunteers know about the opportunity. To do this on an individual basis would have been cumbersome, so the idea of many agencies inviting many volunteers to a joint learning experience developed and grew."

Adelphi provided the leadership necessary for more than 150 agencies to work as a coalition, facilitating a full-scale conference on volunteerism for more than 500 people at the Suffolk Developmental Center, a state facility for the mentally retarded. There were workshops not only on volunteerism and educational opportunities, but also on volunteerism as it relates to jobs and expertise in fundraising, recruitment, retention, etc.

"But even more important," said Brooks, "the monthly planning meetings, frequent committee meetings, and lots of work that needed to be done gave the volunteer community a chance to meet, exchange ideas, learn about available resources, and work together on a project of mutual interest. Since no one had the money to support the conference, a coalition was born and each agency or organization contributed some time or money or staff in order to get the job done."

The conference brought together the volunteer community from two counties for the first time, generating the desire to continue to work, grow, learn and support volunteerism together. Students got involved as well as many people from different agencies. And both the university's president and dean spoke at the conference.

One month later, Adelphi University had its Center on Volunteerism to begin to meet the needs of the volunteer community expressed at the conference. The staff began a search for funding. When the Kellogg Foundation expressed interest, both the volunteer and university communities had learned enough about each other to develop some trust and actively support the proposal.

"That was the end of Chapter One," Brooks said. "Now we're trying to build on that base and go forward to develop training, a certificate program in volunteer management, counseling and many links to give volunteerism the support it deserves from higher education."

COMMUNICATIONS WORKSHOP

The ABC's* of Newsletters
(*Art of Better Communication)

By Linda Bristow

When the company I worked for as a secretary needed an editor for their recreational club's newsletter, my supervisor volunteered me. I had written feature articles on a freelance basis for newspapers and magazines—but a newsletter? I didn't have the slightest idea how to go about such a seemingly overwhelming job. Writing was no problem. But editing, artwork, photography, pasteup, printing and mailing—all essential ingredients to producing a newsletter—were areas I never had tackled.

Armed with a positive attitude and a collection of every newsletter I could get my hands on—from professional organizations, other companies, clubs, social service agencies, utility companies, banks—I began the job. It turned out to be much easier than I anticipated and a lot of fun as well.

Wherever there is a group with similar interests and activities, the potential for a newsletter exists. Newsletters are a source of regular communication that provide information, promotion, education and entertainment.

Linda Bristow is a freelance writer in San Francisco and editor of the Involvement Corps' newsletter.

If your organization includes ten members you could achieve such communication goals without the aid of a newsletter. But when an organization numbers 50, 100 or perhaps 500 members, effective personal communication becomes virtually impossible.

CONTENTS

Once you've decided that you have something of value to communicate to your members through a newsletter, you might ask: "Will I have enough material to fill each issue?"

Content possibilities are innumerable. You could print a calendar of events in each issue, publicizing your meetings, classes and seminars or those of related groups. You could spotlight your volunteers, using photographs, or you could print articles and pictures of your group's projects. You could have someone you serve write an appreciative article on how you have helped them. You could publicize your election of officers, spotlighting each candidate and their ambitions as they relate to your group.

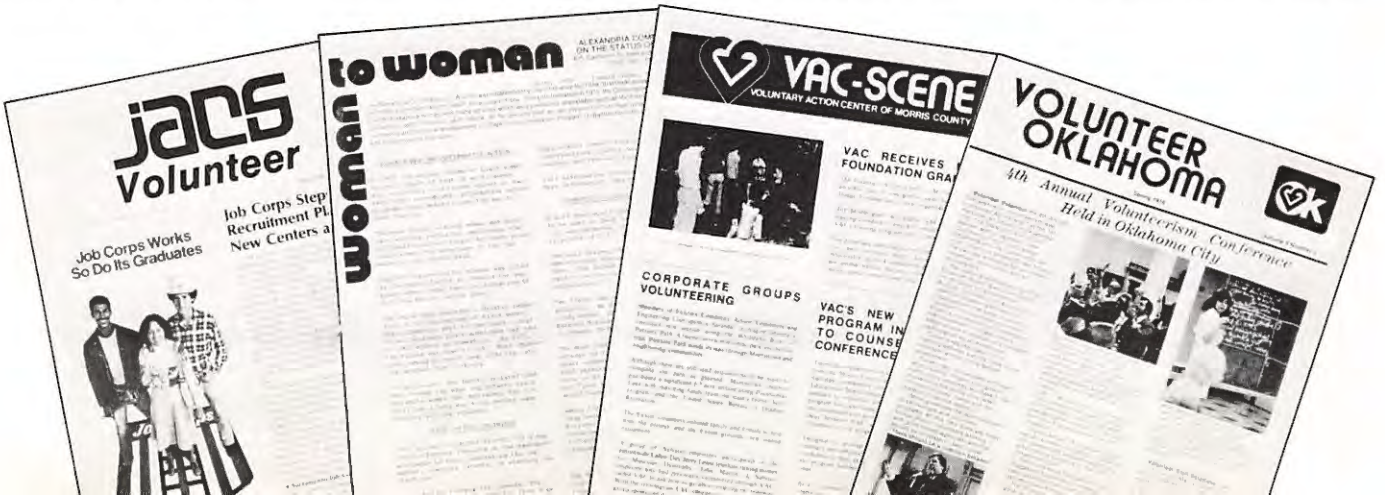
A "guest column" is another idea to consider. For example, have the president of your organization write a column about the goals and achievements of your organization and its future direction. "How-to" articles also may be of interest to your members. Ask a board member with expertise in public relations to write an article on making speeches or writing press releases. Or ask an agency director to submit their guidelines for staff working with volunteers.

One-page fliers make an attractive newsletter page while drawing special attention to your events. A section for your members to advertise goods for sale, trade, rides wanted etc., also might draw interest.

Two things to remember: Publication on a regular basis holds interest and links the members of a group together. And, every member of your group has the potential not only to contribute but also to make your job easier by submitting articles, artwork and photography, drawing cartoons, and feeding you information.

FORMAT/DESIGN

One of the first decisions to make is whether to publish your newsletter weekly, twice a month, monthly, bimonthly or quarterly. Unless your group is very active, a weekly newsletter may lack enough interesting, substantial material. On the other hand, if your or-



ganization has meetings and activities every month or two, a quarterly publication would not be timely enough. Evaluate and decide the frequency which would justify the time and expense involved while serving the needs of your members.

Other decisions involve design, choice of a nameplate and logo, paper size and color, and type size. A standard size, color, etc., consistently will draw your readers' attention to your publication among the mass of papers that may bombard them daily.

Nameplate. A nameplate typically runs across the top of the front page, although it could be placed down the left-hand margin. The nameplate usually includes the name of the newsletter, the organization's name and logo (symbol), and the date of publication. Chances are that your organization already has a logo. If not, a graphic artist can be hired to design one. If your budget is tight, consider offering a prize to the student of the art department at your local college who comes up with the best design. Another alternative is to have one of your members who works for a company with an art or design department persuade someone in that department to design a logo for you.

To name your newsletter, use your organization's name alone, or something like "Volunteer's News," "Involvement Informer," "The Westlake Letter." The name should relate to the purpose of the organization and should be printed in large, display type.

Paper. The most convenient paper sizes are the standard 8-1/2 x 11 (letter size) and 8-1/2 x 14 (legal size). These sizes are easy to obtain, but note that paper is sold by weight and ream (500 sheets) and the price goes down as the quantity goes up. It is best to estimate your need for the year and buy your paper in this quantity. A 60-lb. paper is your best bet; it is not as transparent as lesser weight papers so that the print won't show through on the other side. Your printer or paper salesperson will be able to recommend the best weight paper for the type of printing you choose.

White, beige or pastels are the best colors for a newsletter. Dark colored paper makes the copy (print) harder to read. Also, you might consider using a textured paper which lends an added touch at a very minimal cost.

Type. Today's remarkable IBM Selectric typewriter provides a variety of typefaces that can make your newsletter look professional. It is better to use a ball with the larger size type (pica rather than elite). Italic and boldface balls for special emphasis, picture captions and headlines also are available.

Transfer lettering (press type) is a simple, inexpensive way to produce large bold headlines in a myriad of type styles. The letters, on sheets, are "transferred" by rubbing a pencil over each letter needed to form a word on another sheet of paper. They can be purchased from art supply stores which also carry "transfer" artwork, symbols and numbers. Besides headlines these are excellent for display pages or for drawing attention to special notices or events.

Selecting a Format. The format refers not only to the size and design of your newsletter but also to the number of columns on the page. The size of the page will determine whether you want one, two or three columns. A standard 8-1/2 x 11 or 8-1/2 x 14 page could lend itself to all of the above column formats. The 8-1/2 x 14 page folded to 7 x 8-1/2 looks best with one or two columns. Three columns would be too narrow to read easily. The one-column format takes less time to type and set up and is more pleasing to the eye.

Once you have decided on the number of columns, stick with that format through every page of the newsletter and make sure to leave at least a one-inch margin around the sides, top and bottom of the page for a balanced look.

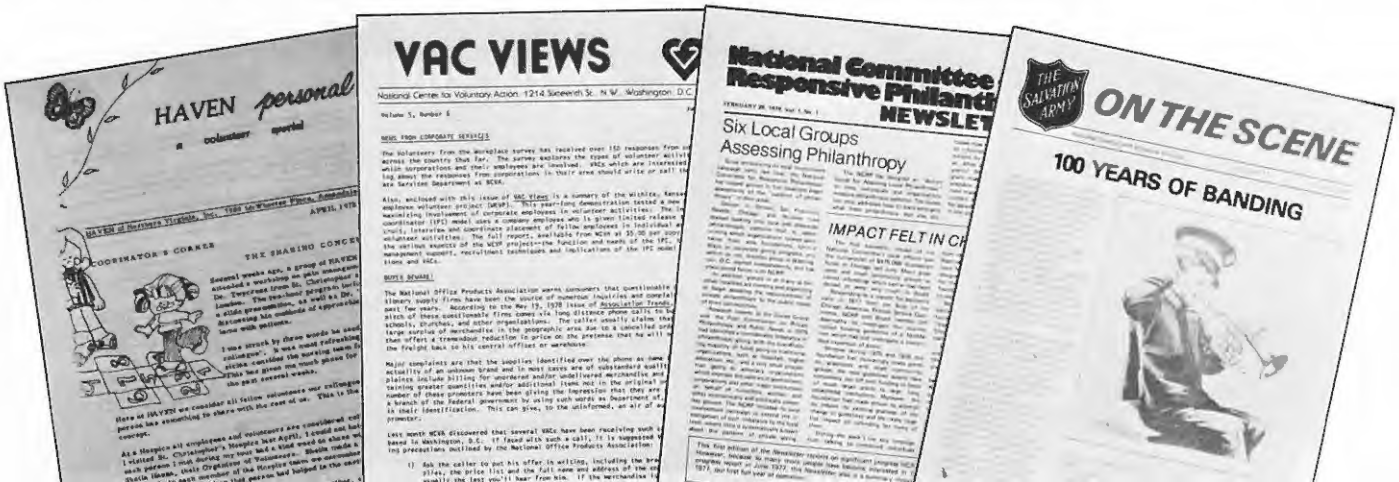
COPY

Headlines. Each article or column needs a headline to alert the reader to the topic and to separate one article from another. Good headlines draw attention to an article that otherwise might be overlooked. Headlines should be brief, to the point, and somewhat provocative when possible. For example, rather than saying, "City Plans Rezoning," you might use, "Residents Enraged by City Rezoning Plan." Informative headlines, such as "Volunteer Meeting Scheduled for April 1," also are appropriate. Get your reader involved from the start through the headline.

Article Style. Once you have the headline down pat, what do you say and how do you say it? Just remember the five W's—who, what, when, where and why. *Who?* The Junior League. *What?* Sponsoring a bake sale. *When?* On July 16th. *Where?* At the West End School cafeteria. *Why?* To raise money for the Junior League summer camp for disabled children.

The five W's provide a good opening paragraph for any newsletter article. The reader has all the specific information in the first paragraph (if not the first sentence). As the reader moves on, he or she is filled in on details. For instance, the Junior League might report on last year's activities, which enabled 12 children to attend the camp. And that this year the group hopes to raise $500.

Paragraphs should be short to allow the reader to digest the story in small "gulps." Newspaper articles and news releases are an excellent example of this style of writing.



Article Placement. As your organization gathers news you may wonder where to put each article. Do you put the president's message on the back page or the front cover? Where does the calendar of events go? How important is the election notice? Should you run a notice of a related group's activity when space is tight? In other words, what articles or columns get top billing?

Significance, interest and timeliness are the keys to article placement. The calendar is important, but the notice of the awards ceremony to be held a week from Tuesday would rate the prime spot, perhaps the front page. Using the three guides, you can evaluate and decide.

PHOTOS

Photos add interest to a newsletter. Often they can attract a reader's attention to an article he or she might have skipped over. When spotlighting one person, such as a volunteer or an election candidate, use a head-and-shoulder photo. Otherwise, action shots make the best pictures. They can tell part of the story for you or at least add a visual dimension to what you have written.

Anytime you use a photo that is "personally revealing," you need a release from the person involved. This is a simple form stating that the subject understands that the picture(s) will be used for publicity purposes. These signed forms, which you can type up yourself, release you from any subsequent legal action. Examples of such photos would be pictures of handicapped, blind or disabled individuals. Anyone who is willing to pose for a picture, however, should be willing to sign a release.

Don't let fancy photo equipment scare you. When I needed a picture of children training for the Special Olympics for the first issue of my newsletter, the only camera I had was a Kodak Instamatic. The pictures turned out fine. Just be sure to use black and white film and ask your photo developer to process the pictures with a glossy, rather than the popular textured, finish. Glossies reproduce better.

Of course, if you can afford to, you might want to hire a professional photographer. If not, there may be an amateur in your group who would be willing to take pictures for you.

Photo Screening. Photos cannot be pasted directly on the page and reproduced. They will need to be made into what is called a screen—or halftone—first. This is a process which breaks the photo down into a series of dots, usually 65 to 133 dots (or lines) to an inch.

The process is inexpensive and can be done by a graphic or commercial photo service. Or you can avoid that step by having your printer screen the photos when you are ready to have your newsletter printed.

PASTEUP

Now that you have decided on a format and design, gathered and written your copy, and had your photos screened, you will need to prepare a "pasteup" (sometimes called a "mechanical"). Pasteup refers to camera-ready copy for printing. It includes type, photos, line art, etc., for each page pasted on a piece of paper.

Rubber cement, nonphoto blueline pencils, and nonphoto blueline graph paper are invaluable aids when doing a pasteup. Rubber cement, used sparingly on *one* side (either the back of your original or the paper you're pasting on to) will allow you to remove and change the position of pictures, artwork, and copy if you make some last minute design or placement decisions. Nonphoto blueline pencils can be used to mark column widths and space for photos and artwork which will be pasted on later.

Nonphoto blueline graph paper can be purchased at any art supply store in pads of 8 1/2 x 11 or 8 1/2 x 14 and used as a pasteup sheet rather than using plain white paper. You can use the lines to guide your placement of the nameplate, headlines, photos, transfer lettering, and artwork, then type your copy directly on the blueline graph paper. The blue lines will not print.

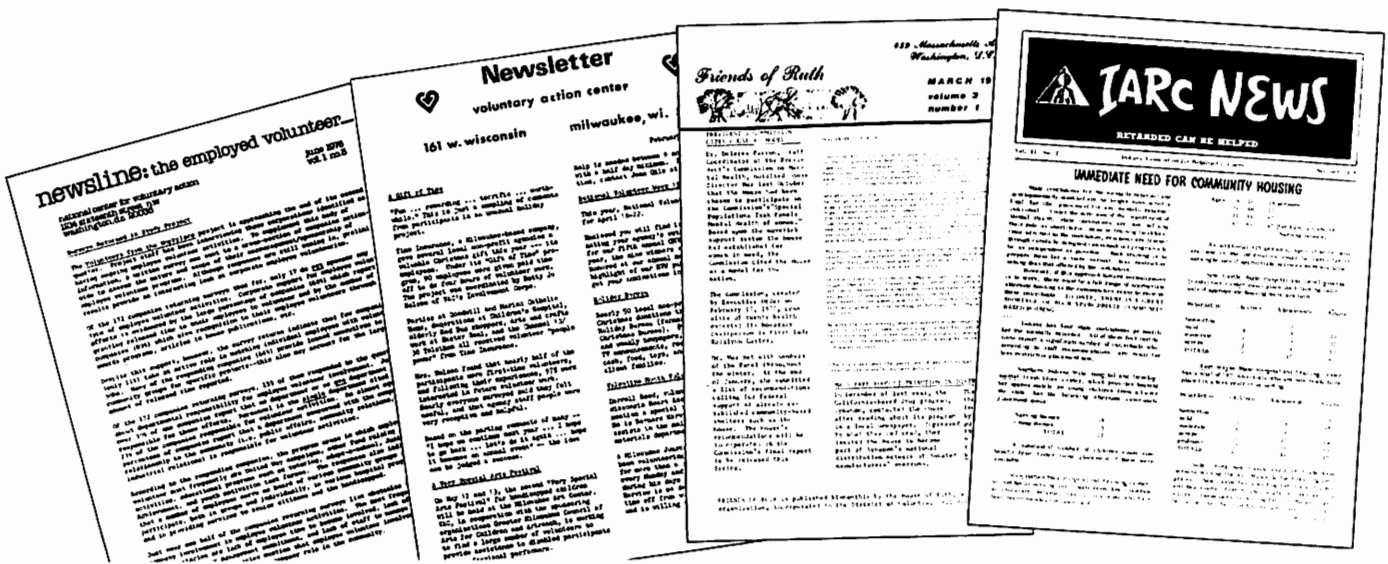
Estimating space on the pasteup is the most difficult job that you will have when publishing a newsletter. You won't want to come to the end of the last newsletter page with three sentences of the article to go. To avoid this, type up the copy in the column width you've chosen on plain white paper. Then photocopy it, cut it apart and lay it on your pasteup sheet. (This preliminary layout is called a "dummy.") If you have too much copy you may have to do some editing or juggling to make it fit. If you run short of copy, leave more blank space between articles, around pictures, or on the mail flap. You can also use "fillers," cartoons, words of wisdom, recipes and so on to fill in blank spaces.

One column is the easiest format to paste up. Two columns are a little more difficult, and the three-column format is the most difficult and time-consuming. Be sure to consider this when choosing a format.

PRINTING

If your organization has the equipment, and if your newsletter does not contain any pictures or artwork, you could reproduce it very economically by photocopying or mimeographing. This saves printing costs but takes more time and energy on your part.

Otherwise, offset printing is by far the



easiest and most professional method of having a newsletter reproduced. Offset printing produces clear, crisp reproduction of type, art and photographs. A good offset printer can make your job a lot easier by selling you paper stock, storing your paper for you, catching and often correcting pasteup errors, collating, stapling, folding, and even affixing mailing labels to your newsletter.

"Instant," "jiffy" or "quick" printers use the offset method. Usually there is an initial charge for the first 100 pieces (roughly $20) and after that the cost of printing goes down as the quantity increases. Another advantage is that an "instant" printer can complete your job within two days.

MAILING

The last third or quarter of the back page of your newsletter should be reserved for a mail flap. When the newsletter is folded over you can place the address and postage, along with your return address, directly on the newsletter for mailing.

An up-to-date mailing list is essential. This includes the names and current addresses of your organization's members. Xerox Corporation sells labels that can be run through a copier. Once you've made a master list labels can be copied without being retyped for each mailing.

If you will be sending out 200 or more copies of your newsletter per issue, you can obtain a bulk rate mailing permit from the U.S. Postal Service. The initial permit fee is $60. Postage is then 7.5 cents per piece. If you are a nonprofit, tax-exempt organization, incorporated under section 501(c)(3) of the Internal Revenue Service Code, the bulk rate is 2.6 cents per piece.

COST

This article wouldn't be complete without a word on the cost involved in publishing a newsletter. Your costs per issue will include such miscellaneous items as film and developing ($4), photo screening ($10), transfer letters and artwork ($3 per sheet), paper and printing ($20-$40 depending on quantity) and postage (15 cents/first class; 8.4 cents or 2.4 cents/third class bulk rate per piece).

For under $50 an issue, your newsletter will go a long way in communicating with your constituents and representing your organization.

RESEARCH

Tracing the Roots Of Volunteer Service

By Charles G. Tildon, Jr. and James C. Thomson, Jr.

The following article is excerpted from a paper, "Forms and Formalization of Volunteerism: An Historical Perspective," presented at a 1977 conference on the role of colleges and universities in volunteerism. The conference was sponsored by the Extension Division of the Virginia Polytechnic Institute and State University, Blacksburg, Va. A complete copy of the paper, containing sections specifically on the role of universities and blacks in volunteerism, can be obtained from the Maryland Service Corps, 1123 N. Eutaw St., Suite 310, Baltimore, MD 21201.

As practitioners in the field of volunteerism, our interests are somewhat different, and our perceptions can be assumed to be more subjective and visceral, than those of a social scientist or historian. Here, our primary interest is volunteers, defined as individuals who of their own free will provide personal service to other identifiable individuals and communities. This is a much narrower focus than that of others whose interest includes the origins, nature and function of voluntary associations, such as churches and veterans' organizations as well as political, environmental and consumer action movements and groups.

Within this narrow focus, we identify three types of volunteer service:

- Neighborly helping. This type of service is typified by those numerous instances of direct helpfulness among kinsmen, neighbors and strangers. Generally, these acts are unrecorded and frequently anonymous, ranging from the simple response to a stranger's request for the time of day, to preparing food for a neighbor on the occasion of death in the family, to helping a friend pack and

move to a new home. This type of volunteerism is rooted in the Agrarian Age.
- Mediated-restricted service. Here, the volunteer service is rendered through an agency or organization ("mediated"), with the volunteer, the agency, and the recipients of the service belonging to the same population group ("restricted"). In this category are numerous mutual aid associations established at various times during the Industrial Age by ethnic, racial, economic, religious, social and other subpopulations to care for their own. The early days of the Hibernian Society and the NAACP are examples. The Girl Scouts, however, which serve a population group defined by age and sex, come under our third type.
- Mediated-universal service. This type can be associated with the term "volunteerism" as it is used today. It covers the more or less organized programs operated by or for a host of public

Charles Tildon is the executive director of the Maryland Service Corps and James Thomson is the deputy director.

and private agencies and institutions. This is the primary arena of professional volunteer coordinators and administrators, Volunteer Bureaus, and Voluntary Action Centers, who recruit volunteers

from the public-at-large to serve in hospitals, schools, libraries, and multitudes of other human service agencies. It may be argued that mediated-universal volunteerism had its origins as a private movement in the Industrial Age, and that a newer, public form was horn in the Technological Age.

During the more than 300 years between the settlement of the early colonies and the beginning of the nation's third century in 1976, American society has undergone phenomenal changes. Until recent times, the single most influential engine of social and cultural change was the development and diversification of the machine—an essentially reliable substitute for human and animal muscle power.

The Industrial Revolution had a significant impact on virtually every social institution, past and present. It gave birth to labor unions, brought near extinction to the family farm, and changed the appearance, if not the essence, of scores of other institutions. Three which survived—volunteerism, the family and the university—were affected in different ways and to different degrees by industrialization.

In the 18th century and earlier, the typical American volunteer was not known as a "volunteer," and by today's standards, did not act like a volunteer. He or she—frequently he and she together—were simply helpful neighbors. The typical American family was farmers—members of a closely knit, face-to-face community centered around a small village or town.

The farm was the basic economic unit for both the family and society as a whole. It was operated and maintained by the manual labor of all the family's able-bodied members. Their basic life rhythm and ordering of activities were governed by the sun and the seasons—a system of governance providing families and communities with a great deal of flexibility for meeting the needs of family members, neighbors and strangers.

Except for the occasional physician, teacher and circuit-riding preacher, there was nothing analogous to what we now call "service delivery systems." The vast majority of human needs was met within the family. Catastrophes like fires, floods and epidemics were tackled by the whole community, as typified by "barn raisings" among the Amish and other Pennsylvania German religious sects.

These early rural communities were generally homogeneous. They were settlements of people from a common homeland, of a common language and faith, and in most places, without significant distinctions of caste or class. Birth, death, sickness, baptism and marriage were community events, with almost everyone performing some kind of supportive role.

From the 19th century through the mid-20th century, change was at first subtle, then substantial. With the development of mining, which stoked the fires of the Industrial Revolution, work became less and less a family affair. A family's livelihood increasingly was based upon productive activity separated from the home. Eventually, the hub of American society moved from the farm to the factnry. The closely knit and seamless fabric of rural life became tattered. Gaps developed between human needs and the abilities of family and community to meet those needs under the old forms of neighborliness.

As industrialization gained momentum, the earlier homegeneity of place gradually was superceded by the heterogeneity of urbanization. In the midst of this social and cultural turbulence, organized volunteerism was born. We tend to helieve that the restricted and universal types of volunteer service developed more or less at the same time because they were responses to different but coexistent conditions.

As ports and other cities of commerce became centers of industry, immigrants from Europe and the Orient and migrants from rural areas expanded the urban population. Language, religion and color were three primary factors which determined where people lived and the kind of work they could get. The greatest options were available to the white English-speaking newcomers, who were already integrated in the established culture.

By choice born of necessity, East Europeans, Scandinavians, English-speaking Catholics, and others settled in ethnic enclaves where they organized a variety of mutual aid associations, such as the founding of the Hibernian Society in 1853. A somewhat similar pattern developed among blacks, a growing number of whom migrated out of the rural South. But there was a difference. In many instances black urban settlements were established, not by choice born of necessity, but by necessity born of law. Several cities established black territories by local ordinance. (See John Hope Franklin's *From Slavery to Freedom*, Alfred A. Knopf, 1967).

In addition to the internal problems and solutions of these population groups, urban society-at-large was developing educational, recreational and welfare needs which could no longer he met in the home or neighborhood. During the latter half of the 19th and early 20th centuries, well-known contemporary national volunteer organizations, such as the Red Cross, the YMCA and YWCA, the Girl Scouts and Boy Scouts, were formed. While the Hibernian Society and the NAACP were established to serve the needs of their own brethren, these universal types of volunteerism were organized to serve strangers—people whose eligibility for

receiving services was based simply on need.

Like industrial society itself, volunteerism became a creature of the time machine. From a nation of self-employed farmers and small entrepreneurs, whose day began with

the sun and the cock's crow, we became a nation of employers and employees, regulated by the clock and the factory whistle. As a result, these responses to human need were organized to tap the neighborly attitudes and helping instincts of people during *nonworking* hours.

The modern concept of volunteerism developed as a corollary to the concepts of "spare time" and "leisure time." (It also may be said that volunteer service was seen as "nonwork.") And because the Industrial Revolution produced a more clearly identifiable class system based on income, and a new societal group—the middle-class—the typical American volunteer of the Industrial Age was and continues to be the nonemployed, middle-class homemaker. (See ACTION's survey, *Americans Volunteer, 1974.*) She represented the primary social group for whom the use of time remained most flexible. There were legions of others, of course—men, women, youth—who performed voluntary service after work or after school, but the middle-class homemaker was most typical.

One partial exception to this was found on the American college campus. For many generations college and university students, with the support of individual faculty and other members of the campus community—such as YM and YW secretaries and college chaplains—have provided extensive volunteer service to many populations in need beyond the campus. Because learning was the primary work of students, however, most student volunteer service was performed on weekends. As higher education was predominantly private, and enrollment was small by current standards, even on the campus organized universal volunteerism was a middle-class phenomenon: It was performed by those who could afford it. As an institution, the university did little to accommodate student interest in volunteer service beyond a general accommodation to a varied range of extra-curricular clubs, programs and Greek letter societies.

The decade of the 1950s was the beginning of the transition from the Industrial to the Technological Age. Historians tend to agree that this new era was tied to the development of radar and the atomic bomb in the mid-'40s. Before the end of the '50s, history's most nearly global war had ended, the United Nations was founded, a new generation of servicemen died in Korea, the Supreme Court ruled that segregated education was unequal, the jet aircraft engine was in commercial use, the U.S.S.R. launched Sputnik, college enrollment began to climb, and American college students were labeled "silent."

In the following decade the "Silent Generation" literally changed its appearance overnight. From campus to campus students were responding to what was then no more than an idea presented to a Michigan college audience by presidential candidate John F. Kennedy—the idea of a corps for peace. This was a time when many traditional barriers representing bondage and security were falling. As the world grew smaller, there was a growing sense of greater responsibility and interdependence in what came to be seen as a global village.

The notion of a Peace Corps and its development gave students and others a

handle for action. But the Peace Corps could not contain the scope of enthusiasm for change-oriented voluntary action and volunteerism. It flooded other areas, such as the civil rights and related social change movements.

Today volunteerism is still in this period of transition, ferment and conflicting viewpoints. There are some, for example, who identify the origin of organized volunteerism with the founding of the Peace Corps. (See ACTION's *Report of the International Conference on Volunteer Service, Vienna, Austria, June 27-July 2, 1976.*) As we have tried to show, organized volunteerism was born a century earlier. What happened in the early '60s was that the organized universal type of volunteerism went public. And in less than two decades, government-sponsored volunteerism has been replicated in many nations, as well as in many states and municipalities in America.

Overall, governmental action changed the composition and broadened the purpose of universal volunteerism. These changes, in turn, have transformed volunteerism's style, expanded its objectives, and have eroded its "leisure time" definition. These new public programs opened the door of universal volunteerism to blacks and other minorities. They made it affordable to segments of society who, during the Industrial Age, did not have access to the subsidy of private wealth—the poor, the young, the elderly, minorities, and others.

As a reflection of technology, which is the art of how we do things, volunteers were enlisted to solve problems rather than to simply meet needs. The primary purpose shifted from caretaking to development, and much recruitment and placement focused on specialist rather than generalist skills. Nevertheless, there was a deliberate effort to avoid earlier paternalistic styles by training volunteers to serve as equals, if not subordinates, to the recipients of their service. As a result of this egalitarian style, it was discovered that volunteers gained while they gave. In addition to making it possible for us to recognize that volunteers have always had a self-interest, volunteerism now openly includes among its objectives a variety of values for the volunteer.

Finally, because the government-sponsored programs were for full-time limited-term service, they have begun to emerge as an alternative to employment and schooling, rather than as a leisure-time, after-work, or after-school option. Private industry itself has begun to provide sabbatical time for employees who wish to perform volunteer service.

We find volunteerism to be a significant, valuable and exciting field. Like other institutions, change in the past came slowly. In a time of rapid change, however, we believe a long view can provide a perspective and a sense of direction which will help us keep our feet as well as our heads.

FOLLOW-UP

"Follow-Up" is 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.

RECRUITMENT
Summer 1977

Recruiting Hispanic Volunteers

The following article appeared in the Chicago VAC's newsletter last fall. It was prepared by Miriam I. Cruz, assistant to the Mayor for Spanish-speaking affairs, for the VAC's Basic Tools for Recruitment of Volunteers. *The kit was revised last fall and is available at no charge to those agencies who have original copies. For others, the cost is $3.50 prepaid. Make check payable to the United Way of Metropolitan Chicago and mail to Voluntary Action Center, 72 W. Adams, Chicago, IL 60603.*

The Hispanic community is composed of people of diverse nationalities whose common link is the Spanish language. They are people proud of their cultural background, language and traditions. They are also very individualistic persons who dislike to be stereotyped.

The Hispanic is a hard-working person and very concerned that the community is actively providing a better life for all its people. In many instances these people live in situations where the need to learn English is not necessary. Many of the residents of this community are people who migrate here with a low educational level. Many come from small towns or rural areas. They are not yet sophisticated enough to volunteer when an advertisement is seen in the newspaper, TV or radio. The personal approach must be used.

The most efficient and simple method of getting the Hispanic to volunteer is by explaining the agency's program in a personal way. This can be done by going to neighborhood or community organizations, churches and clubs. One area that has been almost untouched is the indigenous church, which is usually composed of very disciplined people with already very specific experiences in the area of voluntarism within their own church structure. The agency which is able to make the program relevant to their needs is able to secure some of the best volunteers to be found in the Spanish-speaking community.

Explaining to the Hispanic about the agency's program should be done by a person who is bilingual and bicultural. When explained through an interpreter a lot of time is lost translating into Spanish. Also, some of the essence can be lost in this process, especially if the person doing the translating is not fluent in both languages. Not everybody that has a Spanish surname is able to speak Spanish fluently.

The recruiter is the key person in this endeavor. If she/he is sensitive to the different groups, to their needs and to their problems, she/he will be able to communicate in a way that will bring positive responses from the target audience. If she/he comes through as a warm, committed and responsive individual, the agency represented will be seen as one whose programs and services are needed in the Latino community. If your staff can achieve this kind of communication, the first step for a successful volunteer recruitment has been taken.

The cultural taboos concerning women and male superiority are elements that will have to be abridged and understood when recruiting volunteers in the Hispanic community. One of the best approaches is recruiting husband and wife teams. Usually when this happens, they motivate each other and their work is much more effective. With more traditional couples the husband should be convinced first in these cases, as the woman is subjected to her husband's decision.

FAMILIES
Fall 1977

Traditional Family To Remain Strong

Despite cries of alarm about the declining strength and stability of the American family, the traditional two-parent family will remain strong for many years.

That's the forecast offered by Dr. Jacquelyne J. Jackson, associate professor of medical sociology, Department of Psychiatry, Duke University, in a speech delivered at a National Round Table Conference sponsored by the American Public Welfare Association in Washington, D.C.

Dr. Jackson cautioned, however, that the proportion of families deviating from the traditional ideal will increase. "Most of these deviations will occur in the form of female-headed families with minor dependents," she said, "but there will also be an increase in male-headed families without spouses, with minor children present."

She also predicted that the illegitimacy rate among whites will climb more rapidly than among blacks. "Over the next several decades, although the black illegitimacy rate will remain proportionately higher than that among whites, the rise in the white illegitimacy rate will be much more dramatic, due largely to the greater adjustment which whites must make to the decreasing availability of white males," she said. "However, it is also possible that we will witness increases in the proportion of white females marrying nonwhite males."

Dr. Jackson also predicted that

- the age at first marriage for both women and men may well increase slightly, and marital partners will be more homogeneous in the future by broad educational and economic levels;
- the higher their educational levels, the greater the likelihood that they both will be gainfully employed, which suggests an increasing number of couples with minimal education will be unemployed;
- divorce and remarriage rates will increase somewhat, particularly among middle-aged couples; and
- government intervention in, and regulation of, policies directly and indirectly affecting the family will increase sharply.

Black Family Problems—Economic, Not Social

The problems of black families are closely related to their economic problems. That was the consensus of more than 700 educators, civil servants, politicians, social workers and community leaders who attended a National Urban League conference late last year.

"Black Families: A Source of National Strength" was the theme of this meeting, organized by the Urban League's Project Thrive, an activity devoted to "enhancing the black family and protecting the children."

Dr. Andrew Billingsley, president of Morgan State College in Baltimore and chairman of the Project Thrive Advisory Committee, referred to recent figures showing a black unemployment rate of 13 percent versus 6 percent for whites. "Whatever the nation is doing about unemployment," he said, "it is working much better for white workers than for black workers."

Statistics were touted throughout the conference. They showed that blacks have lost much of what they gained in the 1960s and steadily are falling behind whites in such areas as income, employment, quality of education, health care and housing.

Dr. Karl Gregory, an economist from Oakland University in Rochester, Mich., cited the Report of the National Advisory Commission on Civil Disorders, which followed the urban riots of the 1960s and called for turning "with all the purpose at our command to the major unfinished business of this nation," making good "the promises of American democracy to all citizens."

"This major unfinished business is not only still unfinished, but it was supplanted by many other concerns in previous Administrations," Dr. Gregory said.

In the keynote address, Dr. Daniel C. Thompson, vice president for academic affairs at Dillard University in New Orleans, charged that "the most frequently used, effective issue for the perpetuation of damaging black-family stereotypes as myth is this nation's much-maligned welfare system. Despite the fact that nonblacks, mostly whites, constitute about 60 percent of all welfare recipients, racist politicans have deliberately created the myth that our national welfare program is, in fact, a 'black thing'."

ADVOCACY

Tax Benefits for Volunteers?

By Stephen McCurley

During the past few years interest has increased in a tax benefit for the value of time donated by volunteers. In the 95th Congress, a numher of hills to establish a volunteer-time tax benefit have been introduced in the House of Representatives:

HR1363—Walsh (N.Y.)

Deduction for volunteer services performed in VA hospitals. Amount of deduction would be computed by multiplying the number of hours served times either $2.00 or the minimum wage for that type of work, whichever is greater. Maximum deduction allowed would be $2,500 per year.

HR1364—Walsh (N.Y.)

Deduction for volunteer services performed by those 65 and older. Services must be performed for a qualified charitable organization. Deduction would be computed according to bours of service times $2.00, or the hourly minimum wage for sucb service, whichever is greater. No maximum limit on allowable deduction.

HR1634—Carney (Ohio)

Deduction for volunteer services performed for a federal, state or local government agency. Deduction would be computed by hours of service times $2.00. Maximum deduction of $2,000 per year.

HR1861—McKinney (Conn.)

Tax credit for volunteer services in any organization engaged in the treatment, care or rehabilitation of the physically handicapped or mentally ill. Credit would be computed by multiplying the number of hours served times $2.00 (or applicable minimum wage for type of services performed) times 70%. Minimum of 50 hours of service necessary to qualify for the credit. Maximum credit of $750 per year.

State legislatures also have shown an interest in the concept. In 1976, for example, the New York Legislature considered a bill to provide a maximum $500 deduction for services contributed to charitable groups. So far, none of the bills in either state or federal legislatures have come significantly close to passage.

THE PROS

Three general arguments can be advanced for providing a benefit for donation of volunteer time:

1. It would enhance volunteer recognition. In congressional hearings in 1973, Rep. Lindy Boggs of Louisiana said, "This giant step forward in equalizing the tax structure would give added status and security to the professional service volunteer and it would lift the standards of the participating agencies." In effect, such a tax benefit would confer legitimacy by providing indirect compensation that elevates "volunteer" work to "paid" work.

2. It would aid volunteer recruitment and retention. Potential volunteers might be motivated even more to offer service and to remain with their charitable group if they obtained this substantial benefit. A tax benefit would appeal to those who otherwise might be forced to look for a paying job, or to those who philosophically might want some form of compensation for their services.

3. It would create equity between contributions by rich and poor. Traditionally, the rich have made charitable contributions through the provision of monetary donations and bequests. The

poor have given through service. A tax benefit for volunteer time would equalize the tax treatment of the two groups.

THE CONS

Three arguments can be made against a tax benefit for volunteer time:

1. It would be contrary to the spirit of volunteerism. In effect, opponents argue, a tax benefit is nothing more than commercialization of volunteering. The National Advisory Council on Voluntary Action to the Government of Canada concluded in 1977 that "this approach runs counter to the very nature of voluntary action." Payments for service, whether direct wage payments or indirect tax payments, eliminate the "volunteer" aspect of the service.

2. It would foster government encroachment into voluntary operations. Sam Brown, director of the federal volunteer agency ACTION, commented recently in a memorandum to Vice President Mondale that "... today's positive outlook of volunteer administrators would soon be replaced with revulsion, if recent educational history is any guide. There is a rising chorus of opposition to the federally imposed paperwork and controls which are attached to federal aid. When voluntary agencies, which are typically less well-organized than colleges and universities, discover they have to keep daily records of the hours served by every volunteer while remembering that only certain kinds of volunteer work are eligible for tax credits, the reaction will probably be similar to that of higher education."

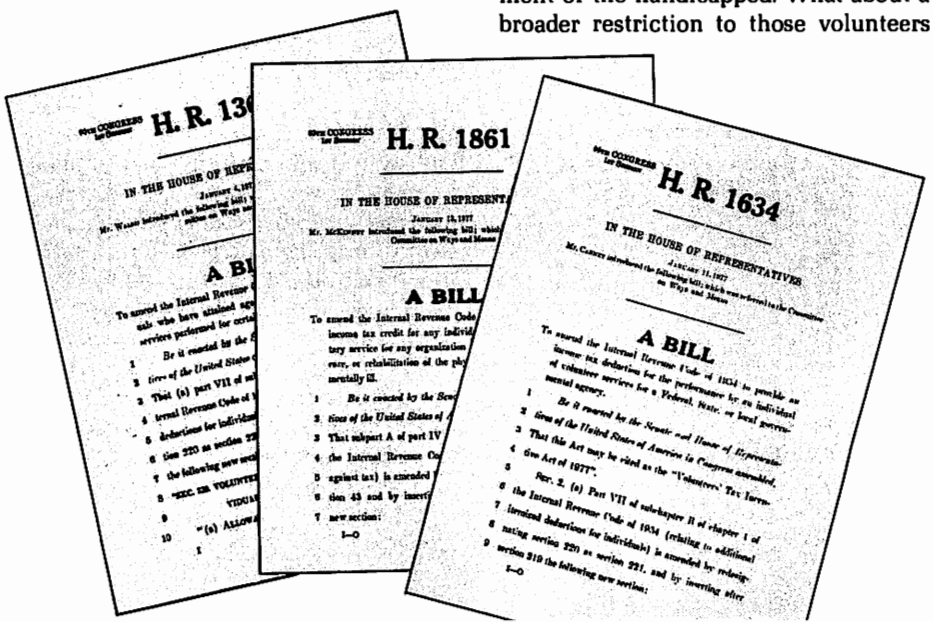
3. It would distort the pattern of volunteering. Individuals would be more inclined to work for those organizations eligible for tax benefits. As Gordon Manser noted at an NCVA Conference on Legislation in 1975, "... there would be a serious competitive disadvantage for those agencies who did not offer the deduction to their volunteers."

THE QUESTIONS

As is evident from the above arguments, proponents of each side must make value judgments; there is no definite "good" or "bad" side—merely trade-offs of advantages and disadvantages.

What is certain, however, are the serious questions that remain to be worked out in the creation of any tax benefit bill. These include:

- **Credit or deduction.** Should the tax benefit be a tax credit or a tax deduction? In general, tax credits would benefit a larger portion of the population. Tax deductions tend to be utilized only by those in relatively higher income brackets. This would change, of course, if current attempts to change the tax code to allow taxpayers to take both the standard and charitable deductions are successful.
- **Organizational eligibility.** Should all tax-exempt organizations be eligible or should benefits be restricted? Who will certify eligibility and check for violations? The potential detriment to organizations not qualifying is so great under this type of legislation that there is strong incentive to illegally qualify. The Walsh bill listed above, for example, would be very restrictive, limited to volunteers serving only with the Veterans Administration.
- **Allowable activities.** Should there be any restrictions as to the types of activities for which the benefit will be conferred? The McKinney bill currently under consideration would restrict the benefit to services related to the treatment of the handicapped. What about a broader restriction to those volunteers actually involved in service delivery? Should one include fundraising or lobbying volunteers?
- **Value of time.** What dollar value should be attributed to a volunteer's time? The minimum wage figure used in the Walsh and McKinney bills? The $4.86 per hour computed by Dr. Harold Wolozin as volunteers' contribution to the GNP? What about volunteers with special skills? As Gordon Manser notes: "There is an inherent dilemma in the valuation of time for volunteers. Either everyone's time is valued the same for the purposes of arriving at a deductible amount, which may be unrealistic (for example, the physician who donates his time in a clinic as compared to my high school son, who volunteered to stuff and seal envelopes), or a volunteer's time is valued by the importance of the contribution, or its market value, which is impossible."
- **Minimum service requirement.** Should a volunteer be required to work a minimum number of hours before becoming eligible for the benefit? The McKinney bill, for example, would require 50 hours of service to achieve eligibility. Would this encourage or discourage volunteers?
- **Recording requirements.** Some of the major questions in this issue revolve around record-keeping. Who must maintain records, and what kind? Can voluntary organizations afford to keep detailed records, or do they already keep such records for insurance or funding purposes? Was the Canadian Advisory Council correct when it concluded that "... the system of accounting to the government for such time would be an administrative nightmare . . ?"



THE ANSWERS?

NCVA is interested in the potential of a tax benefit for volunteers. We'd like your input on both the general idea and the specifics of such a benefit. Would it be worth it to you and your organization? How can we get the best results with the fewest problems? *Is* it really volunteering anymore?

Send your suggestions and opinions to:

National Affairs
NCVA
1214 16th St., N.W.
Washington, D.C. 20036

We'll relate the results in a future issue.

The Human Energy Crisis

By Dorothy Kelly

All of us are energy conscious these days. Leaders of volunteers must be *human*-energy conscious, however, to learn how to get the most mileage out of each volunteer.

Competition for volunteers never has been greater. The number of agencies and organizations using volunteers is skyrocketing. We bemoan the fact that it is becoming harder and harder to recruit volunteers. But that isn't the only problem.

If each of us examines our records carefully, we would have to admit that volunteer turnover or loss is gravely responsible for this human energy crisis. We aren't motivating and retaining volunteers as well as we should. And recruitment—regardless of how successful it is—may end in the volunteer revolving-door syndrome. We are all familiar with the signs and symptoms of that syndrome. It's where a volunteer walks through the door, works briefly for the organization, then walks out the same door—forever!

Dorothy Kelly is vice chairman of volunteers, Mid-Western Field Office, American Red Cross, St. Louis, Mo. From 1962-72 she was director of volunteers at Barnes Hospital, St. Louis. Her rich background in volunteering spans 30 years of service with the Girl Scouts, Cub Scouts, church youth choir, United Way, Planned Parenthood, St. Louis Hospital Auxiliary, American Cancer Society, St. Louis Voluntary Action Center. Her article is based on a workshop, "Motivating and Retaining Volunteers," she conducted at the Missouri Volunteer Office's Third Annual Conference on Volunteerism.

The much quoted ACTION statistical study of volunteers in the United States, compiled by the Census Bureau in April 1974, told us more Americans were volunteering for more organizations than ever before. But of the 37 million Americans over 13 years of age who were volunteering, 5.5 million people had decided to discontinue. Many had valid reasons, such as poor health, age, looking for a paying job, or moving away, but others said they had lost interest, found nothing useful to do, had no personal rewards, or found poor supervision in voluntary organizations. Certainly, many of those 5.5 million people still would be volunteers if thought had been given to creating conditions that would have allowed them to experience self-fulfillment and satisfy some basic human needs.

Baroness Bertha Von Suttner, a writer born in 1848 who must have been a volunteer, wrote, "After the verb 'to love,' 'to help' is the most beautiful verb in the world." The Roman poet Terence, who lived 185 years before Christ, wisely said, "As many men, so many minds; every one his own way." If you reflect on those quotations and blend them, you might come to this conclusion: "To help is beautiful, so they say, but let me do it my own way."

Basically, we are all the same biologically and psychologically, though none of us look or act exactly alike. We are designed in two basic shapes, three basic colors and if nature has been kind to us, we have the same number and kinds of "parts." Our reactions, our needs, our emotions are alike unless we are mentally ill. Everyone has basic needs: to survive, to be secure, to belong, to be wanted, and finally, to live better and find self-fulfillment.

Regardless of how much alike people are, two people looking at the same situation at the same time rarely perceive exactly the same thing. What we see depends on our experiences, our attitudes, knowledge and beliefs which we acquired from one another through different personal experiences. This explains why each volunteer comes to us with his/her own set of attitudes, knowledge, beliefs and needs. Each needs to be treated as a special human being if we are to motivate him/her positively.

Motivation is not mysterious and need not be contrived. Motivation will happen naturally when you let someone find self-fulfillment in a job, satisfying one or more basic needs.

Why do people volunteer? The three most popular reasons given in the ACTION survey were that they wanted to help others, they enjoyed volunteer work, and they had a sense of duty. Each of these can be related to man's basic needs.

If asked by a census taker why he/she volunteers, it is doubtful that many persons would say, "I'm looking for self-fulfillment." Nevertheless, the volunteer has some self-interest motives that, if satisfied, will lead to a better life. These include learning and growing, making new friends, belonging to a group, developing new interests, using particular skills, testing career possibilities, coming to terms with one's own conscience, becoming a part of the community's power structure, using volunteering as a form of recreation.

Thirty-six percent of all persons interviewed in the 1974 census gave enjoyment as their reason for volunteering. The results of a recent study of a Red Cross chapter by Dr. David Adams, assistant professor of sociology at Ohio State University, paralleled those of the

1974 study. Dr. Adams found that 36 percent of all chapter volunteers were volunteering either because "it's fun" or "it does me good." And Dr. Ivan Scheier, president of the National Information Center on Volunteerism (NICOV), has suggested that volunteering competes with recreation for the volunteer. Speaking at NICOV's Frontiers '77 conference, Dr. Scheier said that volunteers are recreated through their work which, in turn, motivates them.

The self-interest motives people have for volunteering can benefit an organization and its cause if we place each prospective volunteer in the job that is right for him/her. And the best time to find that job is during the interview. Suggest to each new volunteer that he/she use volunteering as one means of achieving personal goals. Explain that the "right" volunteer job might change as the volunteer experiences personal growth. Assure the volunteer that you will help him/her grow and change as quickly as desired. Teach each new volunteer to set objectives in his/her life when making a volunteer commitment. Ask questions that will help the individual assess past experiences, present needs, goals, and plans to achieve them. Then assign the volunteer to the best possible slot in an organization to help that person satisfy his/her self-motivated reasons for volunteering. If an organization can't offer the volunteer the right job, help find an organization that can. When a person is placed in the right job, he/she will be motivated and retained by a natural process. Remember: "To help is beautiful so they say, but let me do it in my own way."

Brian O'Connell, executive director of the National Association for Mental Health and author of *Effective Leadership in Voluntary Organizations*, writes, "Keep action oriented. People are tired of going to organizations which seem to be caught up in maintaining themselves or which are too timid to really bite the bullet." What does "action oriented" mean in relation to volunteer services? Obviously, all agencies cannot foster programs that tackle the latest "in" problems, such as environment, equal rights for women or child abuse. Some voluntary organizations have to keep feeding the elderly, transporting the ill, drawing blood, and planning recreation for incapacitated persons. These are human needs that won't go away.

A program that fills an honest need will work, sustain itself and motivate people. If a program has lost validity, we should have the courage to drop it. As someone said, "What isn't worth doing, isn't worth doing well." Traditional programs that are needed should be evaluated and given the proverbial facelift if they are to remain action oriented. Status quo is not a beautiful concept when it comes to evaluating—but imagination is.

In the early 1960s Barnes Hospital in St. Louis, Mo., had volunteers serving as "friendly visitors"—volunteers in a traditional hospital nursing home program that assumes many ill persons are lonely and will benefit from a cheery visit from a stranger. In this 1,000-bed medical center, which attracts patients from all over the world, there was a need for someone to run errands and visit with patients hospitalized for long periods of time without the comfort of family and friends. Because of its size, Barnes Hospital needed to attract large numbers of volunteers. But vast numbers of people were not rushing to Barnes to become friendly visitors. When a new volunteer appeared for an interview, expressing a desire for an interesting patient contact assignment, it was difficult to be enthusiastic when describing the duties of a friendly visitor. It was time to evaluate.

The evaluation produced a new name for the program (Hospitality) as well as a new job description. Volunteer duties were expanded to allow them to arrange patient travel reservations, make long distance telephone calls for patients, work closely with the hospital chaplains and social workers when the situation warranted it, distribute material explaining x-ray procedures, secure living quarters for families of out-of-town patients, develop and distribute information on St. Louis' social services and resources, conduct a patient care survey to measure quality of care at the hospital.

Friendly visitors became action-oriented volunteers. Many volunteer leaders and hospital auxiliary officers began their volunteer career in Barnes' Hospitality service. There is little doubt that good programs recruit, motivate and retain volunteers.

One definition of a motivator is someone who causes another person to act, but this does not mean someone who assigns a person to a job, telling him/her how to act. It also does not mean we should cause volunteers to respond negatively. For instance, many people believe TV crime shows motivate some persons to commit acts of violence. We should strive to reinforce volunteers' self-esteem if we want to motivate them in a positive way.

Dr. Sidney B. Simon, a leader and pioneer in Values Clarification, developed a clever illustration of negative motivation. It's an allegory of the put-down called I A L A C. These letters stand for an invisible sign we all wear: I Am Lovable and Capable. Everyone who considers volunteering wears an invisi-

voluntary action leadership

Sección Especial para Nuestros Lectores Hispanos

Traducido por Zulma M. Homs

INTRODUCCIÓN

La comunidad hispana crece día a día, fortaleciendo a la sociedad estado-unidense y trayendo consigo un sinnúmero de nuevas perspectivas e ideas que enriquecen y aumentan la potencialidad de servicios humanos dentro del sector público y privado.

La cultura latina nos hace dignos representantes de lo que los servicios voluntarios pueden y deben ofrecer. Nuestra sociedad descansa sobre esta piedra angular, y es sobre ella que nuestros abuelos fundaron nuestras tradiciones y creencias. La unidad familiar, la preocupación por socorrer al vecino enfermo, el interés por mejorar las condiciones de vida de nuestro compatriota, nuestra tan característica hospitalidad... todos éstos, y muchos más, son ejemplos significativos y pruebas contundentes de que el hispano ha estado envuelto en actividades voluntarias desde hace mucho tiempo. Compartir lo que tenemos es parte integral de nuestra naturaleza latina.

Consciente de este impacto y reconociendo el rico baluarte cultural y social que esta comunidad representa, NCVA (National Center for Voluntary Action) ha decidido incluir en su revista una sección en español, con el propósito de mantener informada a la colectividad latina de los acontecimientos educativos y temas de interés público generados por el sector voluntario.

Es con sumo placer que les ofrecemos esta columna, como un reconocimiento a la importancia de la comunidad hispana en los programas de servicios humanos.

SEGUIMIENTO

"Follow-Up" (Seguimiento) es una nueva columna que provee información sobre asuntos de desarrollo actual y, además provee recursos adicionales sobre temas claves que han aparecido en ediciones anteriores. Se agradecerán todas aquellas contribuciones que suplementen los artículos que han aparecido en la revista VAL y que Uds. quieran compartir con otros lectores. Favor de enviar sus aportaciones a la editora.

El siguiente artículo apareció el pasado otoño en el boletín informativo del Centro de Acción Voluntaria (VAC) de Chicago. Fue preparado por Miriam I. Cruz, asistente del Alcalde en asuntos hispanos, como una contribución a la colección Instrumentos Básicos para el Reclutamiento de Voluntarios. *La colección fue revisada el pasado otoño y se ofrece, gratuitamente, a todas aquellas agencias que posean copias originales. Las demás personas interesadas podrán obtener la colección enviando su cheque personal o giro postal por $3.30 a la siguiente dirección:*
United Way of Metropolitan Chicago
c/o Voluntary Action Center
64 E. Jackson Blvd.
Chicago, Ill. 60604

Cómo reclutar voluntarios hispanos

La comunidad hispana se compone de personas de diversas nacionalidades, cuyo denominador común es el lenguaje. Son personas orgullosas de su cultura, idioma y tradiciones. También se conocen por su alto sentido individualista, lo que hace que resientan el ser estereotipadas.

El hispano es muy trabajador y se preocupa de que la comunidad provea, en una forma activa, recursos que mejoren la vida de su pueblo. En muchas ocasiones, estas personas viven en comunidades donde no es necesario el aprendizaje del inglés. Muchos de los residentes en esta comunidad son individuos que han emigrado de su país y que tienen un bajo nivel econó-

Zulma M. Homs trabaja en el departamento de educación y entrenamiento, NCVA, como entrenadora educativa.

mico. Muchos provienen de pueblos pequeños o de áreas rurales. Su sofisticación no les provee la capacidad de servir como voluntarios o de contestar llamadas de servicio público cuando estos anuncios aparecen en los periódicos, la televisión o la radio. El contacto personal debe ser usado.

El método más eficiente y sencillo de envolver a un hispano en servicios voluntarios es aquél mediante el cual se le explique el programa de la agencia en una forma cordial y personal. Esto se puede llevar a cabo visitando los vecindarios u organizaciones comunales, las iglesias y los grupos cívicos. La iglesia se podría mencionar como una de las áreas menos investigada. En ella se reunen personas muy disciplinadas, con experiencias específicas en cuanto a servicios voluntarios se refiere. La agencia que pueda hacer que su programa sea pertinente y significativo a las necesidades de esta comunidad, habrá asegurado uno de los mejores grupos voluntarios a encontrarse dentro de la colectividad de habla hispana.

Para que un programa se entienda a su cabalidad, es necesario que ésta se explique por una persona bilingüe y bicultural. La mayoría de las veces sucede que, al tratar de explicarse el programa mediante un intérprete, el significado se pierde en el proceso, especialmente si el individuo que traduce no tiene fluidez en ambos idiomas. No porque un individuo tenga un nombre hispano significa que éste pueda hablar español con fluidez.

El que recluta es el punto clave en este esfuerzo. Si esta persona es lo suficientemente sensitiva a los distintos grupos, a sus necesidades y problemas, podrá comunicarse con éxito y, a la misma vez, conseguir respuestas positivas del grupo al cual se dirige. Si se proyecta como una persona interesada y sincera, los programas de la agencia que ésta representa, se visualizarán como necesarios y de impacto en la comunidad latina. De estas primeras entrevistas realizarse en forma exitosa, se habrán tomado los pasos necesarios hacia el éxito del reclutamiento.

Los tabús culturales que rodean a la mujer latina, la "superioridad" masculina, el machismo, son elementos que tienen que comprenderse cuando se tratan de reclutar voluntarios en la comunidad hispana. Reclutar equipos compuestos de, ambos, el esposo y la esposa es, quizás, la mejor forma de minimizar roces y equívocos culturales. Generalmente, cuando esto sucede, la motivación se incrementa y su trabajo es mucho más efectivo. En parejas más tradicionales, se aconseja que se convenza primero al esposo, ya que la mujer, como regla general, se somete a las decisiones del marido.

La familia tradicional se mantendrá fuerte

A pesar de la creciente ola de alarma que ha provocado la inestabilidad y el debilitamiento de la familia americana, la tradicional familia compuestra de ambos padres se mantendrá fuerte por muchos años.

La Dra. Jacquelyne J. Jackson, profesora asociada en sociología médica del Departamento de Psiquiatría de la Universidad de Duke, predijo lo siguiente en un discurso pronunciado ante la Conferencia Nacional de Mesa Redonda patrocinada por la Asociación Americana de Bienestar Público en Washington, D.C.

La Dra. Jackson amonestó, sin embargo, que incrementará la proporción de familias que se desviarán del ideal tradicional. "Muchas de estas desviaciones ocurrirán en la forma de familias encabezadas por mujeres con dependientes menores", dijo, "pero también habrá un alza en las familias encabezadas por hombres sin esposas y con niños menores de edad".

También predijo que la tasa de ilegitimidad dentro de la raza blanca incrementará más rápidamente que la tasa dentro de la raza negra. "En las próximas décadas, a pesar de que la tasa de ilegitimidad dentro de la raza negra se mantendrá proporcionalmente más alta que dentro de la blanca, el alza en la tasa de ilegitimidad dentro de la raza blanca aumentará en forma dramática, debido a que las mujeres blancas tendrán que ajustarse a la disminución de hombres blancos disponibles". "Sin embargo", dijo ella, "es también posible que atestigüemos un alza en la proporción de matrimonios de mujeres blancas con hombres de otras razas".

La Dra. Jackson también predijo lo siguiente:

- la edad en la cual las parejas van al matrimonio por primera vez, sufrirá un ligero incremento. Esta parejas serán más homogéneas en cuanto a nivel económico se refiere;
- mientras más alto el nivel económico, aumentarán las probabilidades de que ambos cónyuges puedan conseguir buenos empleos; lo que sugiere que aquellas parejas con un nivel educativo más bajo, estarán desempleadas;
- la tasa de divorcios y segundas nupcias sufrirá un ligero aumento, particularmente entre las parejas de edad media;
- incrementará en forma notable la intervención directa e indirecta del gobierno, como un medio de reglamentar la política afectando a la familia.

Cada dos años la Asociación Americana de Bienestar Público convoca una reunión de la Conferencia de Mesa Redonda para identificar y valorar las tendencias sociales, ya que estos cambios podrían afectar e influir los futuros programas de servicios públicos. La Asociación fue fundada en 1930; es una organización no pecuniaria, compuesta de individuos y agencias preocupados por la administración efectiva de servicios humanos financiados con fondos públicos.

Para más información, favor de comunicarse con:
American Public Welfare Association
1155 Sixteenth St., N.W.
Washington, D.C. 20036
(202) 833-9250

MI PUNTO DE VISTA

El nuevo voluntario — Una tradición espontánea

El hombre muele y muele en el molino de la verdad, y el producto final es sólo el resultado de aquello con lo que originalmente se comenzó la molienda. Mientras tanto, los individuos abandonan la tradición del pensamiento espontáneo, y es entonces cuando la poesía, el ingenio, la esperanza, el aprendizaje, la anécdota... todas estas virtudes recurren prestos a su ayuda.

—Ralph Waldo Emerson, *Etica Literaria*

La tradición de servir voluntariamente quizás surgió

cuando los primeros pobladores de la tierra se dieron cuenta de que podrían ayudar y, a la misma vez, recibir consuelo mutuo. En la revista *Naturaleza Humana*, recientemente publicada, aparece un artículo, "La evolución humana: cómo compartirla y cuidar de ella", escrito por la Dra. Lancaster, antropóloga de la Universidad de Oklahoma. La Dra. Lancaster descarta dos teorías que tratan de explicar las razones por las cuales los humanos empezaron a caminar usando sus dos piernas. Una de estas teorías explica que el hombre quería correr y luchar, la otra explica que quería liberar sus manos para emplear herramientas. La Dra. Lancaster mantiene que solamente el levantarse habría sido tan difícil, que el correr le habría sido imposible. También mantiene que, si hubiese querido usar herramientas, la forma más lógica y fácil habría sido el usarlas mientras estuviese sentado. Sostiene la Dra. Lancaster que la razón por la cual el humano decidió levantarse fue por su deseo de compartir, de llevar cosas a su vecino; sus pies en tierra y sus dos brazos extendidos como una manifestación de su conducta social.

Cualesquiera fueran las razones, se podría asegurar que, en efecto, el servir en forma voluntaria ha llegado a formar parte de la conducta social. Sin embargo, hasta hace muy poco el servicio voluntario se definía como una forma del rico ayudar al pobre, o como una preocupación del fuerte por socorrer al más débil. Nuestros valores han sufrido cambios dramáticos, lo que han hecho que estos servicios hayan trascendido barreras de distinción de clase o de categorización.

Remontémonos por un momento al pasado. Seis o siete años atrás, ¿quién había oído hablar de la Oficina Estatal de Servicios Voluntarios? Es más, ¿ quién había oído mencionar la expresión "servicios voluntarios"? Ciertamente no los editores de la Casa Random o del Diccionario Webster. La palabra sí aparece en el Diccionario Inglés de Oxford, pero su definición se refiere a las fuerzas militares. La idea de organizar las Oficinas Estatales de Servicios Voluntarios surgió como un esfuerzo de fomentar entre los ciudadanos el aprendizaje de cómo funcionan el gobierno y las instituciones y de cómo tomar parte en su organización. Surgió como un medio de estimular la utilización de voluntarios en programas sociales. Cualquier persona puede ser un voluntario, sin tomar en consideración su edad, nivel económico, raza o religión. Toda persona, ya sea incapacitada o esté en la cárcel, puede formar parte de estos programas. Los servicios voluntarios han roto con la tradición.

En nuestra oficina tenemos la dicha de contar con Miguel. Miguel tiene problemas con su espalda, camina con un bastón y constantemente sufre de dolores insoportables. Viene a la oficina cinco días a la semana y ayuda a empacar, sellar sobres, clasificar la correspondencia y, quizás lo más asombroso de todo, viene a animar y alegrar nuestra existencia. Miguel recibe Seguro Social y, aunque este ingreso es mínimo, siempre aparece con un regalo para alguien en la oficina. El nos trae flores, bizcochos y hasta nos escribe poesías. Definitivamente nosotros somos los humildes; no Miguel.

Reclusos de una prisión en Virginia participan en actividades de servicio público y de ayuda mutua. Personal voluntario del Colegio de Medicina del Hospital de Virginia los visitan regularmente y les dan ideas de cómo diseñar proyectos que contribuyan a hacer más llevadera la estadía del paciente. Expresan los reclusos que su recompensa es la satisfacción de saber que están haciendo algo por alguien "menos afortunado". ¿Quién es realmente menos afortunado o más afortunado?

Un centro comunal se está deteriorando con el correr de los años y no hay fondos suficientes para invertir en el mejoramiento de la estructura física. Sólo aquéllos con imaginación e ingenio podrían pensar en reclutar hombres de una institución mental para realizar dicho trabajo. A pesar de que hacía tiempo que estos hombres no utilizaban sus manos en labores de esta especie, se acostumbraron rápidamente a las herramientas y, en cuestiones de días, terminaron el trabajo. Como recompensa por su esfuerzos, un grupo cívico los invitó a comer hamburguesas en un restaurante de la ciudad. Para algunos de ellos, esta fue la primera vez en veinte años que comían fuera de la institución mental. ¿Quién diría Ud. contribuyó con algo?

Con solamente 12 años de edad, Tracy siente que ha sido voluntaria toda su vida. Le gusta la idea de sentir el cansancio en sus pequeños pies después de caminar 10 millas y ganar $25 que alimentarán a niños hambrientos. Podríamos decir que su alegría fue indescriptible cuando pudo conseguir que unos niños pre-escolares aprendieran a nadar. Aún siendo muy pequeña, su madre acostumbraba a llevarla con ella a la escuelita donde enseñaba a gatear a niños mentalmente retardados. Por su experiencia, Tracy menciona de esta forma las cosas buenas y malas de ser voluntaria:

Me hace sentir bien.

Me mantiene ocupada cuando
no tengo nada que hacer.

Me siento orgullosa cuando
puedo ayudar a alguien y ésta
triunfa en su esfuerzo por
mejorar.

Si he prometido ayudar y, de buenas
a primeras surge algo más divertido,
tengo que mantener mi promesa.

Algunas veces es aburrido.

Tracy comprende perfectamente el significado de la palabra "compartir" y todas las recompensas que esto conlleva. ¿Diría Ud. que Tracy podría ser categorizada?

Nat tiene 45 años, es enano y está confinado a una silla de ruedas. Pertenece a la agencia denominada "Hermano Mayor" y emplea la mayor parte de su tiempo enseñando y orientando a jóvenes. Participa en paneles y aboga a favor de los servicios voluntarios Generalmente hablando, es una inspiración para ambos, el físicamente incapacitado y aquél que goza de buena salud. ¿Diría Ud. que Nat es "lisiado"?

Los beneficios que ofrecen los servicios voluntarios son inmensos y variados, especialmente cuando el personal de una agencia visualiza la potencialidad de su clientela desde otra perspectiva. Es interminable la lista de proyectos e ideas que un personal llevaría a cabo si dispusiera del tiempo suficiente para implementarlos. Muchos de esto deseos se convirtieron en realidad cuando la Oficina Estatal de Servicios Voluntarios de Virginia obtuvo un folleto llamado "Recursos financieros para programas voluntarios", desarrollado por una miembro de la organización "Junior Leagues". Este folleto ha demostrado ser un rico baluarte de información que ayuda a los interesados a dirigirse a las fuentes apropiadas. En otra ocasión un estudiante de ciencias políticas ofreció sus servicios voluntarios para participar en reuniones a las cuales el director de una agencia no podía asistir. Su misión era la de copiar notas claras y concisas de lo que en estas reuniones se discutía. Los deseos del director de estar en dos lugares a la misma vez se vieron colmados.

Las posibilidades de creatividad usando servicios voluntarios son imposibles de enumerar. El Centro de Acción Voluntaria de Hampton, Virginia, ha publicado un folleto especial para personas que sufren de insomnio y para aquéllas que trabajan durante los primeros turnos de la noche.

Existe un dicho muy popular que menciona al cojo guiando al ciego, pero en el caso de unos estudiantes de una universidad en Washington, D.C., este dicho no cobra ninguna importancia. Estos estudiantes han desarrollado un programa donde el ciego guía al vidente. Cada año los niños que asisten al campamento de verano llamdo "Un faro de luz", se convierten en líderes al participar como "conductores" de automóviles de carrera. Los niños le leen la ruta al conductor mediante el sistema braille y, por primera vez, los niños parcial o completamente ciegos asumen el rol de navegante. Un conductor admitió que al principio se sintió un poco nervioso, pero al ver el entusiasmo que desplegaban estos niños, su nerviosismo pasó a segundo término.

"Hoy en día, dice Harriet Naylor, los servicios voluntarios se extienden a distintas y nuevas áreas de la esfera social. Las presuposiciones, mitos e ideas formuladas acerca de la ineptitud del voluntario se están eliminando rápidamente. La distinción que existía entre los servicios públicos y privados se ha minimizado considerablemente. La imagen del voluntario ha variado y tomado nuevas formas. Por ejemplo, en algunas ocasiones se les cubren los gastos de transportación, comida, etc. Los valores voluntarios cobran nuevas dimensiones en nuestra sociedad democrática, lo que significa que estamos comprometidos a ajustar nuestros patrones y a desarrollar un nuevo liderazgo."

El coordinador de voluntarios desempeña una misión que no ha sido otorgada a ninguna otra persona en el campo de servicios humanos. Al trabajador social se le asigna un grupo o casos; el psicólogo y el psiquiatra tienen sus pacientes; los consejeros u orientadores tienen sus clientes. Aquéllos que trabajan con voluntarios pueden seleccionar entre una gran variedad de servicios humanos. No hay límites, clases o barreras.

Muchos programas en el país están aceptando este reto. Hay programas que incluyen a ciudadanos retirados, en los cuales las personas aportan sus destrezas y talentos sirviendo como "abuelos adoptivos" o, simplemente, como compañeros de otras personas de edad avanzada. Estos programas reconocen la necesidad y habilidad de la persona mayor de edad.

En cierto sentido el coordinador de voluntarios es un prestidigitador, un adivino, un mago. Esto se demuestra cuando vemos a un voluntario no tradicional emprendiendo una tarea tradicional. Un anciano de 71 años, con problemas alcohólicos y recibiendo dinero del bienestar público, dedica horas interminables leyéndoles historietas a niños. Un jóven de 17 años, con un severo problema de parálisis cerebral que casi le impide hablar o caminar, enseña ajedrez. Una mujer adicta a las drogas, con problemas artríticos, ha coordinado un programa voluntario que abarca todas las ramas de una universidad urbana.

Los que trabajamos en el campo de servicios voluntarios tenemos la oportunidad de crear nuevas imágenes, la habilidad de retener lo mejor de los programas anteriores y la fortaleza de visualizar y emprender nuevas aventuras.

De no hacer lo antes mencionado, negaríamos la razón por la cual los programas voluntarios existen y traicionaríamos a los humanos que trataron de levantarse por primera vez.

Marcia Penn es entrenadora y especialista en programas voluntarios y grupos no pecuniarios. Por varios años trabajó en la Oficina Estatal de Servicios Voluntarios en Virginia como coordinadora de dicha agencia. Rose Greenspoon es funcionaria de relaciones públicas de la misma agencia.

SOBRE LA REVISTA

La revista *Voluntary Action Leadership (VAL)* se publica cada cuatro meses con el propósito de suministrar asistencia técnica a líderes y administradores de programas voluntarios y organizaciones sin fines de lucro. Cada ejemplar cubre distintas áreas de interés general en el campo de servicios voluntarios.

"National Center for Voluntary Action" es la agencia a cargo de la publicación de esta revista. NCVA fue fundada en el 1970 como una organización privada, no lucrativa, interesada en el fomento y desarrollo del movimiento voluntario en los Estados Unidos. Através de su oficina nacional en Washington, D.C., y 300 Centros de Acción Voluntaria (Voluntary Action Centers) en ciudades y condados en el país, NCVA provee servicios técnicos y entrenamientos a agencias que dependen de voluntarios para llevar a cabo sus programas.

El costo anual de subscripción es de $8.00. Si desea recibir una copia gratuita de la revista, favor de escribir a:

Voluntary Action Leadership
National Center for Voluntary Action
1214 Sixteenth St., N.W.
Washington, D.C. 20036

ble I A L A C sign to represent good feelings about themselves and the prospect of new experiences as volunteers. In this allegory the director of volunteers is seated behind her desk writing a report when a volunteer, wearing her I A L A C sign, arrives for an interview for recruitment chairperson of the volunteer department.

DIRECTOR OF VOLUNTEERS. Come in, Carol, and have a chair. Martha Lippert recommended you for the recruitment job, and I want to get to know you better. I'm running a little late today and am in the middle of writing a monthly service report. I'd like to finish these last pages so I suggest you find a magazine to read and I'll be with you in a little while. I wasn't sure you'd be on time.

PROSPECTIVE VOLUNTEER *(in an aside to herself).* I wonder why she assumed I'd be late for this meeting? She mustn't think I'm very responsible. *(Tears away part of her I A L A C sign.)*

DIRECTOR OF VOLUNTEERS *(ten minutes later).* Now, that's completed. These reports are important so I try to get them out on time. Let's see, where were we? Oh, yes, you are here to talk about your new assignment as recruitment chairperson. I thought the best way to get started was to write a job description for *(the telephone rings)....* Oh excuse me, Carol, while I get the phone. *(Talks to a friend at great length about plans for a luncheon at the golf club.)*

PROSPECTIVE VOLUNTEER *(aside).* She can't think I'm a very important person. If she did, she'd cut this social call short and stick to business. *(Tears off another piece of her I A L A C sign.)*

DIRECTOR OF VOLUNTEERS. Sorry about that call, Carol, but that was a friend of mine who doesn't have enough to keep her busy so she is forever calling—say! she'd be a great person to serve on your committee. Speaking of your committee, I've asked about ten people to serve and some are interested. Here's the list and they are expecting to hear from you. *(Hands list to Carol.)*

PROSPECTIVE VOLUNTEER. Thanks. *(Aside.)* I have my own ideas about the kinds of people I want for my committee. I'm beginning to wonder why I was picked as the new recruitment chairperson. *(Tears off more of her I A L A C sign.)*

DIRECTOR OF VOLUNTEERS. As I said before, the most important thing for you to have for your new job is the job description. *(Hands over a very thick stack of papers to Carol.)* Here it is! I gave this job description much thought, researched past recruitment plans and spent days and days writing it.

PROSPECTIVE VOLUNTEER *(while flipping through the many pages of paper).* Only days?!!! *(Aside.)* This job description tells me more than I ever wanted to know about the job. I did have a few ideas of my own but there isn't room for them. *(To volunteer director.)* Thanks a lot for considering me for this important new job, Mrs. Smith, but I don't think I'm the person you are looking for because I don't think I could cope. *(Drops the last piece of her I A L A C sign and walks away.)*

A Ziggy cartoon by Tom Wilson pictures a totally defeated little man saying, "It's not the big failures one minds so much—it's the constant pitter-patter of little defeats!" The prospective recruitment chairperson certainly had her share of little defeats in that interview. That was an exaggerated example of negative motivation but with more than a grain of truth in the message it conveyed.

Avoid the put-down when talking with any volunteer. We frequently try to patch pieces of our own I A L A C signs back together by ripping off a piece of someone else's. The put-down is one of the quickest and best ways of tearing off a piece of someone's I A L A C sign.

Put-downs are as American as apple pie. Many TV comics—Don Rickles, Johnny Carson, Bob Hope—make a fortune by using the put-down form of comedy when they talk about celebrities. The Dean Martin Celebrity Roast is built on the put-down. But for celebrities there is compensation—publicity! Remember the saying, "I don't care what you say about me—just pronounce my name right." Or better still, Liberace's quote when asked if he was upset by some of the things people said about him, "Why no, I laugh all the way to the bank."

But what compensation does a volunteer have for any form of put-down? A person's self-image is perhaps the most important factor in how he or she relates to others. We must help each volunteer build self-esteem. Avoid such phrases as, "We've tried that idea, but it didn't work," or "She's just a volunteer."

What factors contribute to positive motivation of volunteers, and what characteristics and abilities lead to the personal growth and effectiveness of a director of volunteers? Keep in mind that personal effectiveness is the degree to which people use their potential! Those of us who are directors or leaders of volunteers will motivate volunteers to perform positively if we realize we are coordinators, supporters and growers of volunteers.

Find volunteers to develop and execute programs, services and projects. We develop volunteer commitment

through sound volunteer department personnel policies. These policies consist of those familiar words—recruitment, interviewing, placement, orientation, training, job descriptions, career development for volunteers, record keeping, recognition and evaluation. In each of these functions volunteers with training and support can do well. Ideally, directors need only correlate, advise and administer most of the policies.

Volunteer directors are responsible for the development of guidelines for good staff/volunteer relationships. As you well know, we may motivate volunteers to the best of our ability only to see staff take away the "I Am Lovable and Capable" feeling we give volunteers. In an excellent article in the Fall 1977 *VAL* on staff nonsupport of volunteers ("A New Look at an Old Failure"), Dr. Ivan Scheier asks, "Can we really improve recruitment, screening, training and motivation of volunteers if staff doesn't care? It can turn off the best-screened recruit, waste the best volunteer training and demotivate any volunteer."

Who owns the problem? Scheier asks. "We tend to assume staff does," he writes. "Even if it's true, it's unproductive. We had better assume some blame. In other words, we have met the enemy and it is us." We need to plan with staff, rather than for them, regarding all aspects of volunteerism in the agency. A staff advisory board is a good first step to develop better staff/volunteer relationships.

Some directors fail to use maximum feasible volunteer involvement to set goals. We pay no salary, so we can't compel volunteers to accept our goals. Edward Lindaman, educator and writer, said, "Volunteers give obedience to the unenforceable." In other words, they will work for an organization only to the extent they choose. People work harder for a goal they've set, as no one wants to see their own plan fail. Develop the art of participatory action. Business finds this works best because someone is apt to discover something overlooked and a way to do it better.

We must learn to use effective communications to motivate and retain volunteers. Keep asking yourself, "What do our volunteers want to hear, and need to learn and read about our organization?" Use every possible form of media to keep them informed regarding organizational structure, activities, policies, training opportunities and future plans. Many volunteers give service away from the agency and may be the last of staff to receive information which affects them. A well informed volunteer who knows about the policies and activities of the total organization is more apt to be an involved volunteer.

If a study were made to discover what traits of character were most valuable for a director of volunteers to possess, high on the list would be: a sense of organization, a sense of humor, the good sense to be optimistic and above all, flexible. Without organization a director is lost. Without a sense of humor a director is dull. Without optimism a director will despair. Without flexibility a director shouldn't have accepted the job in the first place.

Anyone working with volunteers will agree with what Eva Schindler-Rainman and Ronald Lippett said in their book, *The Volunteer Community:* "A volunteer administrator wears the following hats: the administrative hat, the public relations hat, the consultant's hat, both within the organization and to organizations in the community, the training hat, both to volunteers and staff." There is another hat that should be added to that list—the free psychiatrist's hat. There are some days a director doesn't have time to wear any of the other hats. Listening is very time consuming, but an important part of the job.

The final motivational factors we want to explore are the image and climate of the organization. Image is visible and invisible when projected through the mental picture people get when your organization's name is mentioned. A poor image is certainly not a positive motivational factor to attract volunteers.

John Stoeckel, when he was director of court programs in Minneapolis, illustrated this point so well at the 1975 Missouri Conference on Volunteerism. "Mention institute of corrections," he said, "and people think, 'dangerous people.' Say Red Cross and the community thinks, 'disasters, coffee and doughnuts.' Drop the word hospital volunteers and everyone sees 'pink ladies delivering flowers and the mail.' We need to be aware of the stereotypes and clarify and correct them."

What can we do to improve and change the image of our organizations so volunteers will be motivated to work with us? Public education is the answer to stereotyped image problems. And volunteers can play an impressive role as public information disseminators.

If you are having difficulty motivating volunteers to work with you because your image problems are more tangible ones, such as unattractive surroundings, poor parking facilities, or the community's confused and vague idea of the services your agency provides, try doing what some organizations did, with the help of volunteers, to improve their images.

St. Louis State School and Hospital, for example, improved its surroundings by having high school students and church groups paint buildings and rooms and plant gardens in the yards. Another St. Louis hospital lacked safe and free parking for volunteers. Every time volunteers couldn't find a place to park, even on lots where they were willing to pay, they made a point of telling the administrator, staff or a board member. A year of this action brought free parking across from the hospital for all volunteers and auxiliary members. Pro-

viding this parking was solid recognition of the contribution volunteers were making to the hospital, making recruiting easier.

Many years ago a state psychiatric hospital administrator and staff felt the hospital lacked public support because of lack of public understanding. The volunteers and auxiliary conducted tours of the hospital, opening up previously mysterious areas to the public. Improving and correcting your organization's image should be and can be among the goals set by the volunteers and the director.

Image can be caused by fact or fiction, but the climate of the volunteer department depends on administration, staff and the director of volunteers. The climate we establish as volunteer coordinators or directors is an important factor in motivation and retention of volunteers. Climate may be described as what volunteers experience once they start to work with a director of volunteers and become acquainted with the organization and the director's leadership style. If they like what they feel, they'll stay. If they don't feel comfortable, they're apt to move to a better climate.

While an organization's climate may not be controlled as simply as we can move a thermostat in our homes, we can influence the comfort index by feeding the system an organizational plan that allows each volunteer a place in the sun, a place that challenges a volunteer to the extent he or she chooses. We can keep the volunteer comfortable through means of education, warmth, concern, understanding, support, appreciation, new approaches, reasonable expectations and trust.

If the moment should come when a volunteer is ready for a new climate—in this age of mobility and changing lifestyles it is bound to happen rather frequently—don't find yourself in a position where, because of what you did or didn't do, you'll have to admit you "lost" a volunteer. Be able to experience the satisfaction of knowing you nurtured the people your organization serves and your organization through the services of that volunteer and that this person will not be "lost" to the world of volunteerism. Rather, because of the climate you helped create that volunteer willingly will reenter that world again in different capacities. You did not contribute to creating the human energy crisis. You grew a volunteer!

If you want to avoid volunteer undependability, tardiness and attrition, give some thought to . . .

Preparing the Volunteer for Work

By Sean McAlea

Anyone involved in the management of volunteers is aware of the investment in time and energy it requires. Volunteers do take time. In fact the greatest investment occurs *before* the volunteer is ever placed in a work assignment. It is this preparation for the work phase which most often is neglected and is the primary cause for volunteer undependability, tardiness and attrition. The degree of commitment a volunteer makes to his or her job is in direct proportion to the degree to which staff has prepared the volunteer for work.

Most professionals would agree that some time should be spent with the volunteer preparing him/her for job assignment. The degree to which a volunteer is trained will depend on a number of elements:

The skills which a particular volunteer brings to the work assignment. One would not expect to have to explain what a balance sheet is to a volunteer who is a CPA on a budgetary advisory committee. However, he/she may need some training as to the method of funding for the agency or organization.

The intensity of the placement. The intensity of the assignment can be measured best by projecting the possible consequences of failure. For example, a volunteer working as a para-professional counselor in a drug abuse center faces much more disastrous consequences of failure, and would necessarily need more skills and preparation, than a clerical assistant in a local welfare department.

Length of assignment. A group of volunteers organizing a Christmas party doesn't need as much training as a similar group organizing recreational leaders for an adolescent halfway house.

The ability of the staff to deliver training. Staff may not have the skills to provide the kind of training necessary to ensure adequate performance by a volunteer. Budget restraints also may rule out hiring outside consultants. However, a volunteer trainer who does have

---

Sean McAlea recently became the director of the Reality component of Rubicon, Inc., a multi-faceted drug treatment program in Richmond, Va. Prior to that he was a training consultant with the Virginia Office on Volunteerism.

the skills could perform this function under the supervision of a staff professional.

If it sounds like training volunteers takes up valuable staff time and energy, that is quite accurate. Any good program of volunteer service requires an investment on the part of the programming staff as well as the volunteers. They should consider the following factors:

Environmental security. Most job assignments that volunteers go into are relatively new to them—not as much as their actual task functions are concerned but in terms of environmental factors (where they work). New systems of management, dealing with groups of professional workers who "speak their own language," working with clients from differing religious, ethnic, social and cultural backgrounds, and encountering unfamiliar situations (child abuse, drug addiction, homosexuality) can lead to rapid attrition without adequate orientation to the environment the volunteers will work in. Orienting volunteers can be part of the screening process to obtain volunteers genuinely committed to their assignment.

Staff confidence. A volunteer will not be able to work with professionals if they don't have confidence in the volunteer to do a good job. By training the volunteer in the specific skill areas he/she needs, the likelihood of staff reacting to the volunteer as "just a volunteer" can be reduced.

Performance skills. Learning is a continuing, everyday life process—both in the acquisition of knowledge and the ability to apply it to ongoing experience. Volunteers need to periodically redefine, evaluate and modify their skills. Growth as the renewal and application of skills is a necessary component to successful performance.

A study at the Western Electric Plant in Cicero, Ill., revealed that workers' performances are stimulated by someone interested in them and what they do (called the "Hawthorne Effect"). A primary motivation for people volunteering is the desire to feel good about themselves for doing something worthwhile and doing it well. Helping volunteers obtain the skills to perform well is a commitment that volunteer managers need to make—not only to the volunteers but also to the clients, the ultimate recipients of the skills and service.

Volunteer attitude—hygiene factors. If a staff person is training a group of 25 volunteers for some kind of placement in an agency, and he/she begins by asking them to state what they hope to get out of their volunteer experience, he/she most likely will be greeted by a stone wall of silence. The reason is simple: Most people do not like talking about themselves in front of a large group of strangers. The attitude is fear; the hygiene factor is the size of the group.

Hygiene factors are conditions whose presence may not contribute significantly to success, but whose absence most certainly will contribute to failure. This can be true especially when assigning unprepared or ill-prepared volunteers to a particular job as opposed to making the same placement of a well-prepared volunteer. The feeling of a volunteer as a valued member of the staff is a message which needs to be accurately communicated. Actions speak louder than words. For the volunteer to feel important, respected, and valued it is essential that staff relate the message: "You are important, and we are willing to invest our time and energy in you."

To ignore the needs of the volunteer can, and does, contribute significantly to the failure of programs. Training the volunteer and making the commitment through staff investment of time and energy will add to the overall success of the volunteer's efforts. The attitude is value; the hygiene factor is training.

The success or failure of volunteer programs hinges on a number of factors, such as recruiting the appropriate volunteer, supervision, recognition, evaluation and training. However, training is one variable upon which staff can make a significant impact prior to and during placement. The opportunity for the sharing of experiences between staff persons and volunteers contributes to the ability of volunteers to perform well. If the commitment is to *good* volunteer programs as opposed to *poor* ones, then the preparation of the volunteer for work must be regarded as key.

Do the sights and sounds and smells feel comfortable and inviting to me here?
Does it sound like there's enough in it for me?

SOME QUESTIONS VOLUNTEERS ASK

1. What community affiliations and financial support does your agency have? What does that mean?
2. Who is the person designated to coordinate your volunteers?
3. How will my responsibilities differ from paid staff? Will I be replacing paid staff?
4. What arrangements do you have for a trial period on my assignments?
5. May I see a written description of my possible volunteer tasks?
6. What are my opportunities for advancement? Variety?
7. What's required of me in the performance of my duties?
8. What are the channels of communication for suggestions, problem solving and evaluation?
9. What kind of orientation, training and supervision will I have?
10. How will records of my service be available if needed?

—Compiled by Kathryn Joiner, executive director of the Volunteer Bureau, South Bay-Harbor, Calif. These questions, adopted by the California Volunteer Network, were printed on a pocket-sized card and distributed to volunteers.

By the Staff of the Indiana Governor's Voluntary Action Program

The Governor's Voluntary Action Program was established in 1974 by Governor Otis R. Bowen. The program encourages volunteerism in Indiana through sponsorship of volunteer workshops, conferences and institutes throughout the state, an awards program, and on-site technical assistance to community programs that involve volunteers. This conference planning guide appeared as a series last year in Horizons, *the program's newsletter. For further information, contact Linda Kolb, Director, Governor's Voluntary Action Program, Room 117, State House, Indianapolis, IN 46204, (317) 633-4085.*

As the need for volunteers in American society increases, so will the need for high quality education and training. Therefore, workshops, seminars and conferences for volunteers and volunteer program directors must provide reliable learning experiences concerning recruitment, funding, program development, public relations and other areas of interest.

Survey and Assessment of Needs

Because time and money are equally valuable to hosts and participants, careful planning is essential to the success of a conference. The first step toward assuring the best use of these is to assess in which areas educational needs exist. Following this assessment, goals and objectives may be set for fulfillment of these needs.

Several means, such as a survey questionnaire, personal interviews of representative volunteers in the target area, and evaluations from other workshops or conferences can serve this purpose.

While questionnaires sometimes receive no response, a better percentage of return can be accomplished by keeping the survey short or including a stamped, self-addressed envelope. Questionnaires which require long responses do not spark an enthusiastic reply, so multiple choice answers may be more appealing to the respondent in comparison. Another advantage to the multiple choice response is that you can list a number of educational possibilities and determine the persons' preferences.

So that the survey's value may be ongoing, respondents may be asked to list their needs in order of importance, providing information for future programming. Finally, include at least one "open ended" question, seeking the person's general comments or suggestions so input may be obtained on matters not contained in the survey.

Personal interviews should be used as a supplement to other methods of needs assessment. Carefully select those to be interviewed to provide a representative consensus and make sure interviews are conducted with standard questions so the results will be consistent and reliable.

A conference committee can also provide reliable information in assessment of needs and can assist in subsequent aspects of conference planning. They may also help to form goals and objectives from which to plan the theme of the conference.

Whether the committee consists of several persons or many, these persons may not only be the typical "hard-worker from a cross-section of the volunteer community" but should be creative individuals with experience in the subject matter and in educational planning.

Goals and Objectives

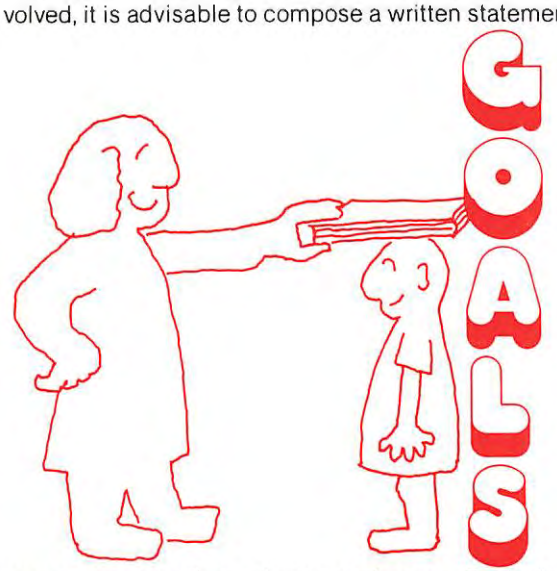
Following an assessment of needs among the persons who will be attending your conference, you may work to fulfill these needs by setting goals and objectives.

A conference or workshop would be an unadvisable activity without specific long- and short-range objectives and

goals to strive for. Do not waste the time of your participants by planning a meeting simply because your organization needs something to do. Whether your purpose is to provide training, solve a problem or orient volunteers and staff members to a change in policy, you must determine why your meeting is being held to plan what the design and agenda will be.

These three words may prove to be excellent guidelines for setting goals and objectives: *attainable, measurable* and *relevant*. If your aims meet these requirements, they may culminate in success.

To insure continuity and understanding by all those involved, it is advisable to compose a written statement of the



goals and objectives of your conference. For instance, the long-range goal of the meeting may be to improve the quality of leadership for your organization. The short-range goal may be to present new ideas to your volunteers and staff members on how to perform their duties.

Written goals and objectives can provide a basis for the workshop topics to be presented in your conference and can serve as a barometer to judge the effectiveness of your meeting by comparing the participants' evaluations against the goals and objectives.

Design and Agenda

"Variation is a challenge—standardization is a bore" is a good rule to remember when planning the design and agenda of your conference, workshop or other educational experience.

Decide where the conference topic will be handled best (before the total audience or in small groups), how the material will be presented, what participation-getting methods will be used, and the resources needed to accomplish these. The design and agenda of your conference need be limited only by your imagination.

For instance, specific types of meetings follow general characteristics. A convention is usually geared for annual meetings, while institutes and workshops are for training. A conference is for planning, fact finding or problem solving, while seminars are best suited for a group of experienced persons to share resources or experiences. The clinic type of learning experience generally involves exploration of a particular subject for participants in a training role.

Whether attendance at your conference will be large or small is also an element for consideration. A small group of participants enables you to present your conference information in an informal method with a greater opportunity for verbal exchange. While large groups may be divided into smaller sections to achieve the same results, the design and agenda must be devised to achieve the desired objectives.

In selecting methods most effective in presentation of the subject material, the conference planners must decide whether the nature of the material requires a speaker, demonstration, dramatic action, panel or visual aids (film or TV). Remember that new information or new business is best handled before the total group and featured speakers will want to appear before general sessions. It is when decisions must be made or the discussion concerns a complex problem that smaller groups are best utilized.

In addition, decide whether the material to be presented will fit into the program best in the morning or afternoon, and consider the interest and importance of the subject to the participants.

To assure the success of your conference in benefitting the persons in attendance, be sure there are ample opportunities for participation. This may be achieved through question and answer periods, buzz groups (small discussion groups), listening teams to advocate different points of view in post-presentation discussion and interview panels.

Faculty

Whether paid or volunteer, careful selection and thorough preconference briefing will assure an able faculty to convey the agenda topics.

Survey the conference committee and members of the target audience for suggestions concerning persons they would like to see as workshop or discussion leaders. Not only does this provide a broad resource spectrum but involves more people in a concern for the outcome of the meeting.

Speakers, panel members or discussion leaders should be aware from the outset whether they are expected to serve as volunteers or whether they will be reimbursed for some or all expenses.

After faculty members have agreed to participate, let each know the names of other faculty, especially if they are part of a panel presentation.

Well in advance of the conference date, find out what teaching aids are necessary for each speaker, panel member or discussion leader, such as projectors, blackboards, pencils, paper, easels, etc.

Featured speakers or workshop leaders who will present their sessions alone should be informed the day of the meeting the actual attendance and composition of the audience in addition to last minute changes which might affect the content of their lectures. Note specific problems they may want to include or trouble areas they may want to avoid mentioning. It would also be helpful to show them where their presentation will be made so they may become familiar with the facilities.

Members of a panel presentation will want to meet beforehand or very early on the day of the conference so

they may get to know each other if they have never met before. Each should discuss their presentation to prevent an overlap of information while still covering the topic adequately. A session between the panelists may also help to smooth the transition from speaker to speaker.

Discussion leaders have the difficult task of initiating communication between groups of people who have probably met each other for the first time. The conference committee should develop ground rules for operation, such as specific questions to be discussed or tactics for beginning the session. Remind the leaders that their main function is to open communication lines and to stimulate participation. Tips on these items may be appreciated: how to prevent the leader from assuming too much authority, how to get participation of "shy" group members, handling monopolizing or dominating members of the group, or how to keep the discussion "on track."

Location

One of the most critical factors in the success of a conference is the location. The "where" aspect of conference planning can influence the cost, comfort and learning climate for the participants.

When reducing the cost of a conference is a primary concern, it is sometimes best to schedule a public building, such as a community center, school, college, university or church. Often, these facilities may be obtained for a small fee or the cost of maintenance. However, these may necessitate contacting a caterer if meals or coffee breaks are included in the conference program. In some cases, colleges or universities may provide their own catering service or may be able to offer the use of their own dining services.

The use of motels may involve a greater expense, including a rental fee, maintenance and the possibilities of other charges, but they also offer the convenience of meal services, personnel with expertise in planning of conference events, or convenient accommodations if the conference will include more than one day of activities.

After all possibilities have been explored and the best locations selected, book the site well in advance, never less than a month and perhaps as much as four (depending on the season) so details may be completed and plans formulated for last-minute changes.

Another important consideration before finalizing the site of your conference is the accessibility for out-of-town conferees and whether it can be found easily by maps or with directions.

Check with workshop leaders and faculty in advance of the conference so arrangements may be made for necessary equipment and materials, such as blackboards, projectors, screens, etc.

One week to several days before the event, cross check the reservation list with personnel of the facility. Make sure plans are finalized for the number of meeting and sleeping rooms needed, meals, chairs and other details.

Cost

When planning a conference, one of the most important items to consider is cost, especially the cost to the participant. This may be achieved by developing a budget plan as a guideline for estimating overall expenses.

Assuming that staff and overhead costs will be absorbed by your organization (such as secretarial work, supplies and administrative expenses, i.e., copying machine, pencils, pens, paper), there are three basic areas of expense for a workshop: faculty, conference materials and conference site.

Survey associates and prospective conference participants for authorities they would like to see as faculty for your conference. Many times an excellent speaker with the kind of enthusiasm you are seeking will serve as a volunteer if you offer to pay mileage or transportation expenses. If recruitment of a volunteer faculty is not possible or necessary, include the cost of an honorarium, living expenses

(food and lodging), and transportation (air fare, parking, mileage) in your computations.

The expense of conference materials, particularly a brochure, is dependent on the money reserves or ingenuity of the conference planner. If your organization is not able to pay the cost of the brochure or other materials, perhaps local community agencies, a foundation, or sources from the public or private sector will underwrite the printing cost. If time allows, a local vocational school may be able to meet your printing requirements for the cost of the materials.

Additional costs to consider in your budget that would most certainly surface in the conference fees are refreshments and luncheon. Caterers or dining services usually have a variety of menus of varying rates from which to choose.

Do not overlook possibilities for supplemental funding, such as scholarships for participants or grants for the conference. Perhaps an agency with ample funds for educational programming can be persuaded to cosponsor the event. A good rule to remember is that volunteers and volunteer agencies usually have very little money to spend on educational "frills." Workshop costs divided by the estimated attendance must equal the registration fee and if the resulting amount is not a reasonable charge, very few volunteers will be able to afford to attend.

Public Information

With the many hours of preparation toward a successful conference program, a shortage of participants would diminish the success of the entire event. To insure a strong contingency of your prospective audience, be sure the news of your educational endeavor reaches the largest possible audience.

Begin by reminding your staff personnel to mention your upcoming conference whenever communicating with others—in telephone conversations, in correspondence, in personal interviews, etc.

Be sure to mention the conference in your agency newsletter and invite agencies you work with to announce the date and agenda in their own publications.

Press releases should be mailed to appropriate media in the target area several weeks in advance. Newspapers, radio, television, college newspapers and other publications should receive copies. Although some media sources may limit your coverage to one item, you may find some newspapers and electronic media willing to print whatever is mailed to them—so don't hesitate to send each release to every source.

The success of your media coverage may be improved if a responsible representative of your organization discusses the upcoming conference and the possibilities for coverage with local newspaper editors or news directors of radio and television stations. Ask about deadlines, and who to direct the mailing to.

The release itself should not be more than a page in length and should include the vital elements (who, what, when, where) first, followed by how and why in successive paragraphs.

Your story will probably be "cut" (shortened) from the bottom so remember to position vital data in the first two paragraphs. In the case of newspapers, if the editor is receptive to your news items, you may wish to send several press releases dealing with different aspects of the conference, such as a story concerning a featured speaker or another spotlighting the workshop topics.

Invite the local media to send reporters to the conference. Perhaps the newspaper will assign a photographer or the television station a reporter and cameraman. In any case, make available a press release concerning the pertinent aspects of the conference and if there is a well-known speaker, provide copies of their speech. Assign a member of your staff to answer questions for reporters, such as the number of participants.

Brochures or fliers are valuable public relations tools for your conference, since they easily explain the basic information for future reference. A brochure or flier is easily distributed and staff members may hand them out during public appearances. Remember, however, that a brochure without sufficient information is worthless and will probably create more bad feelings than good ones. Be sure to include a registration form that can be detached and mailed.

Although the brochure need not be elaborate, it should be attractive and printed on a reasonable quality of paper. Find a volunteer professional, if possible, to design the conference brochure or flier.

Evaluation

The importance of the evaluation aspect of conference planning cannot be emphasized too greatly. In the evaluation procedure, you may discover whether the first steps of planning have been fulfilled by correctly assessing needs and setting corresponding goals and objectives.

Evaluation provides both long and short range benefits. In the long range, future educational programs may be improved through criticisms, suggestions and praises learned through the evaluation process. Appropriate follow-up activities may be planned if necessitated by the results. If the participants, faculty and staff show a preference for specific methods of presentation, those ideas may be utilized to a greater extent in future meetings. Conversely, if results show specific methods fail to achieve desired expectations, their use may be minimized in the future.

Short range advantages of a constant evaluation process may help to avoid problems before they arise. Perhaps the schedule may be modified, physical arrangements changed for the better or other causes of difficulty isolated. Through immediate efforts to meet the participants' expectations for the meeting, you may increase their responsibility for its success and encourage them to voice their reactions.

Do not forget that the opinions of faculty, resource persons, staff and the planning committee are equally as valuable as those of the participants. Their observations are made from a different, yet advantageous, viewpoint and should be weighed accordingly.

Before deciding upon the method of evaluation you will utilize, it is necessary to determine:
—what kind of information you are hoping to obtain through evaluation;
—where the information will come from;
—how the newly obtained information will be used; and
—how the information obtained during the evaluation will be reported.

Personal interviews of a representative section of the participants may result in a great deal more information because of the "face-to-face" contact, but the effort is time consuming and requires training of the interviewer.

Through preparatory meetings, the conference planners can meet with the participants ahead of time to discuss the goals and objectives and prepare them to attend. This type of evaluation requires much planning and preparation. To avoid misunderstanding, point out that premeetings are designed to accomplish the goals of the conference or workshop.

Discussion or "bull" sessions during the conference can provide a wealth of information by noting questions or suggestions in addition to the discussion contents. If systematically reported, it can be very useful to future planning.

Moderators may serve as "roving reporters" or a group of persons may be assigned to mingle with the participants to get the "feel" of the conference.

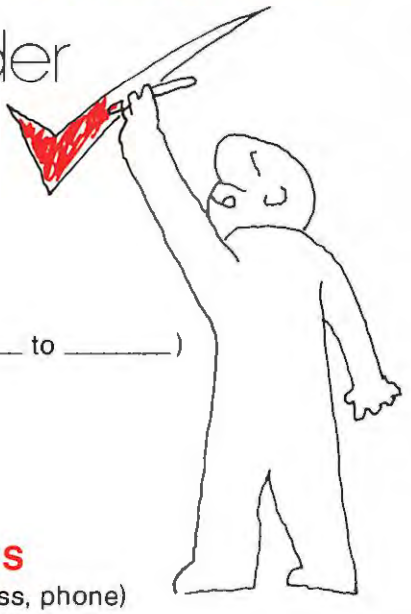
Questionnaires may be completed by participants, staff, planning committee or faculty before, during or after the conference. Form and content of the questionnaires may vary but try to contain it to one page. Multiple choice questions work well and should be included whenever possible. Also include at least one "open ended" question for suggestions or general comments. Do not require the respondent to sign the form to encourage free expression.

Post-meeting reports also provide valuable information to the success of a conference. Encourage reports from participants' local organizations, staff, the planning committee and faculty.

While no planning effort could be totally worry-free, careful attention to details and strict attention to the evaluation process can assure success every time.

CONFERENCE CHECKLIST

Things You Need to Consider



By Daniel S. Kuennen

SPONSORSHIP

- ____ Prime sponsor (personnel, funds, etc.)
- ____ General chairperson
- ____ Committees/chairpersons

  Examples:
  - ____ planning
  - ____ budget
  - ____ advertising (media)
  - ____ program
  - ____ clean-up
  - ____ evaluation

AGENDA/PROGRAM

- ____ Theme
- ____ Topics
- ____ Schedule of events
- ____ Orientation
- ____ Speakers (honorarium, keynote, reception)
- ____ Staff assignments
- ____ Session recorders/reporters
- ____ Award presentation

LOCATION

- ____ Place
- ____ Geographic location
- ____ Nearby cities (proximity in miles and time)
- ____ Transportation available
  - ____ air (name, address, phone, proximity, charter service)
  - ____ rail
  - ____ bus
  - ____ auto (parking, cost per day)
  - ____ boat
  - ____ taxi (limo)
- ____ Directions
- ____ Map

Dan Kuennen is a community resource development area agent for the Delaware Cooperative Extension Service, University of Delaware, College of Agricultural Sciences. The checklist is excerpted from his "Conference Planning Guide," printed in 1975.

DATE/TIME

- ____ Year
- ____ Month
- ____ Day(s) (from _____ to _____)
- ____ Time for events
  - ____ starting
  - ____ ending

ACCOMMODATIONS

- ____ Hotel (name, address, phone)
- ____ Motel
- ____ Parking
- ____ Transportation service (limo)
- ____ Cost range $ _____ to $ _____ for single (double)
- ____ Room choices
- ____ Reservation cards
  - ____ separate enclosure
  - ____ on registration form
- ____ Hotel/motel brochure

PRE-REGISTRATION FORM

- ____ Name (title)
- ____ Address (zip code)
- ____ Phone (area code)
- ____ Organization
- ____ Arrival time
- ____ Departure time
- ____ Response
  - ____ clip and mail "Business Reply"
  - ____ enclosed post card
- ____ Optional luncheon/dinner
- ____ Sessions cost only
- ____ Total registration cost
  - ____ prepayment $ _____ until _____ (cash, charge card, check)
  - ____ late payment $ _____
  - ____ at conference
  - ____ payable to: _____
- ____ Receipts
- ____ Advance program/tentative agenda

REGISTRATION/INFORMATION BOOTH

- ____ Signs (parking, location, entrance, exit, lounge, etc.)
- ____ Name tags
- ____ Information packet (folder)
  - ____ agendas (date, time, rooms, etc.)
  - ____ scheduled events
  - ____ brochure
  - ____ address list of attendees
  - ____ luncheon/dinner tickets
  - ____ resource information (studies, reports)
  - ____ entertainment listing
  - ____ location maps

EXHIBITS

- ____ Type (i.e., demonstrations, stationary, etc.)
- ____ Space reservations (sq. feet)
- ____ Set-up (arrival time)
- ____ Take down (departure time)
- ____ Agency name
- ____ Responsible person
- ____ Tables/booths (size, amount, etc.)
- ____ Electrical needs (audio/visual display)
- ____ Loading and unloading area
- ____ Protection of exhibits (guards, security system), 110-220 volts
- ____ Liability (insurance policy)

MEETINGS

- ____ General sessions (podium, name signs)
- ____ Working sessions (small rooms, etc.)
- ____ Question and answer sessions
  - ____ central microphones
  - ____ questions and answers pads
- ____ Session announcements
- ____ Luncheon/dinner sessions

MEETING ACCOMMODATIONS

- ____ Physical setting
- ____ Stage/platform (raised, in-the-round, curtain)
- ____ Lighting (direct, indirect, flood, color, etc.)
- ____ Electric (voltage, extension cords, etc.)
- ____ Audio/visual (screens, projectors, speakers, etc.)
- ____ Seating (capacity, arrangement, type: chairs, benches, round or rectangular tables)
- ____ Background (backdrop display)
- ____ Map of room locations (room number, floor levels, etc.)
- ____ Rest rooms (indoor or outdoor facilities)
- ____ Caucus rooms (informal meeting areas)
- ____ Head table setting

MEDIA

- ____ Advertising (brochures, ads, announcements, typing service)
- ____ T.V. (live, recorded)
- ____ Radio
- ____ Video tape
- ____ Releases
- ____ Press room
- ____ Scheduled interview
- ____ Duplicating machines (photo copy, mimeograph)
- ____ Telephone
- ____ Photography

ENTERTAINMENT/FREE TIME

- ____ Tours (transportation)
- ____ Current attractions
- ____ List of restaurants (name, address, phone)
  - ____ quality rating
  - ____ types (ethnic)
  - ____ location (proximity)
  - ____ average cost
  - ____ parking
  - ____ hours
- ____ Lounges (night clubs)
- ____ Cinemas
- ____ Child Care

REFRESHMENTS

- ____ Coffee, tea (sugar, cream, spoons, cups)
- ____ Water (ice)
- ____ Soda (bottles, carbonated dispensers)
- ____ Donuts/rolls (napkins, plates)
- ____ Cocktails (cash bar)
- ____ Smoking areas only (ash trays)
- ____ Snacks

EMERGENCIES

- ____ Local permits
- ____ Crowd control
- ____ Fire regulations
- ____ Ambulance
- ____ Physician/nurse
- ____ Infirmary

POST CONFERENCE

- ____ Questionnaires (formal survey)
- ____ Press stories (reactions of press)
- ____ Suggestion box (comments)
- ____ Proceedings (booklet of speeches, deliberations)
- ____ Thank you letters to speakers, etc.

IS VOLUNTEERISM IN TROUBLE?

NCVA's Response to the *Psychology Today* Article

There's an interesting article in the March 1978 issue of Psychology Today. *It's called "The Day the Volunteers Didn't" by Benjamin DeMott, who asserts that voluntarism in America is on the wane. He attributes this decline in our "unique aptitude for spontaneous cooperative endeavor" to the women's movement, the growing political militancy of minorities, and "a new so-called enlightened selfishness, or self-absorption."*

NCVA disagrees. Here's what Kenn Allen, our executive director, and Arlene Schindler, director of education and training, have to say about DeMott's thesis:

Kenn Allen: Benjamin DeMott begins with a basic misunderstanding of the nature of volunteering today by constructing an analysis that does a disservice to the millions of Americans who daily engage in helping activities. His article further muddles the public image of volunteering by dredging up pieces of every negative argument presented by critics in the past five years.

He begins by inappropriately mixing voluntarism and volunteering. While at first glance this may seem a problem of minor semantics, it is in fact one of the critical elements of his thesis. *Voluntarism* most often is used to describe the institution of nongovernment, nonprofit activity, the "third sector" of American society. *Volunteering* (or, as some prefer, *volunteerism)* describes the acts of one or more people, not monetarily compensated, usually toward what they believe is solution of a pressing human, social or environmental problem or toward the general improvement of community life.

That voluntarism, appropriately defined, faces problems is not an issue. Increased reliance on government involvement in problem-solving has inexorably worn into the role of the voluntary sector. This has been exacerbated by government officials who prefer the creation of new programs and new structures to the utilization of the existing resources and capabilities of voluntary organizations. Similarly, virtually every nonprofit organization faces difficulties with funding, confronted with increasing costs and greater competition for the charitable dollar. Again, government's heavy hand threatens—in the form of increased postal rates, greater Social Security costs, and the proposed "simplification" of tax returns which would remove the charitable deduction.

But these threats have precious little to do with the health of *volunteering* in this nation. DeMott ignores, or is unaware of, the heavy volunteer involvement of citizens in neighborhood associations and other local initiatives to solve local problems. He conveniently turns his back on volunteers who work in self-help organizations, in advocacy settings, in "cause" groups. He accepts the lament of established organizations that volunteers are increasingly difficult to recruit without acknowledging the new volunteer energies that are flowing into such problem areas as child abuse treatment and prevention, family violence and battered spouses, sexual abuse, care for the dying and bereaved.

In short, DeMott adopts the negativist's narrow view that all volunteers are "do-gooders" in the "establishment" without recognizing that the leadership for all the major social movements of the twentieth century—civil rights, women's rights, anti-war, anti-poverty and human suffering—has come from volunteers!

What's worse is that DeMott supports his contentions with vague references to largely unidentified sources. He quotes "many authorities," tells us things are "widely believed," relies on "the most thoughtful leaders"—all without a description of his research methodology or the clear attribution of observations. Thus he is prone to such errors as identifying possible changes in the Internal Revenue Code as having "substantial support in volunteer circles," when in fact it is the lack of agreement on this idea that has hindered its progress in Congress. Similarly, he inaccurately describes the accomplishments of ACTION's National Student Volunteer Program, which actually is a technical assistance effort, recruits no volunteers, and was predated by the major college volunteer programs by several years.

But these errors are minor, compared to his damaging portrayal of who volunteers and why they do it. He relies heavily on the ACTION/Census Bureau report of 1974, a study that was soundly criticized even before the report was published. The study did indicate that people who volunteer are *more likely* to be white, female, married, college educated, earning more money. But, unquoted by DeMott was the other side of the story:

- The rate of increase for men was slightly higher than for women between 1965 and 1974.
- In two areas, religion and civic/community action, the involvement rate was higher for nonwhites than for whites.
- Employed people volunteered more frequently than the unemployed or those considered "not in the labor force."

More important, there has been a major effort in the past few years in the volunteer community to broaden the scope of our definitions to recognize that involvement in structured agency

settings is only *one* form of volunteering. The result has been a greater understanding of volunteering in the informal helping networks important to rural, low-income and minority communities. In-

deed, by recognizing that the essence of volunteering is a positive attitude toward helping, one sees that everyone is, at one time or another, a volunteer.

DeMott's final contention that "the relation between voluntarism (sic) and personal growth remains obscure" is not borne out by what is happening in the volunteer community today. Increasing attention is being given to the translation of volunteer experience into defined, certifiable areas of skill development. Efforts by the Council of National Organizations, the National Council of Jewish Women and the Association of Junior Leagues have resulted in several programs that directly tie volunteering to personal growth. The Edna McConnell Clark Foundation has given leadership to programs in which volunteering is an important "second career" for the retired. Demonstration programs by the National Information Center on Volunteerism and the National Center for Voluntary Action have helped make volunteering an integral part of life for high school students and employees of corporations. The "What's in it for me?" of volunteering is, for many, the opportunity to develop and test skills, to learn about themselves and about others, to contribute to the improvement of their community and thus of their own lives.

No benediction need be given over America's volunteers. Rather, the self-proclaimed foretellers of doom need to step back and recognize that their view of volunteering as "marginal, elitist and incommensurate with the enormous social problems" is out-dated, fit only for their own analysis. It is precisely because volunteering has changed to meet new needs and new constituencies that they see it "on the decline." That it no longer fits their preconceived view is no cause for alarm. Rather, it is a sign of the vitality and strength of America's oldest social movement.

Arlene Schindler: One of the interesting things about Benjamin DeMott's article is that many of his observations are correct. His conclusions are wrong. Instead of seeing volunteerism today as the mature institution it has become, he sees it as an American tradition in trouble.

It is true, as DeMott reports, that recruitment is a problem—but only for those organizations which persist in treating individuals as free laborers and rewarding them with humdrum, albeit at times, necessary work. Programs involving volunteers are competing for the time of aware people who, because of the tremendous variety of volunteer activities available, can choose from a thousand causes, a smorgasbord of projects filled with excitement, challenge, and reward for participation beyond the annual recognition banquet or the gold lapel pin.

And to acknowledge that people volunteer "with a motive" or an eye to "what's in it for me," is simply to recognize a fact that has always been a part of volunteerism. Motives haven't changed; our willingness to admit that they exist and that they are factors in retention and recruitment has. Socializing, learning new skills, absolving guilt, seeking power, collecting stars for one's heavenly crown, recognizing that improving "your half" of society also improves mine—whatever the motive—none of them are new. Today's volunteer, however, has the opportunity to select consciously and openly those activities which satisfy *both* the desires to be involved in worthwhile, important activities and to fulfill personal aspirations for growth, happiness and all the rest.

In addition, the observation that the most typical volunteer is a married, college-educated, upper-middle class woman under 45 is to confuse *typical* with *visible*. The most typical volunteer isn't visible at all. Typical volunteers include men, young people, minority group members, retirees, handicapped, business persons, urbanites, suburbanites and rural folk, too. That middle-aged white woman gets counted in the tallies because when she is asked the question, "Do you volunteer?," she says, "Yes." A large majority of truly typical volunteers are engaged in activities so important to the individual's life that they aren't even identified by the individual as a *volunteer* activity. Such activities are those associated with the church, with many youth athletic programs, and countless numbers of small community activities.

A real danger to volunteerism is for us to equate it with institutionalized, formal volunteer programs and to fail to see the masses of people involved in every institution, in every community, in ways identified by themselves as being concerns of the first priority.

If volunteerism has a problem today it is that we neglect to recognize the maturity of the institution and subsequently are not able to see that it is more a part of the fabric of our society than ever before. And that's the key. Today's society is a different society, and so is the volunteer. Volunteers in 1978 respond to 1978 recruitment techniques; they demand placement in positions worthy of their much sought after time, their improved skills, their broader experiences. They work superbly with 1978 staff which is neither threatened by their presence or suspicious of individuals who choose to do something for rewards other than the dollar.

There is nothing wrong with volunteerism today. It's alive, vigorous, visible, articulate, informed, influential, probing, and touching the quality of life in every aspect of American society.

VOLUNTEERS FROM THE WORKPLACE

Opportunities Unlimited

By Donna M. Hill

A new facet of corporate social responsibility—encouraging community volunteering by company employees—is gaining support from a number of large and small corporations across the country. NCVA's one-year project, "Volunteers from the Workplace," is studying the extent and scope of volunteer activities by corporate employees and trade union members. From responses to surveys and interviews with companies, project staff is learning that the number and type of these activities vary as much as the size and character of the companies of which they are a part. The following profiles of two company employee volunteer programs illustrate the variety of ways in which corporations are encouraging their employees' involvement.

New England Mutual Life offers released time to its employees to volunteer in the community. Employees may take as much as three or four hours per week to carry out various volunteer assignments. Part of Public Affairs Associate James Leahy's job, for example, is to coordinate the company's volunteer activities.

Leahy says employees volunteer with the Boston school system. Two volunteers are released one morning per week to tutor math and reading at a local high school. "We also work with elementary and junior high schools through School Volunteers of Boston," Leahy reports. This privately funded organization recruits volunteers for tutoring, working in the library, putting on special programs, etc.

But New England Mutual Life volunteers do more than work in the schools. "OIC (Opportunities Industrialization Center) came to me with a problem," Leahy says. "They asked if a volunteer could come out and talk to some professionals who could not find jobs because of a language problem." Leahy sent out a systems analyst, who now goes to the center one morning a week to simply hold conversations in English with this group so they can get the flow of the language.

With the help of fellow employee Margaret Duncan, Leahy coordinates an in-house volunteer program. Volunteers come into a room where a special typewriter is set up, and type large print books for the legally blind. The company works on this project with the Association for the Blind. Leahy said volunteers drop by when they have an hour or so to spare. He says that one carpenter on the maintenance staff could not volunteer on company time, so they gave him another typewriter to take home.

Leahy says that not all volunteering is done on company time. Many volunteer on their own time, and Leahy constantly seeks new ways to involve employees in volunteer projects. For instance, he asked the inactive members of the company's Charter Club (25 years or more with the company) to go down to a local educational TV station last year to answer phones for a fundraising telethon. He made it a fun night, organizing the volunteers for a buffet dinner afterwards. "We may do it one more year and then go on to something else," says Leahy. "You get saturated and tired if you do the same thing and get the same people all the time."

Since the appointment of a full-time director of community affairs seven years ago. **FinanceAmerica** of Allentown, Pa., has been able to stimulate its employees with volunteer opportunities in the community. Director Louis Roche reports that employees provide services for a variety of people through agencies like the Red Cross and Junior Achievement.

This year, the company added a program which made filling out tax forms less formidable for some Allentown residents. Twenty-two FinanceAmerica volunteers assisted the elderly, minority, low-income and non-English speaking people in the community in filling out IRS forms through VITA (Volunteer Income Tax Assistance Program). The volunteers required 14 to 16 hours of training before they were ready to assist in filling out the forms.

Employee volunteers worked along with some 400 other volunteers from senior citizen groups, churches, colleges, etc., at Episcopal House, a high rise for the elderly. Volunteers served the public from January 24 to February 18 and March 14 to April 15—peak periods during tax season.

Roche oversees most of FinanceAmerica's volunteer activities, and is himself very active in the community. As the company's volunteer coordinator, he lists available volunteer opportunities for employees to examine, sets up projects for interested volunteers, finds employees to help in fund drives and to serve on boards of community agencies. He also works with FinanceAmerica's speakers bureau, a core group of 19 volunteers who make presentations on behalf of various noncommercial public service organizations.

In addition to these efforts, Roche says the company further encourages and supports the volunteer efforts of company employees by setting up a Fund for Volunteer Service. The fund has three plans, and the employee may apply for financial support for a special project of a volunteer organization, or matching grants if he/she is involved as an organized group in a volunteer activity, or if he/she is a member of a governing board of a volunteer organization.

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

NICOV TAKES A LOOK AT...

VALUES IN VOLUNTEERING

Edited by Ann Harris
National Information Center on Volunteerism

Time to Reconsider

By Ivan H. Scheier, Ph.D.

Volunteer leadership can be divided into two parts. The first is technical and implemental representing crucial skill-building—advances in information, knowledge, techniques and methodology.

The second is represented by "why" questions, relating us to the general area of values, belief systems and ethics. Many practitioners are a bit embarrassed or even resentful when such topics turn up on a workshop agenda or in a college course. The quick clear-cut "answers" just aren't there. Values seem difficult, impractical, a little corny. They threaten return to our old softie, do-gooder image. Yet I believe we need to get in better touch with our values for some very practical reasons.

I believe volunteerism has the potential to integrate with the best and most powerful values in our society today. We can draw more fully on that power if only we will understand, appreciate and publicize values. This means raising our own consciousness first, launching dialogue and debate, reaching some decision on what the main values are, then announcing them.

The first announcement should be to ourselves—volunteer leaders and volunteers. Then announcements should be made to the world. The purpose is to buttress our case for fundamental, rather than ornamental, status in the world of work and caring, to place us more securely in the mainstream of society. This article attempts to stimulate dialogue.

Certainly, scholars are far more sophisticated about ethics and values than I am. (My grade in graduate ethics was a compassionate B–.) I hope they will join in with suggestion and critique based on their foundation in day-to-day field experience.

As a launching point for discussion, here are five basic values or beliefs volunteerism may represent in our society. Very few of the possible implications are fully drawn.

I believe volunteering and the volunteer attitude represent pride and dignity of work in their purest form today, our last best hope for recapturing that spirit.

1. Pride in Work, the Dignity of Work

Let us begin with a crashing simplicity: Money is important. On most fronts, the volunteer leadership world need not object to money; indeed, we had better not. We are at least as obsessed with money (for support of our volunteer efforts) as the next person. I believe the volunteer movement has no quarrel whatsoever with people wanting and needing money in return for their work. High unemployment rates are bad for everyone, including volunteerism. I am skeptical about money in its use as a primary measure of the *intrinsic* value of work. If you earn $20,000 a year for your work, and I only make $10,000 a year, the strong implication is that your work (and you) are worth more than my work (and me). If you earn no money at all in return for your work, the work devaluation consequences can be disastrous.

A muted counterpoint remains. Voices still ask where pride in work has gone. Where is the craftsperson who took special care to do the best job possible, above and beyond the money? Where is the salesperson who really wants to serve you, the businessman who genuinely wants customers to get the best possible product and service, the teacher who works overtime without pay because he/she cares about learning? They are still there. Some of them happen to receive money for their work, but they also serve as volunteers because they don't receive "profit" money for their work. We need to underline this alliance of the spirit between all the people who do more than they have to because they want to, whether expressed as pride in paid work or in volunteering.

Volunteering is the work model which goes furthest in removing immediate money as a yardstick of intrinsic work value. This is the ideal. In fact, there are certainly some work-external incentives in the "motivational" paycheck of many volunteers. There are also staff or other gatekeepers who block volunteers from more meaningful work.

Nevertheless, I believe volunteering and the volunteer attitude represent pride and dignity of work in their purest form today, our last best hope for recapturing that spirit. We should say so, to all

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

people concerned with rejuvenating such pride. Many of them are not in the volunteer field today.

2. The Opportunity to Participate

Any society which is free, or aspires to be, seeks to guarantee the right to participate. For example, we have the right to vote, the right to assemble peaceably. We can advocate any cause nonviolently, if it doesn't restrict unduly the rights of others. But try reading the Bill of Rights alone on a desert island. The point is the *right* to participate means little or nothing without the *opportunity* to participate. Volunteering is a principal way our society has of adding practical opportunity to abstract rights.

Insofar as volunteer leaders do their job, they increase the range of accessible participative opportunities. Nonelitist volunteering is in a sense an extension of the ballot. Citizens have greater opportunity to "vote" with their volunteering every day, instead of maybe once a year. They also have greater choice of "candidates" for their "vote": a whole range of service, policy and advocacy volunteer roles.

There is more of a potential rather than actual situation as long as the volunteer movement remains significantly elitist instead of "people approach" in character. The "ballot boxes" for the volunteer vote must be located not only in marble agency halls, but also near all people—with transportation gladly provided as needed.

To the extent we take serious responsibility for achieving this, volunteering can implement a central value in our society: making rights to participate more meaningful by linking them with opportunities to participate. I know of no other vehicle in our society more promising in its capability for doing this. We should say so to anyone interested in good citizenship.

3. Freedom/Free Choice

One important index of freedom in a society is the range of choices open to people, realistically limited by death, taxes, school, the draft, traffic lights, and the like. Volunteering represents a main vehicle for extending permissible, realistic freedom of choice. Theoretically, you can choose *not* to volunteer or you can negotiate and/or choose among a range of volunteer opportunities, and quit any one of them. In the real world, "staff resistance" diminishes this as does a limited range of accessible volunteer opportunities to choose from. In some cases, there are also real pressures to volunteer; for example, the ambitious executive who knows his/her firm links promotion to community participation. Not incidentally, volunteer leadership itself may be creating some of these freedom-diminishing pressures, with overkill in incentives and pleadings for volunteers to remain, or other undue pressures on the nature of volunteers. Possibly a realistic "right to turnover" is more consistent with the voluntary spirit than pressured perseverance.

Volunteering today is thus somewhat flawed as a representative of "freedom work." Moreover, one also can refuse, change, or quit paid work jobs. But freedom here may be infringed upon by the need to keep wolves and creditors away from the door, however much you dislike the work.

Volunteering, as we know it, is still in the process of arriving as a prime expression of freedom. Nevertheless, I think we should enunciate the ideal as a kind of civil rights in work to all who care about freedom, but who may not recognize us as companions.

4. Actualizing the Ethics of Caring

There is a strong message in our society carried by our great religions but with a secular parallel: We are meant to do something in this life, but we must take care of first person singular. We are meant to care about others. We can do this in some kinds of paid work. Nevertheless, I believe volunteering is a crucial, more accessible way of actualizing abstract ethical principles. I suppose this is perilously near platitude. But people who feel strongly about the ethics of caring probably tend to implement them through action, much of which is voluntary in nature.

There still may be a position vis-a-vis ethics which holds that contemplation needs implementation, and I believe this is also the essential ethical position represented by volunteerism. Therefore, we ought to make ourselves known to others who feel the same way in a different language, then join forces.

5. The Worth and Power of the Individual

Every "volunteer value" we've discussed is oriented to the individual: participatory rights, freedom of choice, pride in work, and caring about others. In these and other ways, volunteering at its best says you can do things by yourself and for yourself. I believe volunteering in our society today continues to offer the hope of power in individuals, if only they will make an effort to use it while we effectively facilitate their efforts.

This volunteer sense of worth/power is probably lessened in many agency volunteer programs, because volunteers are seen mainly as fulfilling the will and mission of the agency. Their caring is co-opted rather than facilitated. But it can be nurtured more so in all-volunteer or volunteer-dominated groups, in advocacy groups and by individuals themselves.

Alienation in our era seems to be based on a belief that important things can be accomplished only by big business, big government, big labor, and maybe big volunteerism. So we need to say it again, to all who are concerned about erosion of worth in the individual, though unfamiliar with our lingo: Volunteering says *you can*. Not many other groups are making that statement.

THE TOOL BOX

Compiled by
Matthew Zalichin

Management Evaluation Manual. United Way of Greater St. Louis, Inc., Box 14507, St. Louis, MO 63178. 1977. 62 pp. $4.00.

This manual presents four sets of questions designed to help nonprofit organizations evaluate their goals and effectiveness in fulfilling those goals. The four management areas are: basic criteria, planning, personnel practices and fiscal control.

An Annotated Bibliography on Volunteer Program Management. Donald A. Pelegrino, Ph.D., Los Angeles VAC, 621 South Virgil Ave., Los Angeles, CA 90005. 1978. 72 pp. $5.00 + tax and postage.

"Designed as a resource book for managers of volunteer programs, the bibliography is a guide to the existing varieties of leadership styles, behavioral characteristics, learning principles, organization, and management techniques."

The Voluntary Difference. South Carolina Office of Volunteer Services, 1321 Lady St., Room 312, Owen Bldg., Columbia, SC 29201. 1978. $10.00/week rental, $33.00 purchase.

A video-cassette on staff resistance to volunteers which depicts staff-volunteer interactions in an office setting. Accompanied by training manual.

Volunteers. Iris Othrow, Midwest IGE Services, School of Education, 1025 West Johnson St., Madison, WI 53706. 1976. 104 pp. $6.00.

Subtitled, "A Guidebook for Developing and Implementing a School Volunteer Program," this book is aimed at school administrators who want to develop a school volunteer program. Discusses recruitment, orientation, training, evaluation, and recognition of volunteers among other topics.

Preparing Volunteer Organization Bulletins Using Offset Reproduction. L. Berenson, 19 Russell Park Rd., Syosset, NY 11791. 1978. 16 pp. $1.00 + 50 cents postage; 12 copies for $10.00 + $1.50 postage.

Designed to educate the novice newsletter editor, this pamphlet describes simply, with illustrations, how to edit, paste up and distribute bulletins.

A PRimer. DNR Publications, Rock Island, IL 61201. Available from: Voluntary Action Center, 1829 2nd Ave., Rock Island, IL 61201. 1972. 46 pp. $2.00 + 50 cents postage prepaid.

A guide to the mass media and how to use it effectively. Written for the layman, it explains the use of different media including newspapers, television, radio, direct mail, posters, brochures, etc.

Help: A Directory of Services for Nonprofit Organizations. Joanne Schnautz, ed., The Youth Project, 149 Ninth St., San Francisco, CA 94103. 1976. 121 pp. $3.50.

This directory has been compiled to assist nonprofit organizations in obtaining professional and consulting services, and consists primarily of listings of 436 organizations and individuals in the San Francisco area providing such services and experienced in working with the nonprofit community. Also includes a section on how and when to use technical assistance.

A Guide to Seeking Funds from CETA. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. 1977. 24 pp. $1.30. (Order No. 029-016-00049-6)

This booklet is to assist individuals and organizations in learning how to apply for CETA funds. Includes the steps and strategies necessary to get a grant. Appendices include listing of CETA state manpower services, council contacts, data sources, and glossary.

CETA: A Citizen's Action Guide. Center for Community Change, 1000 Wisconsin Ave., NW, Washington, DC 20007. Revised 1978. 28 pp. $1.50.

This booklet includes fewer lists of names and addresses, but more down-to-earth explanation and advice than the government's booklet described above. It discusses key provisions of the CETA act in a clear and concise manner. Also

includes a listing of resources for information and technical assistance.

The Rights of Parents in the Education of Their Children. David Schimmel and Louis Fischer, 1977. 162 pp. $2.95 + 55 cents postage. **Fund Raising by Parent/Citizen Groups.** 52 pp. $2.00 + 20 cents postage. Both published by the National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, MD 21044.

The first book, written by two lawyers who are also professors of education, describes in plain language the rights which parents and students now possess under the law. Issues such as freedom of religion, personal appearance, racial and sexual discrimination are discussed. The second book is a pamphlet describing basic fund raising techniques.

Youth and Society: Rights and Responsibilities. Carolyn Pereira, ed., Constitutional Rights Foundation/Chicago Project, 25 East Jackson Blvd., Room 1612, Chicago, IL 60604. 1977. 38 pp. $1.25.

This booklet delineates Illinois law as it pertains to juveniles in areas such as family relationships, health care, labor, criminal activities, etc. A very clear and understandable presentation, but most applicable only to Illinois residents.

Volunteers in Juvenile Justice. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. 1977. 121 pp. $3.25. (Order No. 027-000-00484-9)

This book first presents a general discussion of voluntarism, and then discusses specific issues regarding volunteers in the juvenile justice field. Topics include: roles of volunteers, how to develop a volunteer program and integrate it into the agency structure, recruitment, screening, orientation, and assignment of volunteers, as well as program evaluation. Appendices.

Tutoring is Caring. Aline D. Wolf, Montessori Learning Center, 2733 Sixth Ave., Altoona, PA 16602. 1976. 214 pp. $12.50 + $1.00 postage.

A very useful book containing an introduction to tutoring which focuses on the personal contact involved, a section which outlines the basic steps for teaching reading, and another which offers suggestions for specific situations. The value of games in teaching is discussed, and some useful learning games are described. Includes a short list of recommended books for further reading as well as sources for supplies.

Changing School Playgrounds: A Do-It-Yourself Handbook. School Playground Committee, Junior League of Seattle, Inc., 1803 42nd Ave. East, Seattle, WA 98112. 1975. 36 pp. $1.00.

A complete manual illustrated with photographs, drawings, and actual plans. From conception and fundraising through design, involvement of volunteers (including the children), dealing with the school administration, construction, and evaluation. Bibliography.

A Reader's Guide for Parents of Children with Mental, Physical, or Emotional Disabilities. Coralie B. Moore and Kathryn Gorham Morton, Bureau of Community Health Services, Room 701, Parklawn Bldg., 5600 Fisher's Lane, Rockville, MD 20857. 1976. 152 pp. Free.

An annotated bibliography of books in the field. Includes basic readings, material on how to teach at home, and books written by parents and others as well as books focusing on a particular issue.

Protective Services for Abused and Neglected Children and Their Families. Department of HEW, 330 C St., SW, Room G 311, Washington, DC 20201. ND. 133 pp. Free.

This is a guide aimed at state and local departments of social services to help them deliver these services fairly and effectively. It defines the different problems, gives examples of situations which the agency may have to face, and outlines ways of delivering the necessary services.

Outreach to the Aging Blind: Some Strategies for Community Action. Irving R. Dickman, American Foundation for the Blind, 15 West 16th St., New York, NY 10011. 1977. 168 pp. $3.50.

Nearly half of all persons with serious visual impairment are over age 65. This book suggests possible courses of action for communities to take in confronting this problem. Cites specific programs which have been successful. Numerous appendices.

Handbook for Senior Adult Camping. Rochelle Bast, Center of Leisure Studies, Department of Recreation and Park Management, University of Oregon, Eugene, OR 97403. 1976. 68 pp. $3.00.

A compilation of information gained in two senior camping programs in Oregon. Includes copies of all forms, registration materials, etc., used.

Your Retirement Anti-Crime Guide. American Association of Retired Persons/National Retired Teachers Association, 215 Long Beach Blvd., Long Beach, CA 90801. 1973. 38 pp. Single copies free; bulk orders 10 cents ea.

This very helpful booklet covers all situations from how to be safe on the streets to how to avoid getting bilked by con artists. The specific vulnerabilities of the elderly are dealt with clearly and specific suggestions are offered.

Project Re-Entry: A Career Education Internship Program for Women. Civic Center and Clearing House, 14 Beacon St., Boston, MA 02108. 1977. 34 pp. $4.45.

This is the summary report of a project designed to help women enter or reenter the work force. The project offered a combination of counseling and on-the-job training through unsalaried internships. Includes both a detailed description of the program and an evaluation of its effectiveness. Appendices.

Catalog. League of Women Voters of the United States, 1730 M. St., NW, Washington, DC 20036. 1977. 16 pp. Free.

The Spring 1977 booklist from this well-known organization. Subject areas represented: natural resources, urban

crisis, human rights, international relations, government, citizen participation, how to he politically effective, public relations, making money, about the League.

Auxiliary Self-Evaluation Program. American Hospital Association, 840 North Lake Shore Dr., Chicago, IL 60611. 1978. 27 pp. $2.00 for AHA members, $2.50 others.

Designed to help administrators in evaluating the operating policies and effectiveness of the hospital auxiliary. Sections on policies, financial management, community relations, and others.

Creative Use of Leisure Time. Robert E. Voorhees & Barbara W. Berley, 1977. 22 pp. $3.00. **Solving Problems in Meetings Through Meeting Leadership Skills.** James D. Jorgensen and Timothy F. Fautsko, 1976. 11 pp. $5.00. Both published by Training Systems Design & Associates, PO Box 2024, Boulder, CO 80306.

The first book includes many useful lists of local leisure resources as well as state agencies. The second shows how to run a meeting effectively. Bibliography, appendices.

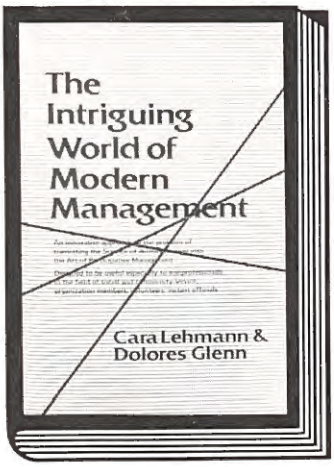
Self-Help Housing Handbook. Rural Housing Alliance, 1346 Connecticut Ave., NW, Washington, DC 20036. 1976. 387 pp. $12.50.

This manual assists groups of people getting together to help each other build their own homes. "Covers every step from how to organize a self-help group to what to do after the houses are constructed." Aimed primarily at those in rural areas, but could be applied in other situations.

Information and Referral Centers: A Resource Guide. Carolyn Forsman, Alliance of Information and Referral Services, 1515 East Osborn Rd., Phoenix, AZ 85014. ND. 12 pp. $1.00/AIRS members, $2.00/others.

Lists organizations, bibliographies, directories, training manuals, organizing guides, books, journals and reports.

BOOKS



THE INTRIGUING WORLD OF MODERN MANAGEMENT. Cara Lehmann and Dolores Glenn. Vantage Press, Inc., 516 W. 34th St., New York, NY 10001, 1977. 328 pp. $6.95.

By Elaine Kohn

This book neatly, concisely and effectively fulfills its subtitle of supplying nonprofit, "instant" managers and volunteers in the field of social and community services with the tools to become effective in participatory management. In simple language, backed up by ample and varied illustrations, it brings into focus highlights of a field that we have all been part of in one way or another, but probably never thought much about or analyzed.

The book is divided into two parts: Part II deals with *what* we should know about the principles of modern management. Part I tells us *why* we should know about them. It starts with a foreword in the form of a letter. Here the authors discuss principles and concepts of management to help the lay person, the instant executive, the professional, and the young, prospective and uninitiated careerist. A basic philosophy brought out in the letter is the premise, never forgotten or overlooked throughout the book, that management is human relations; that the most important factor in the management of nonbusiness institutions is people; and that managing is a common human responsibility.

Part I succeeds admirably in describing the evolutionary process of management to those who are concerned with the philosophical and historical development of a field that applies to billion dollar corporations as well as operations as mundane as running a home. It brings into focus the merits of the democratic process of management by explaining the importance of participatory management, of cooperation, coordination and recognition of the worker with all of the human elements related to job efficiency.

Part II forced me to search out the writings of Peter Drucker, an outstanding authority on business management. From his esteemed point of view, management is the work and function that enables people to perform and achieve. The authors concur and explain this concept to the lay manager. As in Part I, they emphasize the importance of the manager's skill with his/her greatest resource—people. "As you plan your work, work your plan," they remind us. The quality of the involvement and relationship with coworkers is a product of awareness, sensitivity and flexibility

. . . covers the nitty-gritty, everyday issues which can help not only the instant manager but also can benefit the more experienced administrator.

Elaine Kohn is the director of volunteer services for the Massachusetts Department of Public Welfare.

which will bring the manager's objectives to fruition.

Part II covers techniques, methods and procedures in response to the basic question, "What is the nonprofessional manager expected to do?" The authors analyze the writings of Dr. Luther Gulick, former director of the Institute of Public Administration at Columbia University. Dr. Gulick stresses seven aspects of good management: planning, organizing, staffing, directing, coordinating, reporting and budgeting. Glenn and Lehmann go into detail on each point. Each of the seven steps is well defined with basic, interesting and varied illustrations. The authors never talk down to the reader; rather, in clear prose, they get their message across as to procedure and method for each step.

A basic philosophy—never forgotten throughout the book—is that management is human relations; that the most important factor in the management of nonbusiness institutions is people; and that managing is a common human responsibility.

On the topic of organizing, for example, Glenn and Lehmann define it, then proceed with an explanation of why one organizes and how to do it. This is followed by a separate section of comments which includes negative aspects as well as a dose of common sense and imaginative pointers.

In "Doing the Job," the authors again plainly outline techniques primarily geared to human relations procedures which help build staff, rapport, and leadership qualities essential to helping the instant manager. These include personnel administration, placement, morale, training and leadership.

Drawing from another source—William James and his essay, "How Not to Worry"—Glenn and Lehmann present a nine-step guide to problem-solving and decision-making. This entire section is blunt and carefully spelled out. It covers the nitty-gritty, everyday issues which can help not only the instant manager but also can benefit the more experienced administrator by recalling sample directives.

There are two other areas I would like to comment on—training and counseling. Based on my experience of working with staff and volunteers, I know the word "training" can set up a mental red light. The authors state that the term can be too sweeping, since it can refer to information, explanation, overview, orientation, instruction. They say that one must carefully point out to trainees that it will not be an arduous, intensive program but one that is geared to the specific needs of the job.

On counseling, the authors particularize it as an integral part of the director's function in a smaller organization. I admit that this happens, but I disagree that this is part of a manager's role even if he/she has had sufficient training and supervision. A receptive listening ear is enough for a limited scope of problems. But when we analyze counseling and its ramifications, I would omit this from a manager's role. Counseling, as outlined in the book, is just too much in need of one-to-one training and should not be pursued from the recommendations of a limited text.

The last section, aimed at professionals who work with volunteers, I found refreshing, sensible and sound. The authors characterize working with volunteers as both a joy and a headache as well as a challenge. From my point of view this is a truism. For those who have never worked with volunteers but who have contact with them, I recommend that they read this short section. It sets to rest many of the myths related to volunteerism. Glenn and Lehmann, however, never address an important issue: How do you help professional staff accept the concept of volunteering and volunteers as part of the team?

Both Glenn and Lehmann have many years of experience in the human service field with appropriate backgrounds and training. They have done a good job of organizing their material, and one feels that their research on issues and principles is extremely well documented. As a result, the book contains basic, easy-to-comprehend information for those new to the field of management. But it also can serve as a nice refresher course for the already-initiated.

THE VOLUNTEER ADVISOR

Dear Addie: *I am the coordinator of a two-county child abuse project. Except for myself all members are volunteers. We have established a speakers' bureau but would like to know how else volunteers can get involved in this area.*—**Info Seeker**

★ ★ ★

Dear Addie: *The young people in our church would like to study the problem of child abuse. Are there any materials that can help us start a program, or any groups that might be able to help us?*—**Involved Parent**

★ ★ ★

Dear Addie: *I am in the process of conducting research in the area of child abuse and neglect and would greatly appreciate any suggestions you may have for preventing child abuse and neglect as well as strategies for ameliorating the condition once detected. Thanks.*—**Professor Z**

NCVA has just published a new booklet, *Children Are for Loving: Volunteer Involvement in the Treatment and Prevention of Child Abuse and Neglect.* It includes program descriptions and addresses, resource groups and publications. It costs $3 prepaid and can be obtained from our publications department. Addie wants you to know that this is an unsolicited and unpaid fundraising announcement.

★ ★ ★

Dear Addie: *I am a former Peace Corps volunteer just recently returned to the U.S. I'm interested in a career as a director of volunteers. How does one enter the field? Are there many opportunities?*—**Help Wanted**

There are lots of opportunities; the problem is finding you a job. Addie thinks you should contact the Association for the Administration of Volunteer Services, PO Box 4580, in the wonderland of Boulder, Colorado 80306. In October their job bank will be in operation in each of its ten regions.

★ ★ ★

Dear Addie: *My board of directors is worried about whether it is personally liable for what our organization and volunteers do. Is there anybody or anything that can explain this to me so I can reassure them? It's hard enough to find good directors these days without these stupid legal problems.*—**Also Worried**

Addie is not sure exactly what you're doing to make your directors so concerned, and would prefer that you not confess publicly. But, worry not. Fearless Addie is working on this, and will shortly put out a brief paper telling everything you ever want to know but weren't sure you could cope with concerning board liability (that's a plug, folks). In the meantime, can we recommend perusing the other authority in the field, Howard Oleck's, *Non-Profit Corporations, Organizations, and Associations*, chapter 3, "Trustees and Directors: Powers, Duties, and Liabilities."

P.S. It's hard to find *anything* these days without those stupid legal problems.

★ ★ ★

Dear Addie: *My agency works with a lot of government departments. We don't have any problems with the people who actually run the programs, but I swear that their superiors act like they don't understand anything at all about volunteers. They make me so mad sometimes I don't know what to do.*—**Furious and Frazzled**

Mark Twain's advice seldom has been bettered: "When angry, count four. When very angry, swear." Addie itself has been known to resort to physical abuse, but, being a couth, does not recommend that to others.

It's not that they don't like you, it's just that they haven't caught on yet. Bureaucracies often resemble giant turtles: very cautious and a little slow. Use the carrot and stick approach and eventually they'll recognize the error of their ways. Dazzle them with statistics about how cost-effective you are and get your volunteers to raise political hell when the top officials do something stupid. Always remember: the volunteer community is not only right, it's also bigger than they are.

AS I SEE IT

(Continued from p. 2)

to show retarded children how to crawl. Tracy has made a list of good things and bad things about volunteering:

Makes me feel good.

Keeps me busy sometimes when I don't have anything to do.

Teaches me about people.

Makes me proud when I help someone and they succeed.

If you make a promise to volunteer and something more fun comes up you have to do the volunteering because you promised.

Sometimes it's boring.

Tracy already is well aware of the virtue of sharing. Would you say that she fits into a category?

Nat is a 45-year-old black midget in a wheelchair. He also is a Big Brother and spends a great deal of time with youth, counseling and teaching. He gives talks on behalf of volunteerism, and in general he is an inspiration to both the physically fit and the handicapped. Would you label Nat "disabled?"

The expanding benefits of volunteerism go far beyond the obvious as staff members gain a new perspective on client potential. Many concerned staff have dream lists of things they would do if only they had the time. One facet of such wishful thinking came true for the Virginia State Office on Volunteerism when a Junior Leaguer developed a booklet for us called "Funding Resources for Voluntary Programs." This has proved to be one of our most widely circulated information pieces. In another instance a college student majoring in political science volunteered to attend meetings and bring back complete sets of notes. The director's wish to be in two places at one time was fulfilled.

The possibilities for creativity in volunteerism go on and on. The Voluntary Action Center in Hampton, Virginia, has published a special volunteer pamphlet for insomniacs and those who work the early evening shift.

There is a saying about the halt leading the blind, but college students in Washington, D.C., are conducting a volunteer program whereby the blind lead the sighted. Each year children attending the Lighthouse summer day camp can become leaders in a braille sports car rally. Drivers follow route instructions read to them by a blind or partially sighted navigator from braille or large print sheets. One driver admitted that using a blind navigator was a little unnerving at first, but the big thing was having the kids get such a kick out of performing the service. The rally master is familiar with the braille reading ability of the children, and the course is mapped in advance. There are few sports that a blind person can participate in, not to mention taking a navigator's role.

"New areas of volunteer service are opening in the United States today," Harriet Naylor tells us in her book *Volunteers Today*, "and favorite assumptions about volunteers are being jolted. Attitudes and ways of work are being refashioned. The distinction between public and private services is no longer sharp. Our image of a volunteer is taking new form. Sometimes, for example, his expenses are paid. Committed to the value of volunteerism for a democratic society, we must adjust patterns of leadership development to new demands."

The volunteer coordinator has a mission accorded to no one else working in human services. The social worker is assigned a caseload or a group; the psychiatrist and the psychologist have their patients; counselors have their clients. Those who work with volunteers have the entire range of humanity to choose from—no limits, no restrictions, no classes, no barriers, no fees to collect.

Many programs across the country are accepting this challenge. The Retired Senior Volunteer Program has Foster Grandparents, and there are Senior Companions. Both recognize the needs and abilities of older adults. The very successful walk-a-thons, bike-a-thons, and dance-a-thons demonstrate the abilities of youth to meet some critical needs. High school seniors escort the aged on shopping trips in unsafe neighborhoods.

A volunteer coordinator is, in a sense, a conjurer. A nontraditional volunteer can be given a traditional task. A 71-year-old welfare recipient with a drinking problem looks forward to reading stories to children in a hospital. A 17-year-old boy with a severe case of cerebral palsy, speech and walking problems, teaches a chess class. A female substance abuser, suffering from arthritis and walking with assistance, has coordinated the volunteer programs in all branches of a large urban university.

We in the field of volunteerism have the opportunity to build new images, the ability to retain the best of the old ones, and the courage and foresight to venture into the untried.

Not to do so negates everything volunteerism stands for and betrays those hominids who first stood on their own two feet.

LETTERS

Thank you for your excellent Spring issue, and the optimistic article by Susan Ellis. We have used college students for some time in our agency and they do bring new energy. It is best, though, to always look at both sides of an issue.

There are difficulties involved when students volunteer and these should be strongly considered in any article of this type. Student volunteers most often are short-term. This is a problem which involves either a special job description fit for the individual, or an inappropriately high ratio of staff training time to on-the-job return. Thus, while student volunteers are ideal for some needs, they are not at all appropriate for others. Some will have high interest. Others, however, are merely fulfilling assignments--a problem unique to this volunteer population. Although we have had great luck with some student volunteers, our staff are requesting less campus recruitment.

Also, I quote, "Successful student volunteer programs discover that students often continue to volunteer long after their original commitment has expired." Yes, they often do. Then again, they often don't. The statement is vague and misleading and based, I would bet, on nothing more than a hunch. Statements of this sort are best backed up with something concrete or left alone altogether.

April Crowley
Volunteer Service Coordinator
United Cerebral Palsy, Inc.
Minneapolis, Minn.

Dear Ms. Crowley,

Thank you for responding to my article. Differences of opinion are healthy and make everyone think more clearly.

However, please note that "hunches" are not my style. In the course of 5-1/2 years as director of a justice volunteer program, I worked with over 750 college and high school student volunteers, I documented that approximately 40% stayed on their assignment anywhere from one month to two years past their original commitment (not to mention serving extra hours during the semester). Perhaps they stayed on because they felt productive, enjoyed their work, and knew why any volunteer remains active in any job slot.

The premise of my article was not to be "pie-in-the-sky" about students (I even raised a number of new problems), but rather that the skills necessary to successful utilization of student volunteers can improve an entire volunteer program. Yes, "special" job descriptions! Yes, short-term assignments (which can be sequential, by the way, so that a longer period is covered)!

As I see it, all of this is exactly what a director of volunteers should be doing: finding creative and flexible ways to incorporate the services and resources of as many diverse citizens as possible.

--Susan J. Ellis
Director, ENERGIZE

poster

This camera-ready art was designed by Dorothy McClure for the Springfield, Ore., Voluntary Action Center. You may reproduce it from this page for your own publicity purposes. It is also available as a button at the following prices **(prepaid):** 1-20 buttons—50 cents each plus 50 cents postage; 21-50 buttons—40 cents each plus $1.00 postage; 51-100—35 cents each plus $1.50 postage; over 100—35 cents each plus $2.50 postage. Order from the Springfield VAC, 765 North "A" St., Springfield, OR 97477, (506) 747-5399.

CALENDAR

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

July 31-Aug. 11 **Los Angeles, CA:** *Education for the Older Adult*
Part of the 1978 Summer Institute for Study in Gerontology. Marion Marshall of the California State Department of Education is the instructor.
Fee: $180 MDA credit, $260 credit
Contact: Summer Institute Office, Andrus Gerontology Center USC, University Park, Los Angeles, CA 90007, (213) 741-6765

Sep. 14-16 **Syracuse, NY:** *Literacy Volunteers of America Annual Conference*
Program will include training for managers of adult reading tutorial programs, sessions on materials for adults, teaching English as a foreign language, etc.
Fee: $10.00
Contact: Jinx Crouch, Director of Field Services, LVA, 700 E. Water St., Rm. 623, Syracuse, NY 13210

Sep. 18-20 **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: $125 (VACs); $150 (general public)
Contact: Linda Berns, National Center for Voluntary Action, 1214 16th St., N.W., Washington, DC 20036, (202) 467-5560

Sep. 20-22 **Annandale, MN:** *Advanced Level Workshop for Directors of Volunteers*
Workshops in demography, credentialling, corporate volunteers, ethics, government regulations, etc. Speakers include Hon. George Romney, chairman of NCVA; Dr. Ivan Sheier, of NICOV, and Steve McCurley, director of public policy for NCVA.
Fee: $65.00.
Contact: Margie Branca, VAC of St. Paul, 65 E. Kellogg Blvd., St. Paul, MN 55101, (612) 222-0561

Oct. 15-18 **Cherry Hill, NJ:** *1978 National Forum for Volunteers in Criminal Justice*
More than 15 workshops and seminars exploring issues such as voluntary action, the criminal justice system and advocacy. The theme of the forum is "Volunteers in Criminal Justice—A Commitment for Growth."
Fee: $40/advance registration, $45/at forum
Contact: Bud Walsh, c/o Dept. of Corrections, PO Box 7387, Whittlesey Rd., Trenton, NJ 08628, (609) 292-6224

Oct. 15-18 **Atlanta, GA:** *American Society of Directors of Volunteer Services Educational Conference*
Workshops and formal presentations for volunteer services directors in health care facilities concerning issues such as management skills, programs, utilization of volunteers, and the role of directors.
Contact: Betty L. Dudley, Director, American Society of Directors of Volunteer Services, 840 North Lake Shore Dr., Chicago, IL 60611, (312) 645-9791

Feb. 1979 **Cincinnati, OH:** *Training and Instruction Techniques*
The three-day seminar will cover diagnostic and assessment tools and techniques, the key principles of learning theory, group process skills, and your current and potential training style.
Fee: $275 covers tuition, materials, room and meals
Contact: Workshops Division, Interface Resource Group, 3112 Wayne Ave., Dayton, OH 45420, (513) 254-6775

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

ADDRESS CORRECTION REQUESTED