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# THE VOLUNTEER IN EDUCATION

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## ***Michigan State Education Agency Launches Statewide Effort To Encourage School Volunteer Programs***

The state of Michigan, where a state education official admits candidly "school volunteerism has never caught on," is making a strong effort to change that situation.

A newly mandated "Project Outreach," authorized and funded by the state legislature two years ago to help local school districts improve communication with their communities, has as one of its priorities the encouragement of citizen volunteer programs. Its goal, according to Project Outreach director Ned Hubbell, is to have volunteer programs in place in 100 districts—20 percent of the Michigan total—by the end of the current school year.

To that end, project staff has scheduled the first of a series of training academies Oct. 30-Nov. 2, with National School Volunteer Program Deputy Director Dan Merenda on hand to walk 10 school districts through the entire process of creating a volunteer program, from needs assessment to evaluation. Michigan state agency staff will attend the sessions, and will then conduct additional training academies throughout the state.

Hubbell is considerably encouraged by the response he has been getting in the way of inquiries from

school districts to "two short paragraphs in our monthly newsletter" about the training academies. He stresses that the volunteer program has support from Michigan teacher unions and the state associations of school boards and school administrators, and has a high priority with state Superintendent of Public Instruction Phillip Runkel, who was largely responsible for the Project Outreach idea.

Hubbell, whose staff of two-and-one-half persons also conducts regional, local or statewide public opinion polls for the state education agency; sets up high school student leadership forums; schedules citizen town hall meetings at districts' request; and works with principals to show ways to attract nonparents to visit school buildings, has no trouble justifying a school volunteer program.

"The presence of citizens in schools rubs off on the attitudes and academic performance of students," he says.

It also changes the view of the citizens, he believes. "Most of them haven't been in a school for 20 or 30 years, and they learn the school is an orderly learning place."

There is strong statewide polling

data to support the position, he notes; 76 percent of citizens polled favored having citizens helping out in schools, as did 64 percent of high school students.

### **The Florida Experience**

While Michigan is launching a state effort to bring school districts into a volunteer program, the state of Florida can point to a sophisticated statewide plan in place since 1975, which has its own advisory council, statutory authority, an appropriation from the state legislature, and a place in the rules and regulations of the state board of education.

Since 1979, the Florida program has been making matching grants to local education agencies to initiate or support volunteer programs. In this connection, state coordinator Susanne Taranto has one caveat for state programs: technical assistance and support is available only on request from local school districts, she points out.

Taranto is convinced, however, of the value of statewide exposure and awareness of volunteerism, which in Florida includes a directive by the state education commissioner that each district superintendent appoint a school volunteer contact.

# FEDERAL EDUCATION WATCH

A bill calling for a national summit conference on education to consider the recommendations of recent reports on education has been approved by the House Education and Labor Committee, and its sponsor, Rep. Pat Williams, D-Mont., is pushing for a vote on the proposed legislation as soon as possible.

Although the U.S. Education Department has been conducting a series of regional forums on the findings of President Reagan's National Commission on Excellence in Education, which will culminate with a national conference in December, Rep. Williams points out that his summit conference would be more broadly based, taking into consideration all of the half-dozen reports released in recent months.

Conference participants would be appointed by leaders of the House and Senate and by state governors. The conference, for which no date is set, would last no more than six working days, and Williams is asking a budget of \$500,000.

Williams' bill, H.R. 3245, says the objective of the conference is to "develop workable solutions in response to the findings of the National Commission on Excellence in Education, and other relevant documents, including solutions relating to student achievement, student discipline, teacher quality and compensation, curriculum content, and the role of the Federal Government and other levels of government and of private institutions in improving the

educational system of the United States and relating to the resources needed for such solutions."

Although a bill to give schools some \$400 million in federal aid to strengthen their mathematics and science instruction has not yet been cleared by the U.S. Senate, after passing the House in March, a report by a Commission on Precollege Education in Mathematics, Science and Technology told the National Science Foundation last month that the federal government should spend at least \$1.5 billion in the first year of a three-year program, to make the achievement of American students "the best in the world by 1995."

In its report, the precollege commission called for "a new national commitment which will initiate major changes in American education and provide a system to measure the results."

The report recommended that the federal government develop new math, science and technology curricula and conduct periodic national assessments of the achievement of students in those fields.

Under the commission's proposals, the federal government would also contribute heavily to retraining of teachers, and the commission suggested that the federal government should finance, at least in part, the creation of 1,000 exemplary elementary schools in math, science and technology and an equal number of

secondary schools or programs, "to serve as examples and catalysts for upgrading all schools."

Again this year, as for the past several years, a bill calling for a federal commission to examine the issues associated with voluntary service has been approved by the U.S. House Education and Labor Committee but appears to have little chance of coming to the floor for a vote.

This year's bill, of special interest to California Congressman Leon Panetta, D, who introduced it, suggests that voluntary service in a variety of areas represents a "vast and essentially untapped" resource which can and should be utilized to meet national needs, and that greater leadership is required on the part of the federal government to encourage people to serve and to encourage state and local governments to give them opportunities to do so.

In addition to giving people "opportunities and incentives to provide useful service to the community and the United States," Panetta proposes that the country consider national service programs, to help deal with youth unemployment, conservation of natural resources, rebuilding innercities, and education.

The commission proposed by the bill would identify existing voluntary service opportunities and identify incentives which attract people to voluntary service, in both the public and private sectors in the United States.

## NATIONAL SCHOOL VOLUNTEER PROGRAM

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## LETTER FROM THE PUBLISHER

The school volunteer movement has historically been a grass-roots movement, springing up in many local communities all around the country and taking on in each location the particular characteristics of the community.

Increasingly, however, state governments and state education agencies, aware of the significance of school volunteerism to public relations and school/community cooperation, are taking steps to aid local education agencies to create and expand programs, with money or with technical advice and support.

In this issue, we report the activities of Michigan, where the state government is eager to encourage volunteer programs, and we also look at the current status of another state, Florida, where statewide involvement is well established.

We hope states will communicate with each other to find appropriate ways to create statewide mechanisms for improving the use of volunteers in education.

*Sandra T. Gray*

### ***New Proposed Rules Would Limit Advocacy Role Of Voluntary Agencies***

Although a proposal by the federal government that would have sharply limited the ability of nonprofit organizations such as the National School Volunteer Program to advocate their positions to the public or their members was withdrawn after it created a storm of objections last spring (*The Volunteer In Education*, March 1983), new proposed regulations now in draft form are almost as bad, according to the Washington, D.C.-based organization, Independent Sector, which represents 500 national voluntary organizations.

While everyone agrees that use of federal funds from grants or contracts for lobbying purposes is illegal, and should remain so, the government is now seeking to prevent nonprofits that receive federal funds from soliciting grassroots comments on federal and state regulations that are published for comment; or providing technical advice or assistance to Congress or a state legislature without a written request; or gathering information on pending legisla-

tion and attending legislative sessions or hearings, Independent Sector points out.

The effect of the regulations would be, according to Private Sector, to require many nonprofit organizations that currently aren't considered to be lobbyists to refrain from urging the public at large to respond to proposed federal rules covering the activities they are interested in—for example, schools or nursing homes.

Similarly, the organizations couldn't write to congressmen, unless they were asked, in the areas of their expertise.

If the organization gathered information on any pending legislation or attended any kind of public hearings on legislation, that would be defined as lobbying under the proposed regulations.

"These current drafts appear to trespass ... the rights of voluntary organizations to creatively interact with this Administration—or any other," said Independent Sector President Brian O'Connell.

### ***Shell Makes NSVP Grant***

The Shell Companies Foundation, Inc., has awarded a grant to the National School Volunteer Program to disseminate its publication, *Special Education Training Manual*.

Copies of the manual will be sent to all state education departments in the United States and U.S. territories.

The Shell Companies Foundation also supplied funds for the development of the manual, a step-by-step guide for managers of volunteer programs serving children with special needs.

# VOLUNTEERS IN THE NEWS

By Sarah Lahr

DID YOU KNOW THAT ...

The Volusia County (Fla.) Volunteers in Public Schools (VIPS) held a mini-training conference for creative writing in Daytona Beach on Sept. 30 and Oct. 1.

Emphasizing the team approach, the conference was designed for teacher/volunteer teams, language arts specialists, primary resource teachers, school volunteer coordinators and interested community members. It taught the process of creative writing by workshops, demonstrations, materials and surprise guests, in "a relaxed atmosphere." The four conference presenters included a language arts supervisor, a teacher, a volunteer and a writing resource teacher.

There was no registration fee, and, with the assistance of Florida School Volunteer Programs, Omega International Airlines offered a 30 percent discount on individual air fares into

Daytona.

For further information, write *Joan Carter, Coordinator, VIPS, Educational Development Center, P.O. Box 1910, Daytona Beach FL 32015.*

Hot off the presses is the impressive new NSVP publication, *Creating and Managing a Corporate School Volunteer Program*, which was reviewed in the September issue of *The Volunteer In Education*.

Co-authored by NSVP's Dan Merenda and Margaret Hunt of the Utah Power and Light Company and edited by Richard Lacey, free-lance consultant in education, the notebook, which is crammed with how-to information about business/school partnership volunteer programs, can be yours or your school system's for only \$50.00.

Corporate school volunteerism, although not new, is one of the fastest growing school volunteer activities among the ever-expanding forms of

volunteer service in education. It's good sense and good cents to draw on this new resource for your school's corporate volunteer program. Purchase it from NSVP, 701 N. Fairfax St., Suite 320, Alexandria VA 22314.

Every year the District of Columbia PTA Council honors outstanding secondary student volunteers at its annual awards banquet, along with recognition for exemplary teachers and PTA officers?

This spring, seven young people—five boys and two girls—were awarded certificates of appreciation for contributing from 522 to 973 hours of service in school or community volunteerism. One young man who served as a volunteer for 1,032 hours was presented with a plaque.

For further information on recognition of student volunteers, write *Vanessa Spinner, 415 12th St. NW, Room 1001, Washington DC 20004.*

## Yes, I want to support the National School Volunteer Program

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October, 1983

### STAFF DEVELOPMENT

There was a time, not too long ago, when opportunities for in-service or pre-service education for professional and support staff were known as "training sessions". Most often these opportunities were called workshops. During the 1960 and '70's with a proliferation of federal funding many seasoned educators came to know them as "teacher-training workshops". Over the years the distinction between education and training was made. The training workshops were given "trendy" labels such as human resource development in the hope that some education would occur during training sessions and that the school's or agency's human resources would develop to the fullest possible extent.

This month's idea bulletin while entitled "Staff Development" focuses on training. Training is defined as instruction for proficiency in a specialized area or preparing individuals to perform specific tasks in predetermined situations. Training is focused, short term, specific, practical and is conducted in a sequence of steps.

The type of training you provide for your volunteers, teachers and administrators depends on the program structure and the people being trained. Above all, its purpose and criteria for expected outcomes should be clear to participants.

The National School Volunteer Program recommends the following sequence of steps developed by Marlene Wilson in her book, **The Effective Management of Volunteer Programs**:

1. Identify the need or problem.
2. Define training objectives in measurable terms.
3. Consider alternate approaches and select the best.
4. Design materials and methods; select faculty.
5. Conduct training event.
6. Evaluate.

Mary Woolsey Lewis, author of **Handbook for Educational Volunteers**, provides suggestions for the actual training event:

1. Keep training practical and specific.
2. Use varied techniques.
3. Involve local specialists and outside consultants who can give effective training.
4. Allow experienced volunteers or teachers who enjoy working with volunteers to help with training.
5. Prepare visual aids and written materials such as a training manual to distribute.
6. Teach in small groups.

The effective school volunteer coordinator calls on the resources of the school district when planning the staff development effort. Thereby integrating the volunteer component into the existing structure. Questions such as these should be asked:

1. When will administrators be provided with training?
2. Can training for volunteer program development be placed on the agenda for administrators?
3. Is there a district wide plan, including training days, for teachers, counselors, librarians etc.? If so can volunteer utilization and involvement be placed on the agenda?

Time, location and amenities such as refreshments are important considerations. Create a pleasant atmosphere, avoid hot, crowded rooms - scheduling notwithstanding, late afternoon sessions may produce tired, unreceptive teachers and volunteers.

### **Training for Volunteers:**

There are six reasons to train volunteers:

1. To help them learn how to assist teachers and students.
2. To help them clearly define their roles.
3. To motivate them to perform outstanding and reliable service.
4. To encourage their confidence and sustain their commitment to the program.
5. To reduce the need for teacher's close supervision of volunteers.
6. To insure that new volunteers will make a good initial impression among teachers and smooth the way for rapid acceptance of the program within the total school community.

### **Training for Teachers:**

Volunteers can only be effective as part of the educational team; teachers are the other part. Since teachers are trained primarily to teach children, not to supervise adults, their effectiveness depends on training to utilize volunteer services.

Many teachers are long accustomed to dealing with adults according to their roles: principals, fellow teachers, student teachers, aides, parents, custodians. Their occupational habits - tone of voice, posture, vocabulary, gestures, all acquired unconsciously over the years in an isolated school environment are difficult to adjust in dealing with people whose roles are unfamiliar.

The following Teacher Training Model is taken from NSVP's publication **In-service Training Models**.

**Time needed:** About one hour.

**Participants:** Teachers and volunteers who will be working together in the school volunteer program.

**Objective:** To create teacher/volunteer teams and establish open communication between teacher and volunteers.

**Materials:** Newsprint; Markers; Masking Tape.

**Handout:** School Volunteer Program Handbook - if your system has one that it uses or NSVP's booklet, **School Volunteer Programs: Everything You Need to Know to Start or Improve Your Program**

**Program Description (5 min.)** Leader gives a general introduction to the goals and philosophy of the school volunteer program in your school or district. Since both school volunteers and teachers are involved in the workshop, the leaders may also wish to field any questions of a general nature.

**Brainstorm (10 min.)** Leaders asks the entire group to brainstorm the following topic: "How are the services of volunteers being utilized and how else might they be used?" In brainstorming, the group could come up with as many ideas as possible but with no discussion after an idea is suggested. Try not to repeat an idea.

**Small Group Discussion (10 min.)** Leader divides the big group into sub-groups of 5-10 people with both teachers and volunteers in every group. Leader instructs each small group to select a leader and a recorder. Small groups are all to discuss "What I Expect of a Volunteer," using these guidelines:

- o Recorder writes ideas briefly on newsprint.
- o No discussion after idea is given.
- o Try to avoid repeating ideas.
- o Give as many ideas as possible.
- o Leader and recorder add their ideas at the end; and recorder writes down the number of the sub-group on newsprint.

Workshop leader collects all sheets of newsprint.

**Newsprint Observation (10 min.)** Leader posts all the ideas generated on a single sheet of newsprint posted at the front of the room, indicating the number of times each idea is listed.

**Small Group Discussion (10 min.)** Leader gives each small group a new sheet of newsprint and asks participants to use the same process for the topic: "What I Expect of a Teacher."

**Newsprint Observation (10 min.)** Leader again posts all ideas generated on a single sheet of newsprint at the front of the room, indicating the number of times each idea appears on the lists.

**Conclusions (10 min.)** Leader facilitates a discussion and sharing of conclusions drawn by participants as they compare the two lists. Leader encourages general reactions to the ideas listed. If time permits, the group may discuss specific ways in which the expectations on both lists can be met.

**Distribution of Handbooks.** If your school system or school has a handbook which describes your school volunteer program, distribute it and focus discussion on the key points relating to the teacher-volunteer relationship.

### **Working Effectively with Volunteers:**

#### **1. Understanding the volunteer's background:**

- o Learn about her/his educational background.
- o Become familiar with the extent of the volunteer's knowledge of the community.
- o Be aware that school is a new environment in the volunteer's current experience.
- o Be aware that the volunteer loves children.
- o Accept the volunteer's non-judgmental attitude and the lack of a hidden agenda.
- o Recognize the volunteer's desire to help.
- o Become familiar with the volunteer's previous experience with children.

#### **2. Providing for the volunteer's needs:**

- o Make certain that the volunteer is aware of the location of all rooms in the building.
- o Provide the volunteer with information related to the schedule and the school year calendar.
- o Provide space for the volunteer to put personal belongings (e.g., coat, purse).
- o Inform the volunteer of where she/he may eat lunch.
- o Establish a sign-in procedure for each day the volunteer comes to school.
- o Provide a space for the volunteer to take a break.
- o Set up a schedule with the volunteer for when she/he will volunteer.
- o Establish a procedure for the volunteer to inform the teacher if she/he is not able to volunteer at a scheduled time.
- o Exchange phone numbers with the volunteer.
- o Inform the volunteer of the fire drill procedure.

#### **3. Involving the volunteer in the classroom:**

- o Plan for appropriate introduction of the volunteer to the students.
- o Inform the volunteer of the classroom curriculum.
- o Provide a consistent time to plan and prepare activities for the volunteer.
- o Clearly define and demonstrate the tasks the volunteer is to do and provide a variety of activities.
- o Provide a consistent time to discuss the volunteer's involvement, share experiences, respond to concerns, and give feedback.
- o Provide support to the volunteer directly and in front of the students.
- o Let the volunteer know you recognize her/his contributions.
- o Note areas in which the volunteer needs to develop in order to be more effective in the classroom and provide this input when workshops are planned.
- o Decide whether the volunteer is to come when there is a substitute teacher and inform the volunteer of this decision.

# ***New Public Education Fund Makes First Grants To Community Education Foundations***

**By David Bergholz**

The Public Education Fund, a private, nonprofit organization created last spring with initial funding from the Ford Foundation, made its first grants in September as part of a new effort to encourage local education foundations.

The fund is intended to help both new and existing community groups which provide a variety of support services to local schools in order to enhance the quality of public education.

This year's grants total \$359,550 and will go on a matching basis to six community foundations, including the newly created Paterson (N.J.) Education Foundation, which will make a series of small grants to teachers, administrators, principals and student groups for projects that encourage educational activities which directly benefit pupils and foster cooperation between communities and schools.

©The other five grant recipients are:

►the Greater Wilmington Development Council, a Delaware civic and business leadership group formed in 1960 that has added the public schools to its agenda and proposes a variety of partnerships with four school districts in New Castle County;

►the one-year-old Tucson Educational Enrichment Fund of the Greater Tucson Area Foundation, which will use its grant to support an expanded teacher and school/community grants program and to establish a Forum on Excellence in Education in the Tucson area;

►the East Valley Educational Foundation of San Jose, Calif., a multidistrict coalition that will use its grant to develop a program of small grants to teachers, principals and school districts for innovative efforts to improve the learning environment, instructional effectiveness and student

motivation;

►the San Francisco Education fund, established in 1979 and now an established example of a successful urban education fund, where the Public Education Fund grant will be used to evaluate a four-year-old small grants program, and to enable the San Francisco group to provide leadership and technical assistance to other local education funds developing in California; and

►the Parent Group Fund in Washington, D.C., which grew out of a legal services project organized by the Washington Lawyers' Committee for Civil Rights under Law and sponsors needed projects in individual schools in the district.

The Public Education Fund is headquartered in Pittsburgh, Pa., where it is separate from but is in many ways a natural outgrowth of Pittsburgh's Allegheny Conference on Community Development, a 39-year-old nonprofit organization that carries out the agenda of the city's corporate leadership, including a substantial involvement in improving schools.

In general, the school foundations that apply to Public Education Fund are expected to show they have potential for reducing the isolation of the public schools from the general community, restoring and building public confidence in the schools, creating initiatives that support imaginative and creative teachers and other school system personnel, and generating local money to nourish and develop school improvement projects.

The Public Education Fund does not assist any local education fund or foundation whose primary purpose is to raise money for the general operating expenses of the school district or to replace public funds lost to the school system as the result of tax cutbacks or for other reasons. Also,

the foundations it supports are external to school districts; the fund does not make grants to foundations created by school districts themselves.

There is a matching fund requirement, and priority is given to requests from urban areas where school districts have significant populations of low-income and minority students. In response to packets of information sent out last spring, however, the fund got a number of requests from smaller communities, and we are currently looking at the possibility of applying some resources for small or rural community demonstrations.

In addition to grants to create new education foundations, or strengthen existing ones, the Public Education Fund will provide technical assistance, develop materials, distribute publications collected from local funds around the country, and it will serve as a national clearinghouse for information on private sector support for public education.

The board of directors is headed by Fletcher Byrom of Koppers Company, Inc., and Michael Timpane, the dean of Teachers College, Columbia University, and includes Blandina Cardenas Ramirez, Intercultural Development Research Association; Maria Cerda, DePaul University; Ruth Chance, San Francisco Education Fund; Jean Fairfax, NAACP/Legal Defense Fund, Inc.; Judith Healey, Northwest Area Foundation; Francis Keppel, Harvard Graduate School of Education; J. Richard Munro, Time, Inc.; Vincent Reed, The Washington Post; Frederick Schultz, of Drexel, Burnham, Lambert; Gus Tyler, International Ladies Garment Workers Union; and Bernard Watson, William Penn Foundation.

*David Bergholz is president of the Public Education Fund.*

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## VOLUNTEER BOOKSHELF

*High School: A Report on Secondary Education in America*

The Carnegie Foundation for the Advancement of Teaching

By Ernest L. Boyer

Harper & Row, New York, N.Y.

363 pages; \$15.00

### Reviewed by Virginia Robinson

For those who are deeply involved in issues of contemporary American secondary education, Ernest Boyer's book, published after several years of study of high schools by the Carnegie Foundation, is open to charges of being facile and derivative.

Whether it may nonetheless be a useful introduction to high schools for volunteers who work in them is less clear; certainly the book mentions, at one point or another, every problem a volunteer might ever observe, from student apathy to administrative ineffectuality to unkept bathrooms, while maintaining throughout an attitude of hope and

optimism about what can be done to better the situation.

A review of chapter headings may indicate the scope of the book.

Part I, *A Troubled Institution*, includes "A Day at Ridgefield High" and "Report Card: How Schools Are Doing."

Part II, *A Clear and Vital Mission*, has subchapters "We Want It All" and "Four Essential Goals."

Part III, *What Every Student Should Learn*, includes "Something for Everyone," "Literacy: The Essential Tool," "The Curriculum Has a Core," "Transition: To Work and Learning," "Instruction: A Time to Learn," "Teachers: Renewing the Profession," "Technology: Extending the Teacher's Reach," and "Service: The New Carnegie Unit."

Part V, *A School that Works*, includes "The Principal as Leader" and "Flexibility: Patterns to Fit Purpose."

Part VI, *Connections beyond the*

*School*, deals with "The College Connection," "Classrooms and Corporations," "Excellence: The Public Commitment" and "High School: An Agenda for Action."

In recommendations of interest to volunteers, Boyer proposes that students earn a new "service" credit, to be valued as one Carnegie unit, which they might fulfill by tutoring other students in the school.

He also recommends that parent and other volunteers relieve teachers of responsibility for routine monitoring of halls, lunchrooms and recreation areas, and that businesses provide help for disadvantaged students through volunteer tutorial and family counseling service.

As part of a public commitment to school improvement, Boyer suggests that every school should organize a parent volunteer program "to tutor students, provide teacher aides and other administrative, counseling and clerical support."

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## Feeling Colorful? A Review Of Coloring Books For Volunteers

Harriet Kipps doesn't make clear who was doing the volunteering, the Pilgrims or the Indians, when she points out that children get a first taste of volunteerism and "America's way of solving its problems through citizen participation" when they enact the Thanksgiving story in school.

But in case the little ones did not get the point, Kipps in two coloring books cites repeated contemporary examples of volunteers, urging children to think about how they, too, may volunteer, at any age. In fact, Kipps tells the youngsters, if you are a safety patrol, or a crossing guard, a hall monitor, blackboard eraser, book coverer, errand runner, you may already be a volunteer without knowing it.

"Gently avoid," Kipps counsels adults, allowing "I do the dishes" or "I take out the garbage" to serve as examples of volunteerism, since those are "tasks that are expected of family members."

If schoolchildren whose teachers use volunteer help are confused about why the extra adult is in the classroom, Kipps may clear the matter up, though her coloring book shows few examples of teaching volunteers, concentrating more on hospital aides, surrogate grandparents and companions to the elderly.

This reviewer is forced to admit that she had not previously wondered if children understand the concept of "volunteer," in the classroom or elsewhere, and whether

school volunteer programs should be concerned about that, though for students old enough to consult a dictionary, it might be sufficient to know that a volunteer is "A person who performs or gives his services of his own free will" (*American Heritage Dictionary of the English Language*).

In addition to two coloring books, *Volunteers* and *Supervolunteers*, and a color/sound show to accompany each, available from FOUR-ONE-ONE, 7304 Beverly St., Annandale VA 22003, Kipps has produced a board game, *Volunteers!*, which has "built-in pitfalls that can lead to 'Mismanagement' and possible loss of the program to the community," at \$14.95 from the same address.

# Report Finds Noncash Corporate Philanthropy Worth More In Dollars Than Cash Contributions

A report on noncash corporate philanthropy by Stephen Mittenthal of the Weyerhaeuser Company Foundation indicates that while the most tangible expression of a new corporate responsiveness to the nation's social needs is cash contributions, what is currently called "noncash philanthropy" is "far more significant, dollarwise."

In a summary of noncash philanthropy, Mittenthal discusses donated products, donated services and facilities, employee volunteerism and program-related investments.

From the standpoint of prevalence, visibility and monetary value, corporate volunteerism may be the largest and most popular form of noncash philanthropy, Mittenthal says.

"Whether through organized programs or informal arrangements, volunteerism has caught on with both corporations and nonprofit groups."

As examples of employee volunteerism, which he says "only scratch the surface of what already exists as well as the potential for expansion," Mittenthal lists the following:

►Community Involvement Teams at Levi Strauss & Co., composed of employees who elect their own officers, identify the needs of their communities and develop a variety of projects to meet those needs.

►A high rate of volunteerism at Westinghouse, where 48 percent of all employees volunteer at least two hours per week. The estimated cost of volunteer time is \$75 million.

►Honeywell's Retirees' Volunteer Program, started four years ago, has a current enrollment of 3,000 retirees who work one-half-day a week. A retired employee staffs the program on a full-time basis, is paid for one day and volunteers the remaining four.

►Travelers Insurance allows three days off a year for employee volunteerism, to be taken consecutively or an hour a week.

►Frito-Lay's adopt-a-school program in Dallas sends hundreds of employees into local K-6 schools as tutors and teacher aides.

►Metropolitan Life's Volunteer Skills Bank has arranged 900 placements over the past four years.

►Xerox allows a select number of employees who have been with the company for at least three years to take leaves of absence in social service jobs.

Mittenthal also notes that a number of companies encourage volunteerism by providing matching funds to nonprofit organizations with which their employees are engaged.

Among the corporation which do so he cites Pepsico, Westinghouse, Chevron, General Motors and Aetna.

## National School Volunteer Program Publications

Number	Title	Price			
<b>PUBLICATIONS</b>					
P-1	Academic Skill Activities	\$ 3.30	P-13	Special Education Training Manual	\$ 50.00
P-2	Guidelines for Involving Older Volunteers	\$ 3.60	FC-1	Older School Volunteers (filmstrip/cassette)	\$ 30.00
P-3	Partners for the Eighties: Business and Education	\$ 6.00	<b>SLIDE TAPE PRESENTATIONS</b>		
P-4	Partners for the Eighties: Handbook for Teachers	\$ 3.30	ST-100	Kindergarten Screening by Volunteers	\$180.00
P-5	Partners for the Eighties: In-Service Training Models	\$ 7.20	ST-200	Listener Program	\$180.00
P-6	Partners for the Eighties: Volunteers and Older Students	\$ 7.20	ST-300	Partners in Education: Teachers and Volunteers	\$180.00
P-7	Public Relations Tools for School Volunteers	\$ 6.60	ST-400	School Volunteer Programs	\$180.00
P-8	School Volunteer Programs: Everything You Need To Know to Start or Improve Your Program	\$ 3.60	ST-500	School Volunteerism: An Investment for the Future	\$180.00
P-9	Teacher Training Kit	\$120.00	ST-600	Unbeatable Combination—Volunteers, Children and Learning Games	\$180.00
P-10	Two-Way Tutoring: A Guide for Improving Language Arts Skills	\$ 1.80	ST-700	Volunteers and Children with Special Needs	\$180.00
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