

Inside: More
Training Volunteers

FALL 1980

Voluntary Action Leadership

A Tool for Administrators of Volunteer Programs

**The Future
of Volunteering
in America**



As I See It

Volunteerism in Britain — A Yank's View

By Mary Lowrey Gregory



When Mary Gregory returned to the United States, she took a job as part-time coordinator of the Institute for Volunteerism at the Community College of Allegheny County in Pittsburgh, Pa. She wrote about the Institute in the Summer 1980 VAL, and has since returned to San Francisco where she is a consultant to the San Francisco Education Fund, NCSS and CVS, by the way, stand for National Council of Social Service and Council for Voluntary Service, respectively.

IN 1978, I HAD A BAD CASE OF WANDERLUST. NOT just ordinary wanderlust, but the type that nags at you, saying, "Don't just travel to see fifteen countries in fourteen days. Go learn thoroughly about one place." As a result, on November 10, 1978, I found myself sitting in a meeting hall in London, trying to figure out what NCSS, CVS and VBx all stood for. I wondered if I had done the right thing by committing myself to a six-month internship at The Volunteer Centre, a national advisory agency on volunteer and community involvement.

The Volunteer Centre encourages, supports and studies

volunteerism throughout Great Britain. It is located in a London suburb called Berkhamsted. The Centre consists of an extensive library of information on volunteerism in England and abroad; a training unit that does consulting work and designs and executes residential courses for managers of volunteers; an administrative staff, part of whose function is to keep informed of and involved in legislative and international issues; an editorial staff that produces a journal and reports; and development officers, each of whom acts as a consultant for a particular area within five social service fields—health, education, probation and after-care, social services (meaning social work), and volunteer bureaux.

I was assigned to the development officer for volunteer bureaux (or VBx as I came to know them in England), which was a happy choice. After three weeks of reading and observing at various meetings at the Centre and in London, my supervisor handed me a train ticket to Birmingham, sending me off on a research assignment. I was to visit a conventional clearinghouse-type of volunteer bureau in the center of the city as well as its experimental satellite in a run-down neighborhood called Balsall Heath. There a young director was attempting to establish a volunteer program to help mobilize community resources for the primarily Indian and Pakistani immigrants who were settling there.

I took with me my copy of what became known as the "shopping list"—a series of questions to ask about the bureau, including how it was started, how it was funded, what kind of personnel was needed to run the bureau, what combination of interviewing, telephone screening, and site visits the bureau used in order to make its placements. The shopping list was revised with each visit that I made as I learned more about the complexities of the volunteer bureau model.

It was half-snowing, half-raining when I arrived in Birmingham. (My memory of many of the places I visited that winter!) I spent the morning at the downtown Volunteer Bureau, which was very efficiently run and very traditional in its clearinghouse function. Bureau staff conducted extensive interviews before recommending placements to prospective volunteers. They also maintained an exhaustive record-keeping system.

Around lunchtime, the director of the Balsall Heath project and I took the bus out to the decaying neighborhood where he was starting his project. Over lunch in a pub, huddled next to the "electric fire," we talked about his hopes for the neighborhood. He felt that an office-type environment would not be best for the area because many of the new immigrants did not speak English and were distrustful of what would seem to be another bureaucracy. Instead, he hoped to establish, via personal contacts with the residents, a helping network in Balsall Heath.

Ideally, new arrivals who needed assistance would find out through this carefully nurtured grapevine what agencies or individuals could help them. In return, they would use whatever skills they could to help others. There would be only a small office with someone working part-time to field telephone requests for help. The director's job would be to spend most of the time in the field, making contacts and keeping people informed of new resources.

(Continued on p. 45)

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Shaping Our Future



We need people to be well informed. I see people every day who want simplistic solutions. In the '80s we will be even more baffled than we are now by the nation's complex problems. An uneducated public will soon become disillusioned. Community education is the only vehicle . . . We

want people to be saturated with information so that they may participate in the great decisions that must be made in the next generation. The challenge is how to build organizations so that we're not simply reacting but on top of things before they happen so that we as citizens can exercise significant power.—Congressman Robert F. Drinan in the keynote address at the Newton Community Schools' symposium on "Community Leadership in the '80s," June 7, 1980, Newton, Mass.

PREDICTIONS CONCERNING THE SHAPE and direction of our volunteer community during the next ten years are the focus of VAL's fall feature. They bear the stamp of careful research and thought by an impressive array of experts on various factors affecting citizen involvement. George Gallup Jr., for instance (see "Volunteerism: America's Best Hope for the Future" on p. 24), delineates several key indicators of volunteerism. Then, he discusses the future implications of each of these Gallup survey findings.

In the other section on the future of volunteering, we highlight a report on the National Forum on Volunteerism (see p. 28). Guided by the theme, "The Shape of Things to Come," this forum was designed as a four-step process to identify the major factors to affect volunteering in the '80s. Here, we summarize findings produced by the first three steps; the fourth step has just begun. It begins with the dissemination of the Forum report to aid you, your organization, other voluntary groups, and other institutions (business, government, labor, etc.) in your efforts to involve citizens in the solutions to community problems.

The fall VAL also heralds a new department—Arts and Humanities—which reflects a growing interest in involving programs in the mainstream of volunteering and the volunteer administration field. Shirley Keller, director of VOLUNTEER's new arts and humanities project, will report on her progress in identifying arts and humanities volunteer leaders and innovative volunteer programs in that field.

Elsewhere in this issue we welcome the contribution of Rick Lynch to continue our "Training Volunteer" series that debuted in VAL this past spring. An experienced management consultant and volunteer trainer, Lynch describes the many kinds of training techniques to choose from and explains when to use them. "Choosing the Right Training Method" begins on p. 33.

Finally, a reminder that it's not too soon to begin planning for National Volunteer Week—April 26-May 2, 1981. To start you thinking about your Volunteer Week publicity campaign, we are pleased to present a preview of VOLUNTEER's 1981 Volunteer Recognition Kit (see "Extra! Extra!" on p. 22). You may submit either or both of the sample editorials to your local newspapers as an additional means of promoting volunteering to the general public.

Coming up in the winter VAL—an updated status report on volunteering, filled with useful quotes, statistics and other information. It is designed to complement this issue's report on the future. See you then.

Brenda Haulon

Voluntary Action

NEWS

Philadelphia YTFers Perform to Help Others

By Vivian Norton and Ola Lofton

More than 70 young Philadelphians, ages 7 to 18, worship, work and play together in a unique Youth Theatre Fellowship of St. Luke's Church in Germantown—thanks to the memories of YTF Director Amos Norwood.

When Norwood, St. Luke's trainer of acolytes, founded the group in 1974, he felt that altar service could not accommodate all of the young people in the 1,300-member church. Remembering the outlet he had experienced in little theater while a college student studying chemistry, he envisioned the YTF as a similar avenue of participation in parish activities for the church's teenagers.

Since its inception, the Fellowship has performed five major theatrical works—*Oliver*, *Camelot*, *Godspell*,

Vivian Norton is the program director of the Volunteer Action Council in Philadelphia. Ola Lofton is the president of Parents and Friends of Youth Theatre Fellowship. Both are active members of St. Luke's Episcopal Church, Germantown, in Philadelphia.



YTFers in *Godspell*.

The Me Nobody Knows and *Don't Bother Me, I Can't Cope*.

Some of the proceeds from their performances have gone into their church's scholarship fund. But much of their effort has helped other causes. In 1975, for example, a performance of *Camelot* benefited the Episcopal Church of the Advocate in Philadelphia, which was rebuilding its fire-destroyed parish hall.

In 1976, the group presented *Godspell* at St. Augustine's College in Raleigh, N.C., as the inaugural performance in the theater of the college's new Fine Arts Center.

In July 1977, 42 YTF members traveled to Port-au-Prince, Haiti, to perform *Godspell* as benefit for the Holy Trinity School. They also painted

classrooms in the school during their week-long stay. Financial assistance for Holy Trinity is an ongoing project of the YTF.

The following summer, YTF members took *The Me Nobody Knows* to Detroit, Michigan, at the invitation of Grace Episcopal Church. There the seasoned young thespians' talents gave a solid boost to the church's renovation and scholarship funds.

This past spring, YTF members again found themselves traveling far afield—this time to Somerset, Bermuda, to give a benefit performance of *Don't Bother Me, I Can't Cope*. Proceeds went to the fund to repair and refurbish the beautiful, old St. James Anglican Church in Somerset.

Assisted by Parents and Friends of



Studying lines for The Mikado . . .

YTF, an auxiliary, the young people of the Fellowship raise their own money to pay the expenses of their productions. They hold raffles and dances, sell baked goods, dinners and "Philadelphia Hoagies," and give local performances from their repertory. The funds raised pay for travel, costumes, properties and staging.

YTF members also are very active in the overall parish program, serving as acolytes, church school participants, choir members and committee

workers. In addition, they have entertained at homes for the elderly.

YTFers follow the example of their director, whose services are completely voluntary and willingly sacrifice huge portions of their free time, especially during the summers and holidays, to rehearse and perform.

These are young people who have developed well-rounded lives. Most of the teenagers participate in activities connected with their schools and clubs, go on to college, and serve as

individual volunteers with nonparish projects. The younger ones are rapidly imbued with the same spirit. They all know the value and effect of giving of themselves voluntarily, and they do it with great joy.

The Youth Theatre Fellowship's fall production, Gilbert and Sullivan's *The Mikado*, premiered on Saturday, September 27, at a dinner theater. It is an ambitious undertaking, but the YTFers see it as just another vehicle they will use for helping others.

Volunteers—Heart of Federal Alcoholism Efforts

Stevens Point, Wisc., resident Audrey McNichols has eight children, ranging in age from 11 to 23. She has a part-time job, which often becomes full-time. In addition, for the past two years, she has volunteered eight to ten hours a week to work with recovering alcoholic women re-entering the community, to help conduct a survey of high school students' drinking habits, and to participate in other activities of her local council on substance abuse.

McNichols became involved in these alcohol-related volunteer projects in response to the Volunteer Resource Development Program (VRDP),

funded by the National Institute on Alcohol Abuse and Alcoholism (NIAAA) in more than two dozen states to develop and expand the utilization of volunteers in the alcoholism field.

While volunteers traditionally have played significant roles in the provision of alcohol-related services, it is only recently that the federal government has begun to support the development and expansion of these resources.

"Volunteers are the heart of what we do in this field," says Dr. Ana Braham, VRDP coordinator for

NIAAA. "They come from all backgrounds and all walks of life—students, professionals, senior citizens, members of the clergy, doctors, nurses and many others."

While the thousands of volunteers give a multitude of reasons for donating their time, for McNichols it is a matter of deep personal concern.

"Alcoholism is a very real problem in Wisconsin," she said. "And I wanted to try to do something about it."

There are currently VRDP programs in 29 states, with funding of up to \$50,000 per year per project. The funds are used primarily to support training and public education efforts and awards are made up on an annual basis for up to three years. In 20 states grants have been awarded to councils on alcoholism, in four states consortiums administer grants, local alcohol

associations hold grants in three other states, and two state alcoholism authorities have been given VRDP funding. Some of the NIAAA grantees supplement their VRDP project with funding from additional sources as well.

Projects underwritten by VRDP funding have varied. In Wisconsin and West Virginia, many of the efforts have been aimed at women. The volunteer work has included public education, fetal alcohol effects workshops, support of halfway houses, and establishment of a speaker's bureau.

In New Mexico, the VRDP project developed and used several formats to train volunteers as well as to train professional staff in working with volunteers. New Mexico also conducted an extensive needs survey and reported the results to the state alcoholism authority and the governor of the state.

In New York, the VRDP developed and published a manual, *Managing Voluntary Organizations*, which has been distributed to agencies throughout the state and to other voluntary organizations in the U.S. The manual is a guide for community development and management of voluntary organizations.

Missouri's program developed and is using two training packages. One is for training volunteers in basic alcohol information and in prevention and treatment alternatives. The other is a management course for agency staff members that focuses on volunteer utilization.

The greatest degree of emphasis in these programs is on community organization processes, such as active participation in the health planning arena, coordination of statewide programs directed toward a better community, and promotion of educational campaigns on issues related to the use and abuse of alcohol. Several summer schools of alcohol studies also are either sponsored or affected in some way by a VRDP.

But, while the specific program areas may vary, each VRDP is working toward the same goal—namely, developing and expanding the role of volunteers. That role was drawn into sharp focus recently during the first

"Volunteer Day" held at the NIAAA. Volunteers, state coordinators and staff from every division of NIAAA met and focused on the role of volunteers.

Delivering the opening remarks, NIAAA Director John R. DeLuca told the group, "Real warmth occurs on the level of local councils and local volunteer programs." He praised the volunteers for their efforts and noted that "this is where the strength of the alcoholism field lies." He said volunteerism has given the alcoholism field a "unique historical experience" and made the federal alcoholism effort "clearly more successful."

For further information, contact Dr. Ana Graham, VRDP, NIAAA, Room 14C17, 5600 Fishers Lane, Rockville, Md. 20857.—*NIAAA Information & Feature Service.*

VD Hotline Callers Rely on Volunteers

By Matthew Zalichin

A 14-year-old boy in a small Nebraska town had symptoms of venereal disease, but was afraid he would not be able to get treatment anonymously. By dialing the VD National Hotline in Palo Alto, California, however, he was able to solve his problem by talking with a volunteer. She discussed the details of his probable disease, emphasized the importance of obtaining treatment, and went over such options as getting a ride into town with a friend or taking the bus. Eventually, the volunteer referred the teenager to an out-of-town clinic where he was able to get treatment.

With funding from the Center for Disease Control and the United Way of Santa Clara, the hotline developed out of an American Social Health Association project to produce educational materials on VD. ASHA felt its next

Matthew Zalichin, a former VAL staffer, is a production editor with the American Psychological Association.

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step was to have VD information instantly available by phone.

The hotline's telephone calls are handled entirely by volunteers, who are recruited from local high schools, junior colleges, universities and Voluntary Action Centers. Thirty-five volunteers currently handle a volume of over 400 calls per day.

Volunteer training is crucial to the hotline's effectiveness.

"The lack of knowledge throughout our society about VD is really amazing," says Program Director Bea Mandel, "so our training starts from ground zero."

A 20-hour training program mixes basic information about VD with communication and counseling skills.

"We must handle all kinds of calls," says Mandel, "from irate or agitated persons to an occasional suicide, child-abuse or incest case."

One training goal is to tap unused skills, which is accomplished through role-playing exercises and by having current volunteers work with new trainees.

Mandel shies away from lectures as much as possible. "Our volunteers really don't have to memorize any obscure facts," she explains. "We have the information right at their fingertips, and they can learn it by dealing with the callers."

Another training emphasis is on value clarification. Mandel believes it is important to be non-judgmental, "but to realize that you have your own values about these issues. Other peo-

ple's values might be different from yours."

Many of the hotline's volunteers are considering health services as their career choice. A few have had a bad personal experience with a clinic or other health care delivery system and want to help others avoid a similar experience.

Wendy McElroy, a student at Palo Alto high school, remembers one of her experiences with a woman threatening to commit suicide.

"I talked with her for 26 minutes," she recalled, "and gave her support and information on how to handle her situation better. When we said goodbye, she practically sang Merry Christmas to me." McElroy adds that working on the hotline has helped her gain more self-confidence.

"It's critical to establish a working relationship with the volunteers on the lines," Mandel says of the supervisor's role. "We have a very tight monitoring system, both internally and externally from the Center for Disease Control. We lay this out clearly to the volunteers. When they've been monitored, they know it and get the feedback immediately."

Many callers learn about the hotline through the white pages of the telephone book. In a reversal of long-standing policy, the telephone company now permits the VD Hotline to be listed as such, rather than under such euphemisms as "Social Hygiene."

The American Social Health Association annually distributes one million free pamphlets that include the hotline's telephone numbers. In addition, the hotline has taken calls when local communities around the country have staged VD awareness campaigns.

Another service of the VD Hotline is its quarterly newsletter, *Hotliner*. Containing important articles on volunteers, VD and other aspects of health care as well as book reviews, *Hotliner* is mailed free of charge to more than 6,000 family planning agencies, public school health services, universities and volunteer programs.

For further information, contact Bea Mandel, VD National Hotline, 260 Sheridan Ave., Palo Alto, CA 94306. The VD Hotline's national telephone number is (800) 227-8922. In California, the number is (800) 982-5883.

Organization, Agency News

● The United States Association of Museum Volunteers (USAMV) was inaugurated at the June meeting of the American Association of Museums in Boston. The only national organization representing volunteers from all categories of U.S. museums, the USAMV has been recognized internationally as a member of the World Federation of Friends of Museums. Congresswoman Lindy Boggs (D-La.), who attended the meeting, cited statistics from the Institute of Museum Services. She told participants that U.S. museums are staffed by 42,800 paid employees and 57,000 volunteers. She called these volunteers "the bulwark of museums who deserve a full measure of credit for making museums the exciting, stimulating and fascinating places Americans find them to be." For further information, contact U.S. Association of Museum Volunteers, c/o Baltimore Museum of Art, Art Museum Drive, Baltimore, MD 21218.

● Executive directors of 90 Girl Scout councils received management training this summer from five Harvard Business School faculty members. The Harvard team instructed the Girl Scout officials in such subjects as finance and production management, marketing techniques, personnel relations and organizational behavior. The training is aimed at equipping these women with the latest techniques for planning, producing and marketing their product—the Girl Scouts' many-faceted program. The Harvard seminars are part of Girl Scouts' overall training program for many of its 572,000 volunteers and professional staff members.

● The Veterans Administration is establishing a roster of private psychiatrists, psychologists and social workers interested in part-time volunteer work in the nationwide network of Vietnam-era readjustment counseling centers. The professionals on the register would be called on to assist the staffs of the small vet centers already set up in nearly 100 localities to aid young veterans who have experienced



readjustment problems since leaving military service. For further information, contact Dr. Arthur Blank, Operation Outreach, Psychiatry Service (116A), VA Medical Center, West Haven, CT 06516, (203) 865-3688.

● **The National Trust for Historic Preservation** has received a \$36,250 grant from the Department of Housing and Urban Development to instruct neighborhood self-help groups in ways to conserve and improve their communities. Citizens already involved in neighborhood conservation, but without special training, will receive an intensive one-week course in preservation techniques. The Trust will draw upon the experience of such preservation groups as the Savannah Landmark Rehabilitation Project, the Mt. Auburn Housing Foundation in Cincinnati, and the Manchester Citizens Corporation in Pittsburgh. For further information, contact Matt Andrea, Office of Neighborhood Self-Help Development, Room 4216, Dept. of HUD, Washington, DC 20410, (202) 426-1872.

● **The National Center for Service-Learning**, a program of the federal volunteer agency ACTION, recently published a survey of U.S. high schools showing that more than 336,000 of today's students are involved in service-learning programs which combine community service with educational goals. These programs range from tutoring to health care to housing to environmental protection. Key findings of the survey, which covered 2,400 private and public high schools during the 1978-79 school year, include:

- High school students involved in service-learning programs work an average of five hours per week, and put in an average of three hours of related course work.
- The trend toward academic credit for community service programs is relatively new, as nearly half of the programs which offer course credit have only been doing so since 1974.
- Calculating the amount of time spent on these activities at the minimum wage level, the students' annual monetary contribution exceeds \$187.5 million annually.
- Curriculum-related service programs are present in 34 percent of the nation's larger private schools.

The Art of Helping

My Search for 'Hands On'

By Larry Szuch

The Art of Helping is an occasional column written by or about volunteers and the joys, sorrows, problems and satisfactions derived from their assignments. VAL invites you to share such experiences with other readers.

Many of us know how difficult it is to recruit volunteers. I would like to tell you the experiences of Project UPSTART during our search for "hands on."

Project UPSTART is a federally funded demonstration project located in Washington, D.C., at the D.C. Society for Crippled Children, an Easter Seal agency.* An infant and preschool program serving 24 severely/profoundly multihandicapped children—from infants to 4-year-olds, the project's primary emphasis is sequencing activities in an environment where teachers and therapists work together as a team in the classroom. The team develops an individualized program for each child to help the child reach his/her maximum potential.

One day in January 1979, the staff of Project UPSTART presented me with an immediate problem. Since about 50 percent of our children cannot move by themselves because of physical handicaps, the teachers and therapists needed more people who could help position and reposition the children properly, change diapers, help feed—

and basically, help implement the program.

Together we decided that I would recruit volunteers to provide the needed "hands on." It meant that I needed to recruit volunteers to help our handicapped children learn to help themselves.

We decided that the area high schools and seminaries would be our primary contacts. After many days of phone calls and sending out volunteer recruitment flyers, the bottom line seemed to be that it was either too late in the year to start a program, or that Wednesday was the only day that students could be released for community involvement. Wednesdays, unfortunately, are the days our children do not come to the center, since the staff uses that day for home visits, planning, writing reports, etc.

But then Sister Christopher, a teacher at Archbishop John Carroll High School, saw my recruitment flyer and invited me to give a presentation to her religious class. Her class just



Volunteer Bernard Rooks displays "Hands On" with Byron, a 4-year-old Down's Syndrome child.

* Project UPSTART is funded under the "Handicapped Children's Early Education Program," Office of Special Education, U.S. Department of Education, Grant Number G008001923. The project is additionally funded by D.C. Society for Crippled Children, 2800 13th Street, N.W., Washington, D.C. 20009, (202) 232-2342. The activity which is the subject of this report was produced under a grant from the U.S. Department of Education, Office of Special Education. However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education and no official endorsement by the Department of Education should be inferred.

happened to be studying handicapping conditions that semester.

I immediately prepared a presentation, using a video tape and slides to introduce the students to handicapping conditions. It turned out that not only were these young men interested, they wanted to know if they could help.

This was my chance. I told them about Project UPSTART and our search for "hands on." Sister Christopher and Assistant Principal Chiplock visited our center, then arranged with the principal to allow Sister Christopher's religion class to be excused during that class period to provide "hands on."

Two weeks later, 12 students and Sister Christopher attended a three-hour training session to learn how to become effective "hands on" volunteers in the classroom. The Project UPSTART staff put together a training package that covered such areas as the role of the occupational therapist, cognitive skills, therapeutic feeding and appropriate behavior during social interaction.

We wanted to develop in the students an awareness of the special needs essential to working effectively with our handicapped friends. A list of "important words to know" was compiled by the staff so the volunteers could familiarize themselves with some of the words they would hear in the classroom. It also gave definitions of some of the handicapping conditions.

By March 20, 1979, we had a very successful volunteer program in full swing. The children just loved the boys! (Up to this point there had been no males working in the classrooms.)

We found that the children needed the boys as much as the boys needed the children. We also discovered that besides learning parenting skills, this learning experience helped direct some of the young men in making a decision for their future career plans.

The staff found that they could do some things with the children that they were unable to achieve alone.

The staff developed a method of

evaluating these volunteers, which has proven to be quite effective. They are rated from one to three on a scale of eight areas. This rating is done by the entire staff.

After each evaluation period, the boys can see exactly what areas they need to improve in before they receive their next grade. And they did improve. I would discuss the grades individually with each volunteer and together we would come up with ideas on how to improve in a low-score area.

Sure enough, by the end of the next grading period, all of them had raised their grades to where they wanted them.

Last year the experience of volunteering for our program was offered to Archbishop Carroll seniors as a credit course. The boys volunteered one hour every day all year. Next year there is a possibility that it will be offered for two hours of credit, meaning they will volunteer for two hours a day the entire year.

Mental Health Volunteer of the Decade



Day Walters Photographic Illustration

Larry Szuch is an Easter Seals regional coordinator in southern Maryland as well as the coordinator of Project UPSTART.

First Lady Rosalynn Carter receives a "Elue Moon Sculpture" from National Mental Health Association President Beverly Benson Long in honor of her efforts as a mental health volunteer. The limited edition Boehm sculpture, which bears the inscription, "Rosalynn Carter, Mental Health Volunteer of the Decade," was presented earlier this year.

National Leadership Development 1981

The Shape of Things to Come

Rapid changes in our society, in the values and expectations of our citizens and in the nature of the volunteer experience itself, challenge volunteer leaders as never before to demonstrate the value and relevance of citizen involvement in problem-solving. VOLUNTEER: The National Center for Citizen Involvement is responding to these challenges with a new series of workshops — **The Shape of Things to Come** — designed to help volunteers, volunteer leaders and administrators more effectively prepare for the future.

The Shape of Things to Come has three components:

The Issues Series

An examination of current public policy topics affecting volunteering, such as the proposed national commission on volunteerism, the volunteer mileage deduction legislation, the Fisher-Conable charitable deduction bill, national service and "responsible philanthropy." Includes review of the legislative process and strategies for building local and national networks.

The Futures Seminars

An in-depth look at the trends that will be affecting volunteering over the next 25 years, with practical suggestions for adjusting to impending changes. A futures seminar includes such concerns as the impact of inflation, changes in demographics, and alterations in social mores and rules. Takes participants through a planning process to chart the course of their own programs through the future and their own personal professional development.

Volunteer Management Workshops

Both basic and advanced courses in involving volunteers effectively. Covers such areas as motivation, recruitment and retention, insurance and liability, volunteer-staff relations, working with corporations, marketing and fundraising — a complete range of topics on professional volunteer administration.

Plan now to:

- sponsor a regional Frontiers conference in your community
- invite VOLUNTEER to assist in designing and staffing your local workshops
- attend the 1981 National Conference on Citizen Involvement, June 7-11, at Yale University, New Haven, Conn.

For further information, write or call:

Steve McCurley
Director of Constituent Relations
VOLUNTEER: The National Center for Citizen Involvement
1214 16th Street, NW
Washington, DC 20036
(202) 467-5560

Allstate's Helping Hands Sponsor 'Special Recreation Day'

"Keep your ear on the ball," hollered the coach as the batter awaited the pitch. Hit! Outfielders stretched out their arms and listened for the beep-beep of the ball. The softball teams, whose members are blind, participated in Allstate's Special Recreation Day on the home office grounds in Northbrook, Illinois.

Over 500 developmentally disabled people and their families from nearby communities were greeted by 150 Allstate volunteers for a fun-filled Saturday in August. From 10:30 to 4:30, amid a drizzly rain, employees coordinated lawn games, musical entertainment, carnival events and food services. Some employees dressed up as clowns, put clown make-up on the guests or served as "buddies" for the day.

Square dancers, Great America's Bugs Bunny and Sylvester the Cat, a magician, a folksinger, the Allstate chorus and other entertainment in the big tent kept everyone's spirits high, despite the weather.

The lawn games emphasized group cooperation, following guidelines from the United Nations gamebook. Game coordinators awarded small prizes for participation. Nobody tried to win at another person's expense.

Allstaters enjoyed bringing happiness to the disabled people, according to an accounting employe, who said, "It was a special day. To make people smile made me feel like a million dollars. I'm especially proud to be part of Allstate for its consideration of the handicapped people."

The guests responded with warm thank-you notes. A mother wrote, "Your smiles made my heart sing. Our child has so little that your gifts of time and talent were unforgettable."

The events were planned by the home office's Helping Hands Committee, a group of thirteen employees from various departments. The committee matches volunteer-minded employees with one-time-only or long-term service opportunities that suit their talents and time. Many of

Allstate's thirty regional offices have their own Helping Hands Committees.

In the past year, the home office committee has taken mentally retarded people to Chicago's Shedd Aquarium,

collected clothing for a Hispanic community center and hosted a sing-a-long at a local retirement home. A fix-up project at the Chicago Boys' Club is planned for fall.



Nobody minds the drizzle when there are plenty of fun-filled activities to keep them busy. Special Recreation Day featured games, music, a carnival, refreshments.



An Allstate "buddy" (left) and her guest watch entertainment in the big tent.

Glendale, Arizona

A Special 'PHD' for Senior and Handicapped Volunteers

By John Weber

Senior citizens and physically handicapped adults can join a volunteer program in Glendale, Arizona, designed especially for them. What's more—they can receive college credit for their volunteer work.

Called People Helping Development of the Community (PHD), the program is sponsored by Glendale Community College and funded by the Arizona Commission for Postsecondary Education. Participants can choose their volunteer placement from a list of one hundred community service agencies and may join the program for credit or noncredit. Whatever the motivation, benefits abound, according to Jane Werneken, PHD founder and director.

"Years fall away from these volunteers' lives," she says, "as they rediscover their usefulness and importance to society. In many cases, confidence and happiness replace boredom, gloom and loneliness."

Gilda Webb, for example, was wary of becoming a PHD volunteer. But once she visited the children at the Heritage Kindergarten, she decided to get involved. As a result of her volunteer work, she recently received a special award at the College's Recognition Day Ceremony honoring students of all ages.

LeRoy Ackerman chose volunteer tutoring assignments in four different agencies—Glendale Child Development Center, Aspen Nursing Home, Glendale Community College Reading Center and Smith Elementary School.

"He was so eager to assist adults and children in learning to read," Werneken said, "that he took the Laubach training course and received a certificate of completion."

For Edna Harness, Maria Vargas, Corda Stover, Carry Hunter, Leola San-

ders and Auva Flynn—all residents of a boarding home with no planned social activities—the PHD program has meant a satisfactory way of passing time. This group, which ranges in age from 60 to 91, separates emergency food for needy families at the West Side Food Bank.

PHD volunteers earn service certificates and college credit in art, English, general business, home economics, journalism, math, physical education, political science, reading and counseling. The college credit for their volunteer work is transferable as an elective to other colleges and universities. The service certificates, along with special medallions and plaques, are awarded twice a year by Dean of Continuing Education Richard Perez.

Werneken recruits volunteers through talks on radio and TV, and at service clubs and nutrition sites. If a participant is unable to provide his/her own transportation to the agency and class, Assistant Hanni Wischer will drive them in a van provided by the college. Currently 15 volunteers require the transportation assistance.

Once they are assigned to a community service agency, PHD volunteers are invited to attend Werneken's weekly training sessions at Glendale Community College. Participants discuss such topics as listening, observation and report writing.

The volunteers are required to record their weekly volunteer activities in the PHD handbook, which eventually is turned in to the director. In addition, an attendance form must be validated and two evaluation sheets filled out by their agency supervisor.

"These seniors and physically handicapped people are so happy in their work," Werneken says, "that they continue semester after semester."

For further information, contact Jane Werneken, PHD Program Director, Glendale Community College, 6000 W. Olive, Glendale, AZ 85302.

John Weber was a VAL intern for the summer. He also wrote the Communications Workshop column for this issue.

REPRODUCE YOUR OWN "Some of the Most Talented People" BROCHURE



Do employers in your community list "Volunteer Work Experience" on their job application forms? If not, raise their consciousness with this popular brochure.

Originally developed by Ruth March with funds from ARCO, the brochure discusses the importance of recognizing volunteer experience by listing it on company job applications, and describes how to go about it. The brochure also lists well-known corporations which already do so.

You may print directly from this camera-ready glossy print after adding your own agency's name and address as a local information contact for employers who wish to follow up on this important national trend.

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Volunteer Readership is a service of VOLUNTEER: The National Center for Citizen Involvement.



Chicago Volunteer Leaders Prevent Volunteer Drop-Out

By Gordon Grindstaff

Volunteer tutoring programs in Chicago have found they can be more effective when new volunteers are organized so that leadership comes from the volunteers themselves.

In the PACE (Programmed Activities for Correctional Education) Volunteer Program at Cook County Jail, for example, volunteer tutors work one-on-one with inmates to develop their reading and mathematics skills to help them get jobs after they leave the jail. During the first few weeks, new volunteers work in one classroom, rather than scattered throughout several classrooms as was the case in the early years of the program. A veteran "volunteer leader" is there to help them with any problems that might arise.

The volunteer leader is an experienced and successful tutor, one who is tactful and who has an understanding of tutoring techniques. The volunteer leader usually works with an inmate, as do the other tutors, but he or she is available to lend a hand to the newcomers.

Gordon Grindstaff is a volunteer tutor for the PACE Institute, Inc., in Chicago.

There is also an assistant, or back-up leader, during each evening's tutoring session. This person pitches in to assist when the volunteer leader needs additional help, and the assistant fills in when the leader is absent.

"We've found that this organizational plan helps combat the problem of drop-out among new volunteers," says Ben Greer, coordinator of the PACE Program. "It also helps the program coordinator answer some of the many questions and concerns that new volunteers have during their first weeks here."

In the volunteer tutoring program at Fourth Presbyterian Church in Chicago, the grouping of tutor-tutee teams is not limited to new volunteers. All of the tutor-pupil teams are organized into groups.

At Fourth Church, 200 volunteers work with 200 pupils aged 6 to 14. They meet every Thursday evening, reporting to a group leader. The volunteer leaders in this program help the tutors find appropriate material. Frequently, they organize informal rap sessions for the tutors to help them gain insights into tutoring techniques that are particularly effective.

In these Chicago programs, the volunteer-leader plan strengthens the program in several ways:

- Help is available to new volunteers when it is needed. The volunteer leader is right there to answer questions and to provide guidance. He or she suggests techniques for teaching, materials that can be used, and sources for outside help.
- The veteran volunteer leader knows when a problem is serious enough to be referred to the program coordinator. As a result, there is effective, realistic discipline.
- The volunteer leader provides a sounding board for new tutors, giving the new volunteers greater security.
- The program's coordinator is freed from moving from room to room to check on new volunteers.
- The volunteer-leader plan gives structure to the volunteer program. Leadership becomes diversified instead of being vested in one person.
- The plan gives status to outstanding volunteers who should be recognized for their efforts.

"The volunteer-leader organization increases the effectiveness of the program," says Ben Greer at Cook County Jail. "It improves the morale of new volunteers."

Correction

In the summer VAL, a photo story on The Human Race (p. 7), a fundraising event in California, listed the Volunteer Bureau of Alameda County as sponsor.

VAL has been informed that The Human Race, in fact, is organized and managed by the Northern California Association of Volunteer Bureaus. This year the walk-a-thon/run-a-thon not only took place in San Francisco and Alameda County, but also in San Mateo, Contra Costa, Santa Cruz and Salinas counties, where the event was run by the local VACs representing those areas.

The Northern California Association of Volunteer Bureaus ordered all printed materials and prizes and provided them to the individual VACs. It also served as the fiscal agent for the event, collecting and distributing all proceeds.

Advocacy

The Importance of Advocacy for Volunteering

By Stephen H. McCurley

ADVOCACY," IF YOU ACCEPT Mr. Webster's definition, is "The defending or maintaining of a cause or position."

As a volunteer, a volunteer program administrator, or a board member, what does this have to do with you? Why should you care? More importantly, why should it prompt you to do anything?

Advocacy: Why

Volunteering has always occupied a strange position in this country. As a long-famous and much-utilized quotation by Alexis de Toqueville notes, volunteering is an American tradition, one of our national characteristics. Volunteer organizations are wont to claim that everyone volunteers, that volunteering touches every problem, that the voluntary sector is the keystone of American society.

That all may well be correct; certainly what facts we have seem to indicate it. But, in a truer sense, volunteering in this country is an underground phenomenon. It is not seriously discussed by the media. Social scientists do not regularly conduct extensive studies of its impact or processes. Candidates for national office do not refer to it. People on the street might recognize it if

placed before them, but not with any great fervor.

Volunteering has no "image" in this country. Its very pervasiveness has made it invisible. In other times, that may have been acceptable, if not desirable: Volunteers could emerge from the community, deal with a problem, and disappear in the mystical fashion of the Lone Ranger.

Now things are, alas, more complex. Volunteering has become organized. Volunteer organizations have, like other institutions, become dependent on increasing amounts of income. Volun-



Steve McCurley is VOLUNTEER's director of constituent relations.

teer administration has become a profession. Volunteer work itself is becoming a skilled job.

Volunteer organizations are increasingly dependent upon their environments—on the community for volunteer support and charitable contributions, on their own agencies for professional recognition and administrative support, on government for equitable treatment and financial support.

Volunteering has ridden the crest of the growth of social services in the '60s and '70s, but done so in a quiet and unrecognized manner. In the post-Proposition 13 "austerity '80s," such a lack of recognition will be dangerous, if not fatal. Volunteering, late-coming and little appreciated, may be among the first casualties. If those involved in volunteering do not argue for survival, no one else will.

Advocacy: What

The past year has witnessed several examples of the dangers of non-advocacy. During that period legislative activity concerning volunteer involvement reached an all-time high. Among the issues debated were:

- The Congressional Commission on Volunteerism, a proposal for an extensive examination of the needs of volunteer groups in this country and their relation to government.
- The Charitable Deduction Campaign, a proposal to change our tax system to give direct credit for all charitable deductions and add about \$4.5 billion annually to voluntary sector revenues.
- The Voluntary Mileage Deduction Effort, a proposal to create equity between the tax deduction given for charitable and business use of an automobile.
- The Census Study, a proposal to redo the 1974 census survey of volunteer activity to provide current information about the scope of volunteering in America.

Of these issues, two—the Commission on Volunteerism and the Census Study—are battles already lost. The other two, at this writing, hang in the balance.

One could add up many other issues to the list: employment credit for volunteer experience, insurance coverage for volunteer groups, rational legal treatment of volunteering, basic recognition of the importance and legitimacy of volunteering.

Sporadically, these issues are addressed and worked upon. More often, they are ignored and fail. They fail because not enough volunteers know about them and their importance. They fail because not enough board members are interested in them. They fail, most of all, because not enough volunteer administrators recognize them as being part of their jobs, and part of their own professional self-interest.

Advocacy: How

Advocating for volunteering is relatively simple. There are three basic steps:

1. Pay attention. Read about the issues. Find out about the items above and why they are important to you. Try to take the long view, visualizing the effects tomorrow of not acting today.
2. Talk about it. Add discussion of issues to your conferences and meetings. Keep your volunteers and board members informed. Talk to other volunteer coordinators. VOLUNTEER will be glad to help you with its own series of issues workshops. Write to me if you need more information.
3. Get involved. Join a local or state association of volunteer coordinators and form a legislative committee. Become a VOLUNTEER Associate and become part of our legislative information network. If you've got a position, write your member of Congress. If you don't have a position, find one.

Advocacy: 'If-Not'

There is an apocryphal statement whose expurgated version reads: "It's hard to think about draining the swamp if you're up to your neck in alligators."

All of us in this field recognize the problems implied in that statement, and the difficulties, both practical and psychological, of assuming yet another responsibility.

Sometimes, however, sins of omission can be quite as serious as sins of commission. Edmund Burke once wrote, "All that is necessary for evil to triumph is for good men to do nothing." Sometimes all that is necessary for good to fail is for people to do only what they have to.

Throughout history, volunteering has always been about people doing more than they had to, for the sake of others. It seems only fitting, at this time, that people in this field return the favor, and do a little more than they have to, for the sake of volunteering.

Communications Workshop

Know Your Local Media Representatives

By John Weber

DO YOUR VOLUNTEER programs suffer from a lack of publicity? Then do what the Arkansas Volunteer Coordinators Association (AVCA) did. Have a party! Not to drown your sorrows, but to improve your relations with local TV, radio and newspaper people.

Early this year Lillian Levelsmier, AVCA member, realized that the key to successful publicity is gaining the media's cooperation. She felt that when she did contact the appropriate media representative, she was reduced to an insignificant voice on the telephone or a signature on a letter. "I simply needed some faces to go with the names to be effective," she explained.

So, last June, Levelsmier held a "Meet the Media" wine and cheese party at a Little Rock bank. She invited the community relations representatives of Little Rock's print and broadcast media, AVCA members and some special guests, including key sponsors of the social service programs represented by AVCA members.

John Weber, a graduate student at the University of Maryland's School of Journalism, was a VAL intern for the summer.

The party gave Levelsmier and other AVCA members the chance to meet the media representatives in a socially conducive setting. This allowed for relaxed, yet meaningful, conversation between the two groups. Both left the party with a better understanding of what the other wanted, and how to help them get it.

Besides familiarizing each group with the other, the social affair served three other purposes:

- It helped show the chief funding sources present that AVCA was making efforts to get the most out of their donated dollars.
- It served as a recruitment function. (Potential AVCA members were among the guests.)
- It served as a publicity event in itself.

AVCA's "Meet the Media" party was by design an informal social gathering. Levelsmier avoided using the party as an aggressive sales pitch for AVCA. "No hard sell is needed," she said. "It would be a mistake to set up something very structured. It's their [media representatives] job to help people like us. We wanted our members to meet them on a one-to-one basis."

This does not mean, however, that you should not take the opportunity to explain what your organization is and

what you are doing.

Levelsmier introduced herself to the media guests as they arrived at the party and handed them brochures describing AVCA. She suggests being careful not to overwhelm your guests with too much, or nothing will get read.

About halfway through the party, Levelsmier got everyone's attention long enough to welcome all present, introduce the media and special guests, and thank them for their attendance. She then gave a brief explanation of the purpose and activities of AVCA.

When asked about the loose structure of the party, Levelsmier said she thought her group was small enough (30) to keep it informal and still remain effective. "As I worked the party," she said, "I overheard members asking media representatives for advice, or explaining to them the good things we are doing. But if you have a larger group, you might want to have a guest table to field questions."

Levelsmier conducted an informal telephone survey after the party and was able to boast these results:

- The president of her association was invited to appear on a television talk show.
- A newspaper representative arranged to run a feature article on an AVCA member's volunteer program.
- A volunteer director received expert advice from television representatives on how to publicize an upcoming project.
- A local member shared information with out-of-town members.
- A volunteer starting a new public relations program made valuable contacts.

The "Meet the Media" party was a success because the relaxed atmosphere enabled the guests to mingle in an unforced manner. That takes planning. There are some things Levelsmier

would change, however, if she were to do it again:

Date. The party was held on a Thursday night and that seemed to work well. The time was set for 5:00-7:00 p.m. Two hours proved to be too little time. Some guests arrived late, and others wanted to stay longer. Levelsmier suggests keeping the starting time at 5:00 p.m., so people can come right from work, but stretching the party another hour to 8:00 p.m.

Place. The party was held in a large conference room overlooking the lobby of a new bank. Levelsmier described it as being informal, yet elegant. She feels it added greatly to the success of her party. The bank was centrally located in the city of Little Rock, and easily accessible from the highway. Other places that might provide their facilities free of charge include libraries, gas and utility companies, and schools. Some of these institutions, however, will not allow alcoholic beverages to be served. If you can afford one, restaurants and hotels offer such facilities, but they will want to provide the food and drinks.

Guests. Levelsmier invited representatives from four local papers, three radio stations, four television stations and a cable television station. She also invited representatives of the state agencies that fund AVCA members' agencies as well as AVCA membership prospects. Do not hesitate to invite special guests, such as community leaders, if you feel they can contribute to your efforts. It's a good idea to distinguish the guests from your organization members by having special name tags of a different color or fancier design for them.

Invitations. Invitations were sent to guests a month before the party. The invitations, of course, included time, date and place of party. But in her letter, Levelsmier also briefly described what her organization does, the problems she faces in dealing with the media, and how she hoped the party would open the

channels of communication between the two groups.

Two weeks later a reminder was mailed. Levelsmier regretted never asking the guests to r.s.v.p. because it made it difficult to plan for refreshments, name tags, handouts, etc. She also thought an article in some of the local papers might have helped the media response, although she balked at the idea because not all of the radio stations were invited. On reflection she decided there was no reason why all of them could not have been invited.

Expenses. AVCA charged \$2 for members and \$3 for nonmembers to help cover costs. For such a party to be economically feasible, you should try to find a free place to hold the party. Keeping expenses to a minimum will also depend on your resourcefulness. At the AVCA party, one member donated table decorations, while others staffed the registration table and took turns serving refreshments. Here is a breakdown of the AVCA party's expenses:

- Three cases of wine—\$69.50 (includes 40 percent discount because AVCA is a nonprofit organization).
- Three trays of fruit, cheese and crackers—\$54
- Cups and napkins—\$10
- Name tags—\$2
- Invitations—Levelsmier was able to pay for these out of AVCA office supply money.
- Security guard—\$15 (required by the bank)

If your organization is having problems enlisting the cooperation of the media, perhaps such a party is just what it needs. According to Levelsmier, this event can have pleasant side effects. "This was the first social event our organization ever had," she said. "I think some of the members got to know each other in a way they couldn't in a business environment. And that's important, too."



Follow-Up

Follow-Up is a column of current developments and discussion as well as additional resource information on key topics reported in previous issues.



National Service Update

By Donna M. Hill

IN THE SUMMER 1979 VAL, National service advocate Don Eberly proposed a model based on this country's past experience with national youth service. Since then, the move toward making some form of national service a reality has gained momentum. What follows is a summary of the activities leading up to the recent passage of a bill creating a Presidential Commission on National Service.

On September 4, the Senate voted 46 to 41 to pass legislation creating a Presidential Commission on National Service. The Senate passed the House bill—the Domestic Violence Prevention and Services Act (HR2977)—introduced by Congressman George Miller (D-Calif.). The House voted favorably on this bill in December 1979. The language of the bill, however, more closely resembles that of the Senate version—S1853. Since the House and Senate versions had major disagreements, the bill next goes to a House/Senate conference, where differences in the wording must be worked out. Then, the bill goes back to the House and Senate for a second vote.

Donna Hill is a regular contributor to VAL.

The purpose of the Senate bill is "to provide for Federal support and stimulation of State, local, and community activities to prevent domestic violence . . . and to establish a Presidential Commission on National Service."

The Commission's function, as proposed in this version, would be to "examine the need for and the desirability and feasibility of establishing a national service program to meet a broad range of human and societal needs." To carry out this function, the Commission would consist of not more than 25 members, appointed by the President, with at least seven members between the ages of 16 and 25.

The Commission would submit its final report to the President and the Congress no later than 15 months after enactment of the legislation, and would be empowered to conduct hearings and conferences throughout the United States.

Before the legislation had come up for vote, events had occurred that helped push for a commission and proved the value of some of the bill's components:

An earlier bill (S2159) creating a national service commission was introduced in December 1979 by Senator

Paul Tsongas. Like the more recent versions, this bill also stated that the commission would be empowered to conduct hearings and conferences.

Two months later, on February 2 of this year, a prototype of such a conference was held at Brandeis University by Tsongas and the Massachusetts Department of Education. Approximately 200 people attended; half between the ages of 16 and 23, and half 24 years and older.

The tone of the conference was set by President Carter's recent call for a return to draft registration. Anxious over the move, participants' discussions at both the plenary sessions and panels mainly centered on the issues of voluntary versus compulsory service, and the linkage between civilian service and military service.

In his keynote address, Senator Tsongas stated that though he personally opposed both registration and the draft and favored a broad-based system of voluntary national service, it was important to consider all views on the issue. The commission, he stressed, would provide the means to accomplish this objective.

Donald J. Eberly, conference moderator, said that when President Carter announced his plans for a return to draft registration, "I found myself wondering whether the government was prepared to reciprocate by registering its trust in young people to undertake not only military duties, but difficult and important civilian work as well."

By the end of the conference, 86 percent of the participants favored national service, and seven out of eight participants felt the conference was successful in providing a basis for discussion of national service.

Nine days later, on February 11, a Presidential report to Congress examined four national service models, and found the compulsory lottery-based national service alternative the most promising within the context of a legislative mandate. Entitled "Presidential Recommendations for Selective Service Reform," the report was against any form of national compulsory domestic service.

The mandate resulted from an initiative last year by Representatives Schroeder, McCloskey and Panetta to obtain an executive branch review of national service. They succeeded in having an amendment to the Defense

Authorization Act of 1980 passed, which read in part:

The President shall prepare . . . recommendations with respect to the desirability, in the interest of preserving discipline and morale in the Armed Forces, of establishing a national youth service program permitting volunteer work, for either public or private public service agencies, as an alternative to military service . . .

The report, dealing as it did with morale and discipline in the Armed Forces, did not significantly address the community service needs of the nation or the needs of young people for work experience, career exploration and maturation. It stated that a voluntary broad-based national service would compete with the same pool of qualified individuals as the military and would thus negatively impact Armed Forces' morale, discipline and troop strength. It also stated, however, that such a program for disadvantaged youth would have a much lesser impact on the size, morale and discipline of the Armed Forces.

The report recommended rejection of a large-scale compulsory national service, not on the grounds of impact on the Armed Forces, but because of cost, administrative problems and coercion. The report said, unlike some previous studies, that compulsory civilian service probably would be found constitutional if linked to raising an army and maintaining a navy.

Finally, the report said that compulsory lottery-based national service "would provide the quantity and quality of accessions the Armed Forces require."

Several organizations distribute available resources on national service. The Coalition for Voluntary National Youth Service is developing an information clearinghouse and newsletter on national service. (CVNYS, c/o National Youth Work Alliance, 1346 Connecticut Avenue, NW, Washington, DC 20036) The National Service Secretariat publishes a regular *National Service Newsletter* from 5140 Sheridan Place, NW, Washington, DC 20016. The Potomac Institute distributes two reports, "National Youth Service: What's At Stake?" and "Youth and the Needs of the Nation." Direct inquiries to study Director Roger Landrum, Potomac Institute, 1501 18th Street, NW, Washington, DC 20036.

Neighborhood Networks

Volunteers Keep PACE in Providence, R.I.

By Wilfred A. Carter and
A. P. (Bud) Kanitz

WHEN PACE (PEOPLE ACTING through Community Effort) was launched in Providence, Rhode Island, in 1969, its founding committee of South Providence clergy was aware of the city's increasing urban decay. The founders established PACE to fight neighborhood decline and deterioration, and to build "people power." Today, those goals as well as its four target neighborhoods (Elmwood, Washington Park, South Providence and West End) haven't changed.

The most unusual aspect of PACE is that it is an organization of organizations—a coalition of block clubs and civic groups working together to resolve community concerns. Together these 150 member organizations work to rebuild the target areas, which contain approximately two-thirds of the city's total population (60,000). The ethnic composition of these neighborhoods is

40 percent white, 40 percent black and 20 percent hispanic.

PACE works through a system of community control and accountability. For instance, neighborhood volunteers identify issues and community concerns. Then, they mobilize neighbors and friends to attend meetings and "actions" of block clubs, issue committees, the quarterly and annual Community Congress. In addition, citizen volunteers chair all meetings, handle all communications with responsible officials and media representatives, negotiate all victories and make all decisions.

PACE receives its operating funds from a variety of sources. Besides being a United Way member agency, the organization currently has a grant from LEAA's Office of Community Anti-Crime Programs, and receives grants from various foundations, banks and churches in the area. PACE members also conduct benefit fundraisers on a regular basis.

Crime, substandard housing and lack of city services are the main concerns of PACE area residents, the majority of

Will Carter is a field advocate for VOLUNTEER's LEAA-funded Community Anti-Crime Program. Bud Kanitz is the project's training coordinator.

whom are poor. PACE has addressed the crime problem in a number of ways over the years. For example, PACE neighborhoods have had a serious arson problem. Most of Providence's dwelling structures are wooden one-, two- and three-family structures built before 1939, and owned by absentee landlords. The four PACE-represented neighborhoods have the largest number of these abandoned buildings in the city. As a result, these empty structures were routinely torched for profit and fun every fourth of July. The danger this posed to the community could not be ignored.

To thwart this activity, PACE began conducting anti-arson campaigns on the third and fourth of July. The campaign consisted of neighborhood foot patrols, volunteer citizen's band patrols and social diversity activities aimed at the youths in the community. And prior to July 4, PACE representatives would conduct a tour with the city's building inspector, requesting that targeted areas either be boarded or demolished. In addition, the city's sanitation department would remove large piles of trash from lots that posed potential problems.

This campaign was considered so crucial to the city's safety that in the midst of the energy crisis, PACE was able to get the city to donate 200 gallons of gasoline to the mobile units of the citizen's band patrol. In 1979 anti-arson campaign statistics revealed virtually no incidence of arson-related activities on the fourth of July.

Another anti-crime method used successfully by PACE was to increase the opportunities for neighborhood residents to meet the people responsible for their safety and welfare. In 1979, PACE held a "September Forum on Crime." Twenty-seven elected and appointed officials, including the state's attorney general and five judges representing the city's three court systems, attended as

well as some 250 neighborhood residents.

The forum's overall theme was, "We know we have a serious crime problem, how can we help you make our neighborhoods safe?" The forum opened up the lines of communication between residents and the criminal justice providers; it also was responsible for the increased participation in PACE's court-watch activities and increased willingness by community residents to report crimes and become involved in the criminal justice process.

Another foray into the anti-crime battle was the formation of a youth committee called "Hanging Out in the Cold." This group organized to engage neighborhood youths in meaningful activities and give them a sense of ownership and pride in their community, thereby diverting their attention from lawless activities. They worked on improvement of local parks and playgrounds, improved recreational activities, and simplified the CETA job application process. To this end, they traveled to Washington, D.C., and met with Department of Labor Assistant Secretary Ernest Green, who promised to assist them in their efforts.

After 65 youth picketed City Hall, chanting, "The Mayor's afraid of kids," the committee was also successful in getting the city to let contracts for renovations of three of the area's parks.

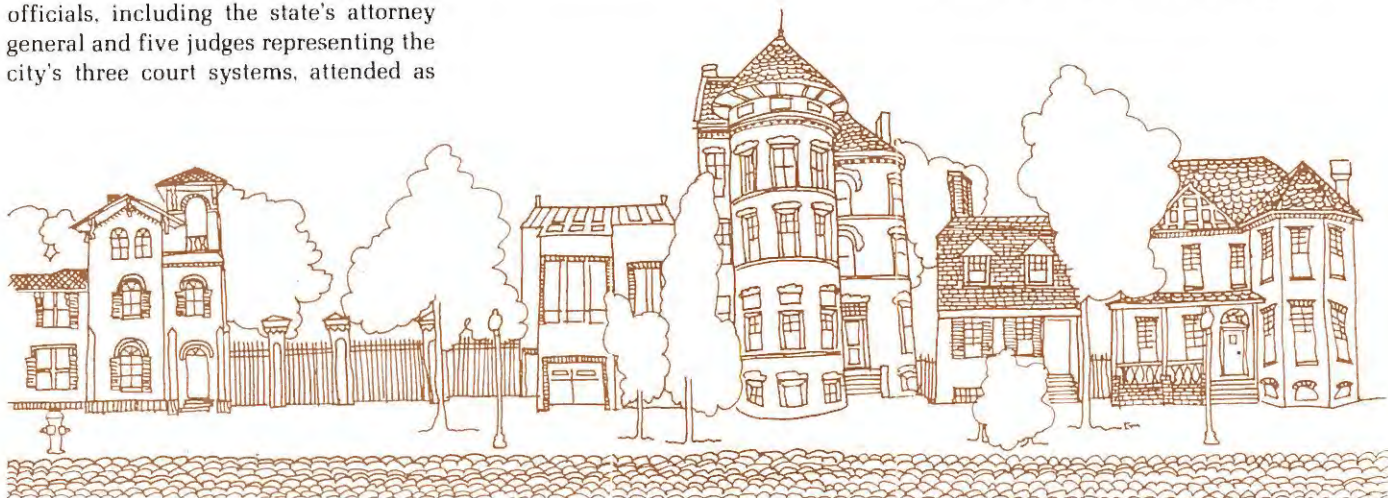
To improve city services and ensure enforcement of minimum code standards for occupied dwellings, PACE applies constant pressure to City Hall. For better code enforcement, PACE has taken the city to court to determine the city's legal responsibility for structures it has seized for tax liens.

PACE is aware that the struggle to improve its neighborhoods is not an easy one; in the past it has wound up in court defending its actions. One such court battle involved an absentee slumlord who sued PACE for invasion of his privacy after members had picketed him. PACE won in the lower courts, and when the landlord appealed to the state supreme court, the organization again emerged victorious when the court ruled in its favor.

PACE's leadership is not willing to compromise its efforts to improve neighborhood conditions and safety. Over the past year PACE mobilized over 6,000 community residents to work on issues and take part in actions. The 1979 annual Community Congress attracted more than 750 community residents and was conducted in both English and Spanish to elect the board of directors and set priorities for the coming year.

PACE leaders are also involved in national organizations so that input regarding the activities of other organizations will aid in the development of local issues. Rev. William Tanguay, for instance, pastor of St. Michael's Church in South Providence and former treasurer of PACE, was one of the founders of the Center for Community Organizations (CCO), which is affiliated with VOLUNTEER. Alice Chase Coleman, former PACE president, serves on the CCO board of directors.

"PACE has had ten years of struggle," says Paul Black, newly elected PACE president, "and we are ready for a new decade of hope. A lot of changes are coming about. We are going into the neighborhoods to form more block clubs, and we are trying to motivate people with pride, respect and unity."



Arts and Humanities

VOLUNTEER Launches New Project

By Shirley Keller

VOLUNTEERS TRANSLATE South American archaeological writings to aid anthropologists' work.

● Community art museum in renovated high school organized and established by volunteers working with \$7,500 budget.

● Locust Grove, an eighteenth century frontier plantation, saved and restored through the efforts of volunteers.

● Small visitors to children's museum get "hands-on" look at Mexican culture—from making tortillas to painting with yarn—from volunteer instructors.

● Students in Master of Library Science degree program gain career experience as volunteer library assistants.

If you thought volunteers working with arts organizations and humanities institutions only participated in administrative tasks—i.e., answering the telephone, conducting tours, raising funds or running gift shops—you may

be surprised by the variety of volunteer opportunities in the arts and humanities.

Through a new three-year grant from the Ittleson Foundation in New York City, VOLUNTEER: The National Center for Citizen Involvement will publicize the work of volunteers in the arts and humanities and initiate activities to strengthen volunteer involvement in these areas. The project has two major goals: to stimulate communications and support networks among volunteer leaders in the arts and humanities field and to integrate these leaders and their new support networks into the existing supportive structures of the larger volunteer community.

The project is a direct result of a 1977-78 study conducted by one of VOLUNTEER's predecessor organizations, the National Center for Voluntary Action (NCVA), with the support of the National Endowment for the Humanities. The NCVA study revealed that although volunteers are widely utilized in public humanities institutions, their full potential has not been realized. In addition, the findings indicated that volunteer programs in the

humanities do not have access to the effective support mechanisms that are characteristic of social service volunteer programs.

The Ittleson grant will enable VOLUNTEER to expand upon the findings of its volunteers-in-the-humanities study and explore volunteer involvement in the arts. Activities during the first year of the grant will focus on compiling and updating data about volunteer involvement, disseminating information about such involvement among arts and humanities institutions and organizations and the larger volunteer community, and conducting a series of regional information-sharing and skills-building conferences for volunteer leaders and administrators in this field.

In addition, the grant will support the development of a special series of seminars about volunteers in the arts and humanities for VOLUNTEER's national conference on citizen involvement, which annually brings together several hundred volunteers and volunteer managers from a variety of volunteer-involving agencies and organizations from across the country.

Press materials announcing the project were recently sent to 2,500 arts and humanities organizations nationwide. The organizations were asked to assist VOLUNTEER in identifying volunteer administrators who should receive ongoing information about the project. They were also asked to communicate information about local or regional arts and humanities conferences and to share interesting stories about innovative types of volunteer involvement.

The mailing already has produced responses from over 200 organizations, agencies and institutions, which either provide or utilize volunteers in a variety of museums, historical sites, community arts programs, dance troupes, theatres and libraries.

Through the project, VOLUNTEER will continue its commitment to building effective networks and promoting the exchange of information, expertise and resources among agencies and organizations which seek to demonstrate and expand the involvement of citizen volunteers. Reports of the project will appear in this column in future issues of VAL.

For additional information, contact Arts and Humanities Project, VOLUNTEER, 1214 16th St., NW, Washington, DC 20036, (202) 467-5560.

Shirley Keller is the director for VOLUNTEER's Arts and Humanities Project.

EXTRA! EXTRA!

NEWSPAPERS INCREASE COVERAGE OF VOLUNTEER WEEK ACTIVITIES

IT'S TRUE—PRESS COVERAGE DURING National Volunteer Week*—a time for focusing attention on the invaluable contributions of your volunteers—can improve. The following suggestions are excerpted from VOLUNTEER's 1981 Volunteer Recognition Kit. This year's kit contains a dozen new materials and techniques as well as revisions of old favorites. For a complete description of the contents of the kit, write for a free copy of the catalog, Volunteer Readership, PO Box 1807, Boulder, CO 80306, or call (303) 447-0492.

Local celebrations of National Volunteer Week are natural times to seek additional press attention for the contributions of your volunteers. While

press coverage of the week's events as news is very important, National Volunteer Week poses a unique opportunity for coverage in areas of the print media where volunteerism rarely is mentioned in depth. The sports section, for instance, might cover a recognition event featuring an athlete. The business section might prepare a special article on local business support of employee volunteers.

Because National Volunteer Week frequently serves two functions—to recognize specific volunteers for their achievements and to draw public attention to opportunities available in volunteering—it is also a natural time to focus on volunteers and volunteering on the editorial page of your local newspapers.

There are several ways to go about this:

- You or another staff member or board member might prepare an editorial on volunteerism to submit to

your newspaper.

- You might submit an editorial-like article for inclusion on the page opposite the editorials. This page frequently is reserved for a combination of columns written by contributing commentators and "public opinion" articles.

Other places for editorials are your own agency newsletter, the newsletter of your local volunteer association, or special publications issued locally in conjunction with National Volunteer Week.

The following editorials are samples that could be submitted to newspapers and other news organs in connection with local observances of National Volunteer Week. One is a general editorial that could be entered under the name of your agency or the president or chairperson of your board of directors. The second is written under the byline of George Romney, chairman of the board of VOLUNTEER.

***1981 National Volunteer Week—
April 26—May 2**

GENERAL EDITORIAL

Every day, millions of Americans take time from their work, their leisure, their home life to volunteer their talents and energies to seek solutions to problems in their communities. They are young, old and every age in between. They come from every economic group, from every race, religion and ethnic background. They share in common their citizenship as Americans and their commitment to improving the quality of life for all.

America's volunteers fill many roles—direct delivery of a myriad of human and social services, advocacy for virtually every conceivable cause, governance of a complex network of voluntary organizations and public agencies. They work in neighborhood associations, schools, hospitals, pub-

lic interest research and lobbying groups, museums and libraries. They help the powerless have an effective voice. They help our institutions be sensitive to the needs of individuals. They help our government resist the special interests and act for the people.

Volunteering is such a pervasive part of our society that virtually every American, at some time or another in his or her life, is a volunteer—whether it be in a structured service delivery setting, on an ad hoc community committee or as a good neighbor. All of these volunteers share in common a willingness to interact positively with others and a desire to expand their own personal horizons through service for the common good.

As our nation enters a new decade,

it is confronted by exceedingly complex problems that will strain our capabilities and will test our character as a nation. Many of them—inflation, the energy crisis, the growth of litigation, the entrenchment of bureaucracies—will challenge directly our tradition of volunteer citizen involvement. Yet these problems, in the long run, can only be effectively addressed *through* that involvement. All of our institutions, whether they be profit or nonprofit, public or private, ultimately rest on the committed work of individuals. National Volunteer Week 1981 offers a time to recognize that that commitment is not passe, that it is cherished and nurtured by America's citizen volunteers.

ROMNEY EDITORIAL

As the United States grew from a group of small colonies to a nation spanning the continent, the very nature of the American experience demanded that individuals take the initiative to work together cooperatively for the common good. In the tumult of growth, exploration and expectation, communities grew before governments, new structures were created to solve problems, citizens assumed much and gave more. From this emerged a characteristic unique to American society—the existence of three distinct ways to address problems too large for the individual to handle: government, the profit-making business sector and the nonprofit voluntary sector.

The annual observance of National Volunteer Week is a time to reflect on the importance of the volunteer spirit to our nation. Had it not been for the

willingness of private citizens to assume public responsibilities, the nation never would have grown. Had it not been for the concern of individuals for others in need, we would not have a myriad of public and private programs devoted to human and social services. Had it not been for the unselfish devotion to a cause, we would not have been able to define, defend and maintain our freedom.

As America enters a new decade, we face increasingly complex problems, ones that seem to defy solution. For too long, we have relied on special interests and on established public institutions to attempt to resolve these problems. Now is the time for individual citizens to express their concern, to seek new ways that they can come together in the broader public interest and to accept

increased individual responsibility for shaping the future of our nation.

Our heritage of active citizen involvement suggests that we can solve our problems. National Volunteer Week reminds us of the millions of citizens who already are active volunteers in communities of all sizes. It offers us an opportunity to rededicate ourselves to that heritage.

I invite all Americans to join with us, with their local Voluntary Action Center or Volunteer Bureau, and with the thousands of volunteer-involving organizations and agencies in their communities in this celebration.

George Romney
Chairman of the Board
VOLUNTEER: The National Center for
Citizen Involvement

VOLUNTEERISM

America's Best Hope for the Future

By George Gallup Jr.

George Gallup Jr., president of The Gallup Poll, gave the following speech at VOLUNTEER's National Conference on Citizen Involvement (Frontiers 1980) in Estes Park, Colorado, on May 19, 1980.

NO ONE HERE NEED BE reminded of the importance of volunteerism in our society. As you well know, the voluntary efforts of an estimated 60 million volunteers and of voluntary organizations are what keep democracies going, by doing much of what the government would otherwise have to do.

In 1830 Alexis deTocqueville characterized Americans as people who form committees to solve community problems. More recently Waldemar Nielson, the head of a philanthropic consulting firm, speculated that this kind of voluntary activity has been instrumental of the most basic social change and reform in America—from the abolition of slavery and child labor to the vote for women.

Certainly among the more dramatic examples of volunteer power in recent months has been the public reaction to California's Proposition 13. When this law ate into needed tax revenues, volunteers moved right in to help libraries, hospitals, schools and other institutions keep up services that otherwise could not have been offered.

Some observers believe that volunteerism is the glue that holds democracy together. An article in a recent issue of the *Christian Science Monitor* forcefully reminds us of the importance of volunteerism in society: "Just imagine the results of a work stoppage by all of America's volunteers at home and around the world."

Let's look at one key dimension of the total volunteer picture today: How many Americans have engaged in such activities as helping the poor, sick or elderly?

A remarkable 27 percent of Americans—or more than 40 million Americans—say they have engaged in activities of this sort.

Young people—that is, those 18 to 29 years old—are less likely to be involved in this kind of work than their elders. One possible reason for this difference is the fact that many young people are in the process of trying to establish themselves in life and have not had time to put down roots in their communities.

Educational background is also a key indicator of volunteerism. Nearly four in 10 persons with a college background report they are involved in some form of volunteer work with the poor, the sick or the elderly.

Although the figures are reassuring, one also would have to grant that society has failed to make effective use of the talents of the great mass of people. Now that people are free to a great extent from almost complete absorption with physical needs, they can now turn their minds to other needs and solutions of problems created by modern civilization.

No one here will argue that the talents of ordinary citizens can be, and should be, utilized to a much greater extent than they are at present.

A new type of collective action is required to move society forward on many fronts. And one must never forget the importance of volunteerism to the *individual*, who sometimes discouraged about life or disappointed in his/her job, finds renewed meaning in life when s/he is involved in active service on behalf of others.

The Role of Religion

The future pattern of volunteerism will be linked closely to patterns in the religious lives of Americans, because traditionally the church has been near the center of much of the charitable activities and volunteerism of Americans. Not surprisingly, much of today's spirit of helping is religiously motivated.

Church members, for example, are far more likely to say they are involved in some sort of charity or social service work (30 percent so claim) than are nonchurch members, among whom 19 percent say they are engaged in this kind of work.

Furthermore, among those who consider themselves evangelicals, 42 percent say they are involved in such activities, a finding that seems to contradict one of the major criticisms of evangelicals—that they are socially apathetic and concerned only with the winning of souls.

Although far fewer young people in our society go to church than do their elders, they are surprisingly religious in terms of their belief levels and show a great interest in spiritual matters.

In addition, they have a strong desire to serve society. There is another side to the "me generation" among young people. Many, for example, are interested in going into the "helping professions"—medicine, teaching and so on.

One of the challenges for churches and other organizations, therefore, would appear to be to join the will to believe among young with their desire to serve others.

Churches have a great opportunity to enlist young people—and older people as well—in a whole new range of ministries or para-clerical jobs.

Where is religion headed in the 1980s? This is certainly a vital question to be asked by everyone concerned about the future of volunteerism in America.

In a book recently published by Abingdon Press, called *Search for Faith in America*, David Poling and I write:

The church of the Eighties will be more conservative in its theology and ethics. The evangelical tide is rising. A conservative young clergy has arrived, but so has a most powerful sentiment for inter-church, inter-faith relations. Christians like each other and express positive feelings across denominational lines. Will the vitality of the

Christian churches be the surprise of the '80s, affecting deeply and positively the wobbling institutions of America?

It is my belief that evangelicals will have much to do with how religion shapes up in the United States during the 1980s, given the fact that evangelicals already comprise one-fifth of the population, contribute much more generously to the church than non-evangelicals, understand their own faith better, are far more ready to speak out to others about their faith and place high priority on winning others to their evangelical faith.

High Marks for Giving

Americans are not only impressive in their volunteerism, but in their charitable giving.

Two of every three American families and single adults (69 percent) contributed to religious organizations in 1978. On the average, Americans gave \$239 to religious organizations out of a total average donation of \$358 to all charitable organizations. These results are based on a recent survey conducted by CONVO (Coalition of National Voluntary Organizations).

The largest number of families made donations to religious organizations (69 percent) and to health organizations other than hospitals and medical centers (66 percent). However, the average donation made to religious organizations is considerably larger than the average donation made to health organizations: \$239 vs. \$38.

Roughly equal proportions made a donation to an educational group (27 percent) or a hospital (23 percent) in 1978, while 49 percent report having given to other charities not specified in the study. The average donations given were \$16 (to hospitals), \$35 (to educational groups) and \$25 (to all other charities).

Sixteen percent report that they made no charitable donations in calendar year 1978. About one-third (34 percent) of those sampled report that they gave between \$1 and \$100; 14 percent made donations of \$101-\$200; 17 percent gave \$201-\$500; and 19 percent donated more than \$500.

While these figures on charitable giving may be impressive, some have expressed concern that changing tax laws might result in a dramatic decline in charitable donations.

“One of the challenges for churches would appear to be to join the will to believe among young people with their desire to serve others.”



Since the 1940s when the standard tax deduction was introduced, there has been a steady decline in the proportion who itemize their tax return. The Gallup survey documented that at every income level, those who itemize their tax return give considerably more in charitable donations than those who do not itemize. For example, among those earning \$15,000-\$20,000, the average donation of itemizers was \$652, compared with an average of \$222 among the non-itemizers.

Growing Parent Involvement in the Schools

We are all tremendously concerned about the decline in the quality of public education in recent years, as indicated by test scores. In addition, the ratings the public gives its public schools have declined sharply since 1974 when the first survey was conducted on this issue.

Every year for the last 11 years the Gallup Organization has conducted a survey of the attitudes of the American people toward their public schools. Funding for the latest survey was provided by the Institute for Development of Educational Activities, Inc., an affiliation of the Charles F. Kettering Foundation.

The percentage of the public giving their public schools a rating of A or B has been straight down since 1974 when this measurement was first introduced in these annual studies. In 1974 a total of 48 percent gave their public schools an A or B rating; today far fewer—34 percent—do so.

My father, Dr. George Gallup, in a speech in Houston at the convention of the National School Volunteer Program, said that volunteer programs can be the most valuable tool Americans have to halt the decline in the quality of public education.

Volunteer programs, he said, are one of the best methods to deal with education costs that have doubled each decade in the last 100 years and that parent involvement in a child's studies is a prerequisite to elevating education back to the level that Americans expect.

It will cost public schools this year about \$2,000 to teach each child, and projections are that it will double by 1980 and double again by the year 2000.

Our surveys indicate that the

majority of parents want to help their child in school. Indeed, one of the more dramatic developments in education in recent years is the growing team effort between parents and teachers. Traditionally many parents have been content just to dump the problems of raising children at the door of the school, but now they appear ready and willing to work very closely with teachers. It took very serious problems, such as discipline and the abuse of drugs and alcohol, to bring them together, and in that sense it's a good thing.

This is definitely an encouraging trend because parents have to be brought into the picture. They must help teachers work on these problems.

Preference for Nonmilitary Service

An estimated four million young adults appear ready and willing to volunteer for a proposed voluntary national service program in which young people of both sexes would serve for one year either in the military forces or in nonmilitary work after completion of high school or college.

In addition, an estimated six million young persons (18-24) indicated at least some interest in signing up for such a program.

Whether or not young people have an active interest in themselves volunteering for national service at this time, an overwhelming majority (77 percent) of persons in this age group feel that young people should be given an opportunity to become involved in such a program.

Those in the survey who expressed interest in volunteering (that is, said they "definitely" or "might" be interested) were asked whether they would prefer military or nonmilitary service.

Those choosing nonmilitary service outnumbered those picking military service by the ratio of 2-to-1.

While nonmilitary service is preferred, it is apparent that such a program would also go a long way toward meeting the military needs of the nation.

The group in the survey expressing a preference for nonmilitary service was then asked where it would most like to serve and what types of work would interest it most.

Most members would want to work

**"A society cannot
be both ignorant
and free."**

Thomas Jefferson



in the U.S., with opinion equally divided between their own communities (eight percent) or some other part of the U.S. (eight percent). Another five percent said "overseas."

The most popular jobs (from a list of seven) are "conservation work in national forests and parks" and "the tutoring of low-achieving students in school."

As you are well aware, the area of tutoring children to read is a tremendous need in our society. About 20 percent of our populace is either illiterate or functionally illiterate. Thomas Jefferson once said that a society cannot be both ignorant and free, and here you have a lot of young people who would be interested in helping younger people to read.

A Willingness to Serve in the Cities

A Gallup study we conducted for the National League of Cities reveals the existence of a vast resource of volunteer citizen energy that could be used in practical ways to alleviate urban problems.

The value of such voluntary efforts on the part of the nation's urban residents would be (1) as a low cost option for providing some urban services, and (2) as an effective way to improve the social fabric of America's cities, as evidence to city government and the business community that residents believe their city has a future, and is therefore worth investing in.

Here are the key survey findings:

- America's urban residents state that they would be willing to donate an average of nine hours per month to their city and their neighborhoods. Projected to the total population of the 125 million adults residing in nonrural areas, the hours available per month come to the staggering total of approximately one billion.
- About one-half (52 percent) of America's urban residents say they would be willing to serve without pay on city advisory committees to study problems facing their cities and to make recommendations.

Committees in which urban residents express interest include those that would deal with schools and education, senior citizen problems, activities for youth, problems of the handicapped, hospitals and health care, air, water and noise pollution, city

beautification, attracting new business/industry, and preservation of historic places and landmarks.

- About two in three (64 percent) express a willingness to serve on committees devoted to the specific problems facing their own neighborhoods. Most frequently mentioned are committees devoted to the following neighborhood problems: crime and vandalism, clean-up and beautification, schools, establishment of co-operatives, such as food and general merchandise stores, and the problems of retail business, shops and stores.

- A still larger majority, seven in 10 (69 percent), state they would be willing to engage in specific neighborhood activities, including assisting in the performance of some neighborhood social services.

Activities cited most often include serving on crime watch, working in child care centers, helping in employment organizations, matching jobs/part-time work with prospects, assisting in pick-up of trash and litter on streets and sidewalks, helping to fix up abandoned buildings in the neighborhood, helping to organize festivals and block parties, assisting in monitoring or checking store prices and customer policies, and working in co-operatives, such as food stores.

Dramatic Action Needed

While volunteerism is still very much alive in America, there are some dark clouds on the horizon:

First, what will be the overall impact on volunteerism of the growing number of women who work outside the home? Forty-four out of every 100 women over 18 currently do so.

Second, if indeed there is a decline in the work ethic, will this have an impact on interest in volunteerism?

Third, if we have increased leisure time in the future, how will we handle this leisure in terms of volunteer activity?

Fourth, if there is a rise in the "me ethic" and alienation of one from another, what will this do to the quality of citizen involvement?

Fifth, if there is a growing inclination to look down on jobs that are unpaid rather than paid, will this work toward undermining volunteerism in the U.S.?

Sixth, with much of the volunteerism religiously motivated, will a decline in religious interest and involvement sig-

"The only thing necessary for the triumph of evil is for good men to do nothing."

Edmund Burke



nal a decline in volunteerism—and to what extent?

And finally, if there is a growing mood of cynicism in the nation—a "what's the use" attitude—to what degree will this thwart efforts to enlist citizens in volunteer action?

Volunteerism is clearly threatened by forces on all sides and we shall have to take dramatic and creative action to keep the spirit of volunteerism alive in our country.

In this respect, it is important to give careful attention to the way we approach potential volunteers. While our surveys indicate a vast amount of womanpower and manpower, it is not always easy to take advantage of this talent.

A volunteer program must use personal contact to recruit people, must deal with problems the volunteers consider important, must provide careful consideration of the ideas of volunteers and must recognize and reward them for their work.

Possibly the trend that would be most destructive to the spirit of volunteerism in America would be a trend toward cynicism among the American people.

There is no question that the public is discouraged over the nation's seeming inability to stem inflation, to reduce the crime rate, to make greater headway on the energy front, and to deal with a host of other problems.

Yet confidence in the future remains high and it does so for these three reasons:

First, our country has survived difficult periods in the past.

Second, Americans have shown that they have the capacity to change.

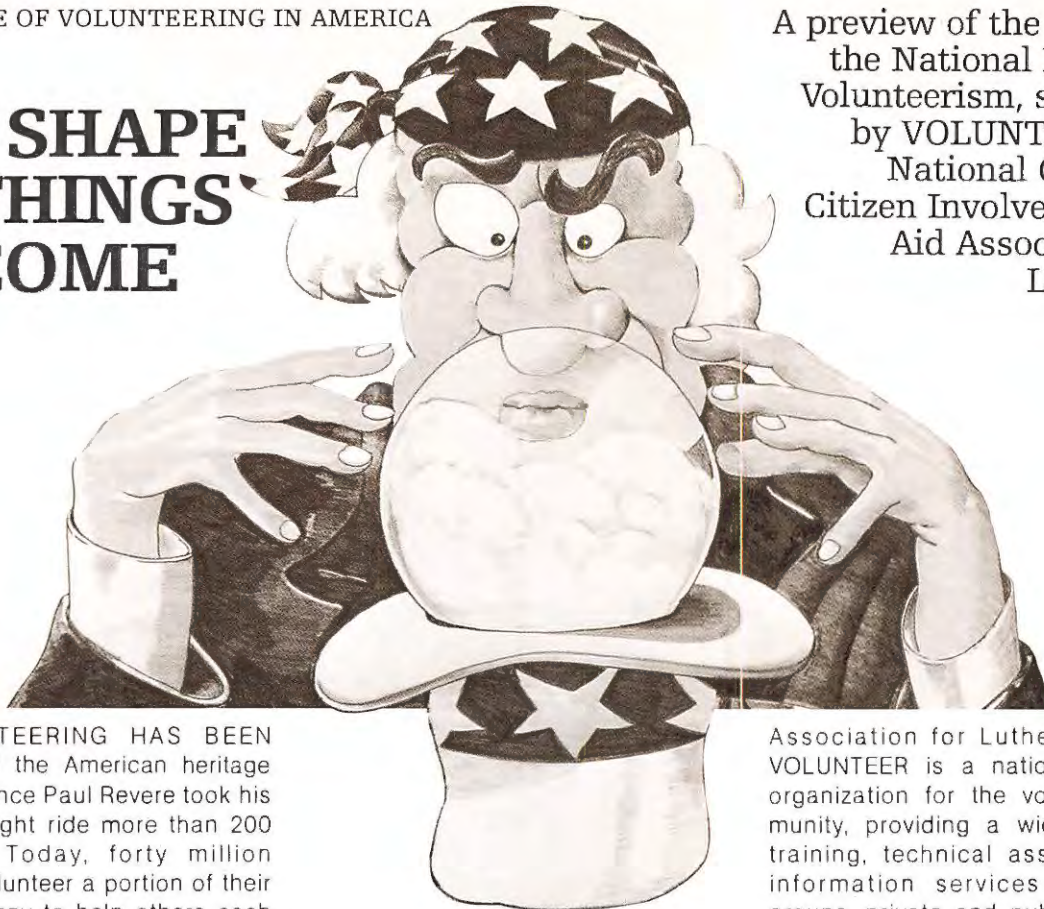
Third, we know that there is much that each one of us as an individual can do to bring about change in our communities and to better society as a whole. Such an opportunity is denied no one.

Volunteerism is not only beneficial to society, it is absolutely essential—in fact, it is our best hope for the future.

Robert Maynard Hutchins, the educator, once said, "The death of a democracy is not likely to be an assassination by ambush. It will be a slow extinction from apathy, indifference, and undernourishment."

Edmund Burke once said, "The only thing necessary for the triumph of evil is for good men to do nothing."

THE SHAPE OF THINGS TO COME



A preview of the report on the National Forum on Volunteerism, sponsored by VOLUNTEER: The National Center for Citizen Involvement and Aid Association for Lutherans.

VOLUNTEERING HAS BEEN part of the American heritage ever since Paul Revere took his famous midnight ride more than 200 years ago. Today, forty million Americans volunteer a portion of their time and energy to help others each year, but that figure may be dwindling in the next ten years unless specific steps are taken to counter several economic and social challenges. To wit:

- Changing attitudes, values and lifestyles have affected the willingness of citizens to volunteer.
- Inflation, the energy crisis and the growth of litigation have the same devastating impact on volunteer-involving organizations and agencies as they do on other institutions.
- The resistance of paid helpers and of policy-makers to the full involvement of citizens creates barriers that may drive volunteers away.
- Critical shifts in the balance of our three-sector society lessens the impact citizens have on decision-making.

Such issues and problems facing the volunteer movement were the basis for ten hours of in-depth discussions by a panel of distinguished Americans participating in the National Forum on Volunteerism on April 18-19 in Appleton, Wisconsin.

The National Forum is an ongoing effort to identify and examine those factors in society that will have a criti-

cal impact on the ability and willingness of citizens to volunteer in the coming decade. It applies a corporate planning model to consideration of the volunteer community's future. It seeks to focus public attention on the critical role volunteers play in our society and to stimulate thoughtful consideration of the future of citizen involvement in the America of the 1980s.

The National Forum is cosponsored by VOLUNTEER: The National Center for Citizen Involvement and Aid

(The ultimate product of the National Forum on Volunteerism is what VOLUNTEER Executive Vice President Ken Allen calls "an environmental impact statement" on volunteerism. This report features highlights of the Forum process, which combined scholarly study with informed observations of recognized leaders in the volunteer community. Here we present excerpts from the report. A complete copy will be available after October 1 for \$3.00 from Volunteer Readership, PO Box 1807, Boulder, CO 80306).

Association for Lutherans (AAL). VOLUNTEER is a national resource organization for the volunteer community, providing a wide variety of training, technical assistance and information services for citizen groups, private and public agencies, organizations and corporations. It is a strong, visible advocate for effective citizen involvement in problem-solving and policy-making.

AAL is the nation's largest fraternal benefit society, with over 1.2 million members in more than 5,200 local branches. These branches, led by volunteer officers, conduct over 66,000 community activities annually to help AAL members, their neighbors, families and community-at-large.

The convening of the panel of distinguished Americans was the third in a four-step, interrelated process that began in early 1979 when two distinguished practitioners, researchers and authors in the volunteer field—Gordon Manser of the Academy for Educational Development and Harleigh Trecker, professor emeritus of the University of Connecticut School of Social Work—were asked to identify factors they believed would have the most significant impact on volunteering in the '80s. Together they produced a tentative list of eleven priority factors.

The National Forum's second step consisted of analyzing each factor and researching them to determine proba-

ble future developments and to suggest possible impacts of these alternative futures on the volunteer community. This work was done by Jon Van Til, associate professor of urban studies and community development at Camden College of Rutgers University, and Ivan Scheier, founder and president emeritus of the National Information Center on Volunteerism (now VOLUNTEER). It was Scheier who came up with a definition of "volunteering" to serve as a common base of understanding among participants. He wrote: "Volunteering is any relatively uncoerced work intended to help and done without primary or immediate thought of financial gain."

The panel of distinguished Americans participated in a think-tank session focusing on the future of volunteering in America. It reviewed the results of the first two steps and discussed how the volunteer community could prepare for the future to insure the continued effective involvement of citizens in problem-solving activities. The panelists were:

- Raul Yzaguirre, president of the National Council of La Raza
- Jean Childs Young, chairperson of the U.S. National Commission on the International Year of the Child
- Marlene Wilson, volunteer management consultant and author of *The Effective Management of Volunteer Programs*
- George Romney, board chairman of VOLUNTEER, and former governor of Michigan, secretary of Housing and Urban Development, and chairman of American Motors
- Doug Mosel, human relations and organization development consultant
- Martin Koehneke, AAL's senior vice president of fraternal operations
- Sydney Harris, syndicated columnist for the *Chicago Sun-Times*
- John Dutton, AAL's assistant vice president of branch development
- David Durenberger, U.S. Senator from Minnesota
- Joyce Black, volunteer activist and board member of more than 35 local, state and national private and public agencies
- Arnold Barach, retired editor of *Changing Times* and immediate past president of the National Mental Health Association
- Kerry Kenn Allen, executive vice president of VOLUNTEER



Volunteering remains a critically important element in society. The effective involvement of citizens is critical to the solution of problems that plague our citizens, our institutions and our government.

The panel's remarks were videotaped so that excerpts can be made available for the Forum's fourth step: to report the conclusions of the panel to other local, state and national organizations—including government, business, organized labor, media, philanthropy as well as the voluntary sector—so that they may join in the search for a better understanding of ways to involve Americans effectively in the solution of public problems.

There was no effort during the first three stages of the National Forum to create a firm consensus on more than the issues to be discussed. Indeed, participants recognized from the start that the primary result of the process might simply be to raise critical questions for others' consideration. Nevertheless, several broad themes and general conclusions did emerge:

First, volunteering remains a critically important element in society; the effective involvement of citizens is critical to the solution of problems that plague our citizens, our institutions and our government.

Second, the ability and willingness of citizens to volunteer is critically influenced by other factors in society, including inflation, energy shortages, the resistance to volunteers by paid helpers, the growing role of government in service delivery, actions by employers that either encourage or hinder participation, and a whole range of personal factors caused by

changing values, expectations and lifestyles.

Third, the volunteer community—that combination of volunteers, concerned citizens, volunteer-involving organizations, resource organizations and volunteer managers committed to increasing the level of citizen involvement—is a critical factor in society and, if properly organized, can exert a counter-influence on the critical involvement factors.

Fourth, institutional barriers to effective volunteer involvement exist. Such barriers may reflect an inherent conflict in the concept of unpaid work in partnership with paid workers and/or reflect an unwillingness on the part of those in power to allow citizens to assume full responsibility for and control over their own lives.

Fifth, volunteering by definition is a means through which citizens gain power; as such, it plays a critical role in preparing citizens to assume broad decision-making roles in the community.

Sixth, the volunteer community must seek to build positive working relationships with and among the other institutions of society, including business, organized labor and government. It must offer a viable alternative to the increasing power of those institutions.

Seventh, the public must be better educated about the importance of volunteering to a free society, to its impact on problem-solving and to the individual and communal values implicit in citizen involvement.

Eighth, volunteer leaders and administrators must actively prepare for the future, must create appropriate planning strategies and must seek to create and maintain coalitions and collaborative activities that will increase the strength and effectiveness of the volunteer community.

On Planning for the Future

Writing of his own biases, Jon Van Til sounded an appropriate word of warning for those who seek to apply the work of futurists to their own lives: "I seek to be as objective as possible in describing [alternative] futures, but the values that underlie my conceptions of future goods and evils surely provide an element of subjectivity, to which the reader might choose to respond by clarifying his or her own preferences about the American

future."

Sensitivity to these issues permeated the whole National Forum process. The purpose was clear: to create a body of data and opinion about the volunteer community, its relationship to the rest of society and those critical factors in the environment which markedly will affect volunteering and citizen involvement in the 1980s. Forum planners and participants viewed their work as being the first step in a continuing process of study, planning and maturation of the volunteer community.

In the rationale for his selection of critical environmental factors in the next decade, Harleigh Trecker established the following framework for planning by volunteer leaders and administrators by asking, "What must I know and understand about the environment of the 1980s to function at my optimum as an administrator of volunteer services?"

1. I must understand *how many people* we will be serving. This crucial factor is essentially demographic and sketches out population trends and projections.
2. I must understand what is happening in the places *where people live*. Thus, factor number two is essentially a discussion of urban, suburban, exurban, rural and regional patterns of life and change in lifestyles.
3. I must understand what people *do*, how they earn their livings under great inflationary pressures, the stress of rapidly changing workforce and shifting work patterns. In academic terms, this is probably economics.
4. I must understand what is happening to the *feelings, attitudes, and values* of many people as *conservatism and tax revolt* forces gather momentum. I must confess that I worry about this, because I am fearful that we will lose essential life support services—services that must be paid for in some way.
5. I must understand the way we *govern* ourselves, and the changing roles and responsibilities of local, state, regional and federal levels of government. Are we to be governed by the unequal weight and clout of pressure groups, and if so, what about the redistribution of power?
6. I must understand what is happening on *education*, for as Jefferson pointed out long ago, education is



**The volunteer
community must seek
to build positive
working relationships
with and among the
other institutions of
society, including
business, organized
labor and government.**

essential to the success of democracy. Yet education is in trouble today. Unless I know what and how people are learning, I am unable to grasp their conception of the community and their place in it.

7. I must understand the long neglected millions of *minority* people in our country, the discouraging slowness of providing equal opportunities for all, and the potential explosiveness of neglect.
8. I must understand the essential importance of *volunteerism* in our society. There are important changes taking place in volunteerism. They are a part of the changes that are occurring in every phase of life. Volunteerism, as we know it now, will face new challenges and competition in the years ahead.
9. I must understand that many of the *human and social problems* of today, and certainly of tomorrow, are new and much more complex. Solutions to them are sadly lacking in terms of basic research into causes. The human sciences, while progressing somewhat, have a long way to go.
10. I must understand the *societal, organizational and technological changes* that are taking place and will continue to take place even faster. These changes have had and will have an enormous influence on everyone. While this factor is last on my list, it is only because the effect of these changes often is not felt for some time.

But it is best to be prepared.

Demographics and Lifestyles

In the 1980s the United States will experience a continued decline in the birthrate ... a decrease in the proportion of youth ... an absolute and proportional increase in the number of elders ... increasing life spans ... more rapid growth in nonwhite populations ... growth in the South and West that will be roughly twice as fast as that in the Northeast and North Central states ... increase in the number of elders in the workforce ... continued growth of metropolitan areas but continued decline in the populations of central cities. On these kinds of demographic factors, there was virtual agreement among participants in the National Forum process.

Similarly, there was virtual agreement on the implications of such changes for the volunteer community: less emphasis on programs for youth and a potential serious decline in the number of youth volunteers, greater efforts to create preretirement volunteer experiences, the need for rapid growth of volunteer support structures in the "Sun Belt," potentially harmful fragmentation of volunteer efforts between the central city and the suburbs, greater attention to self-help volunteer opportunities.

But when these demographic trends were translated into projections of changes in lifestyle, agreement ended. Each forum participant had a unique perspective in viewing the future world.

Manser and Scheier, for example, focused on the growth in the number of elders and the potential accompanying problems. Manser noted, "Because of its programs of health care and education, the United States has generated the largest population of able, educated elders of any nation on earth. At present, our youth-oriented society has been able to provide few opportunities for retired people to contribute constructively."

Scheier echoed this view, expressing concern that the ultimate result will be an increase in the segregation of elders from the balance of society. "Minorities and the elderly are the most prominent increasing groups," he wrote. "Minorities have been subject to segregation, some imposed and some self-chosen. Older people have begun to cluster into subcommunities of their

own. Other groups—ethnic, youth and women—have in the past shown a tendency toward separation."

Scheier also related the growth in the elder population to the increasing pressures of inflation and the inability of elders to maintain an acceptable lifestyle. Will the result, he asked, be a demand for expanded public employment opportunities for those on fixed incomes or some version of a "national service" program that will offer both youth and elders the opportunity to participate in community service activities while supplementing their inadequate retirement income? If so, where will the concept of unpaid work fit into this mix? Will these new forms of paid work substitute for volunteering or be seen as an extension of it?

Fred Kile, describing the potential for social stability in the decade ahead, viewed elders as a key stabilizing force. Other such forces, in his view, include the reduction of the "youth bulge" in the population and the attendant increase in those who fill roles as "social managers," reduction in mobility caused by rising energy costs, and the continued expansion of telecommunications and computer technology into everyday life.

Of the several participants who believed that the 1980s could be a time of growing neighborliness and positive human interaction, Kile perhaps best described the possibilities:

Environmental concerns and the do-it-yourself movement are keys to a new vision for the '80s. Deterioration of the environment, toxic chemical problems and uncertainties about nuclear power all contribute to new lifestyles in which people "go back to the old ways." As people occupy themselves with these concerns, they are less likely to be part of more frantic mass activities which tend to destabilize, rather than to integrate, society. Close-to-home activities have the potential to build community at lower levels of society and to forestall some of the destabilizing alienation characteristic of mass society.

Inherent in the discussion of demographic and lifestyle changes were the concerns voiced repeatedly throughout the forum process that there will be an increasing fragmentation of society, a growth in self-interest among groups with essentially "single-issue" agendas and a decline in the broader concept of citizenship in the public or community interest. Volun-



The public must be better educated about the importance of volunteering to a free society, to its impact on problem-solving and to the individual and communal values implicit in citizen involvement.

teering can become a prime integrating force, drawing citizens from diverse interest areas together around common concerns, or it can simply be defined as those activities pursued by citizens searching for their own ends with few common or complementary goals.

Obstacles to Effective Involvement

The act of volunteering is the result of a relatively complex set of interactions of needs and resources. On the one hand there is the community and its problems. Each problem is addressed by a variety of institutions, agencies, organizations and ad hoc efforts. Each of those structures then has an attendant set of needs, for financial resources, for professionally skilled personnel, for community support, etc. These needs may be filled by full-time paid professionals, by members of boards of directors, by citizens who volunteer their time and energy.

On the other side of the "volunteering transaction" is the volunteer. He or she presumably is desirous of providing needed assistance, filling one or more of the broad community needs or specific organizational needs. But the volunteer also has needs. Some are common to all people—the need to be valued, the need to feel that they are performing a needed act, the need to be recognized. Other needs may be

highly personalized—the need of the recently divorced or widowed to reenter the social life of the community, the need of youth to test career alternatives, the need of the elderly to remain in the mainstream.

The most positive, effective volunteering happens when these two sets of needs overlap, when both the community/organizational needs and the volunteer needs are being met at least in part. Such a situation is difficult to create. It requires sensitive volunteer management, the full empowerment of volunteers in defining their own skills and requirements, the willingness of paid helping professionals to accept volunteers as valuable, skilled participants in the helping process. Such a situation should be the goal of every organization or agency that seeks to involve volunteers in its work.

Unfortunately, barriers to such a mutually beneficial relationship between volunteer and organization remain. The result is that volunteer energies are too often underutilized and volunteers too often drift away from jobs that they find frustrating and meaningless. During the National Forum process, three primary obstacles to effective volunteer involvement were discussed: the resistance of paid helping professionals to volunteers, the concern of organized labor with the role of volunteers and institutional barriers within the volunteer community itself.

The most critical problem is the first. In field after field of volunteer endeavor, the refrain from volunteers and volunteer managers is the same: the major barrier to effective volunteer involvement lies in the inability or unwillingness of paid helping professionals to accept volunteers as legitimate partners in the helping process. Such resistance is so pervasive that generally it is unquestioned by the vast majority of volunteer leaders and administrators in the United States.

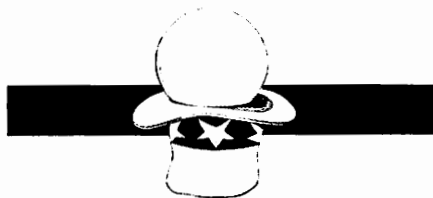
There has been, up to now, the blanket assumption that such resistance is the product of the personal attitudes of helping professionals. These attitudes include the ill-defined professionalism that dictates that only those who are specially trained can provide human services, an insecurity about their own jobs or capabilities, fear that volunteers will act as monitors and evaluators of their efforts,

fear that in times of budget reductions they may be replaced by volunteers, and ignorance about the capabilities and commitment of volunteers. A landmark study in Great Britain suggests that the resistance may be the result of organizational factors as well. Thus, such factors as structure of the agency, the function or workload of the professional and the status of the professional relative to his or her working environment may be as meaningful as basic attitudes about either the helping process or volunteers.

Ivan Scheier suggests that this issue will escalate dramatically in the 1980s in response to three stimuli: First, reductions in public expenditures will focus "threatening attention" on volunteer replacements for staff or as substitutes for additional needed staff; second, volunteering will be linked more closely to paid employment; third, highly effective staff support for volunteers will be even more critical as such factors as inflation and the energy crisis force "volunteer drop-out."

Scheier goes on to explore five potential future outcomes as this issue is dealt with either through benign neglect or an active attempt to address it:

- Some agencies will be successful in applying relatively short-term strategies to offset lack of staff support for volunteers and to recruit and retain volunteers. These might include better staff training and/or the development of a concrete reward system for those staff who work well with volunteers.
- With the encouragement of the volunteer community, the educational system will increasingly incorporate material on volunteerism at all levels, thus better preparing helping professionals to work with volunteers.
- The inflationary squeeze on dollars available for human services will prompt public and private funding sources to institute policies of "matching citizen participation;" that is, the requirement that donees match financial contributions with volunteer hours and demonstrate widespread community support through the involvement of volunteers.
- There will be a significant exodus of volunteers from programs primarily devoted to the delivery of human and



Volunteer leaders and administrators must actively prepare for the future, must create appropriate planning strategies, and must seek to create and maintain coalitions to increase the effectiveness of the volunteer community.

social services. Simply put, fewer and fewer volunteers will be willing to accept staff indifference.

● Some parts of the helping establishment will move to a position of active critique of volunteerism as a means of rationalizing and defending both their resistance and the inevitable loss of volunteers.

A second obstacle to effective involvement is the resistance of organized labor to volunteers. It is, in many ways, a direct outgrowth of paid staff concerns and of the natural desire of unions to act to protect the interests of their members. As Senator Durenberger pointed out, issues of "economic security" are particularly important during difficult times of inflation and the threat of serious recession. There is the inevitable pressure of those seeking to enter the workplace, the concern of those who are employed that they will either be unemployed or find themselves severely underemployed, and the outrage of those who are forced out of work at the idea that they can or should be replaced by unpaid help.

Members of the panel were virtually unanimous in their agreement that the replacement of paid workers by volunteers is a reasonable, legitimate concern of organized labor. At the same time, they expressed their belief that there must be expanded exploration of alternative delivery systems for human and social services, whether it be

through nonprofit organizations or through the profit sector.

Central to the resolution of this problem, they felt, was the acceptance of the idea that volunteers ideally should not replace paid workers; rather, as Jean Young put it, "Volunteers should supplement and enhance basic services." While this has been a commonly held belief in the volunteer community and has been accepted as an operating principle, it is clear that the changing nature of human services is calling it into question. When funds are cut back, when services are reduced, Marlene Wilson asked, "What happens to the clients? Do the volunteers just walk away, refusing to be replacements?"

Most importantly, it was agreed that the whole matter of the relationship between the volunteer community and organized labor had been left in limbo for too long. Any priority agenda for the coming decade must include active discussions, relationship-building and collaboration with organized labor to bring resolution to this difficult problem.

Finally, the panel examined the institutional barriers that exist within the volunteer community itself. One of these, certainly, is the very existence of structures through which people are expected to volunteer. Through much of American history, volunteerism was characterized by spontaneity, quick reaction to new needs and a certain laissez-faire attitude on the part of program leaders and administrators. Has the emergence of volunteer management as a career and the development of sophisticated structures and systems stifled the creative energies of citizens who wish to volunteer? Are volunteer coordinators as much an inhibitor as a facilitator of volunteering? These questions remain open.

The panel identified a series of related obstacles which may frustrate volunteers and deprive the community of their full talents—questions of liability, insurance, inability to provide reimbursement for out-of-pocket expenses, confidentiality and accountability; demands for credentials to perform certain functions; limits to the types and levels of jobs available to volunteers; a lack of recognition of the capabilities and experiences volunteers may bring to the job.

TRAINING VOLUNTEERS

Choosing the Right Training Method

By Rick Lynch

ONE OF THE QUESTIONS THAT FREQUENTLY crops up at the beginning of training of trainers courses is, "What are the best training methods to use to make sure participants get the most out of training?" The answer is contained in that famous fourth grade phrase: "Depends." Just as a tuxedo may look great at a wedding but not at a backyard barbecue, so no training design will be successful in all circumstances.

It is important to begin the training design process by keeping in mind which of your objectives are related to increasing volunteer knowledge, to improving volunteer skills, and to modifying volunteer attitudes. For each of these types of objectives there are training methods which are appropriate and training methods which are not. Role-playing, for example, may be a perfectly fine way of helping someone learn to answer crisis calls, but it is a pretty lousy way to teach someone the history of the Red Cross.

To Increase Volunteer Knowledge

There are scores of training methods suitable to this domain. The most common are listed below with a brief discussion of when and why to use each.

Lectures. Lectures are the traditional means of transferring information from one person to another. People with no training in how to be a trainer frequently rely solely on this method, regardless of what the training objective is. The glassy stares this evokes after several hours and the sheer inappropriateness of the technique to learning a skill, such as applying first aid or skiing, leads many to say, "Lectures are a bad method."

But lectures are no worse than any other technique. They can be inappropriate or boring, but they can also

Rick Lynch, a management consultant, does the training for VOLUNTEER's family and handicapped volunteer projects. He is also a board member of the Voluntary Action Center in Bellingham, Washington.

be exciting and informative. Lectures are an excellent technique to use when the knowledge to be learned is not too lengthy or complex. (Studies show that people start tuning out relatively soon; anything over half an hour is "lengthy.") They are also useful when it is important to transmit a great deal of knowledge in a short period of time.

Readings. Where the material is long and complex, such as a case study, or where the time is exceptionally short, readings should be considered. The chief disadvantage is that people retain the least amount of information from this method over the long term (about 10 percent versus 20 percent for lectures). For that reason, it is best to supplement this method with others, such as discussion.

Discussions. Discussion is a much slower means of learning information, but it offers the advantage of greater long-term retention of knowledge. Whereas people remember about 20 percent of what they hear, they remember approximately 70 percent of what they say. Where there is enough time, you should consider this method carefully. Often trainers discard this technique because they feel they know everything and the trainees know nothing.

A well-constructed discussion, however, can help participants discover things they didn't know they knew. For example, given the objective of teaching people how adults learn, I could have them read an excerpt from Malcolm Knowles's book, *The Modern Practice of Adult Education* (of which they would retain 10 percent). Or I could have them listen to a spine-tingling, fascinating lecture from me (of which they would remember 20 percent). Or I could give them this assignment: "Think of a time when you learned something. What happened to you as you learned it? What was the role of the teacher or trainer? Why did you learn in these circumstances? What were the factors that made this an effective learning experience? Based on your answers to the above questions, what are some generalizations you can draw about the way adults learn best and the role the trainer should play?" Given sufficient time, I would always use the third option. And hard as it may be on my ego (not to mention Malcolm Knowles's ego), I have yet to discover a group that failed to come up with all the major points I was prepared to make.

Field trips/observations. If the information you want to impart is how people do things (perhaps as an introduction to learning how to do it themselves), you might have them go somewhere to watch someone do it. The disadvantages of this are logistical. (Which bus do we take? Will the boss remember we're coming and not be on her lunch hour?). The advantage is that people remember more of what they see (20 percent) than what they hear or read.

Films/video tapes/slide shows. These three methods have many of the advantages of the previous technique with fewer logistical pitfalls. Again, adding a visual element increases retention. The disadvantages relate to dependence on equipment (that the projector bulb not burn out or that the power stay on). One of my most embarrassing moments as a trainer came when I was showing a one-hour film. After fifteen minutes, I realized it was winding onto a half-hour take-up reel.

Panel discussions. This method is similar to the lecture as far as participants' retention of information is concerned. It is best used when you want to present several points of view about a subject, not just as a means of varying the speakers. I make this last point because too much is made these days of the energizing effect of changing the voice people are listening to; any increase in attention span wears off in a matter of

seconds. The danger of panel discussions is that one person will monopolize the discussion or the panel members will make personal attacks on each other. For this reason I recommend that you rehearse the panel before the session and that you keep control of the discussion yourself.

Question the expert. This is a variant on the lecture or panel methods. Here the trainees meet in advance to generate a list of questions they want the expert to answer. Although the content of the session may not be what you or the lecturer want, it will be what the trainees want, and they will retain more. Arlene Schindler and Dale Chastain have pointed out (see "Training Volunteers" in spring 1980 *VAL*) that trainee control of the content is a very important factor in the amount of learning that takes place. The chief disadvantage is that it takes more time.

Quizzes and essays. This is an often overlooked method, but one of great value. We can increase the learning that takes place after a lecture or other method to 70 percent by having participants write essays or answer questions on a quiz. This is a particularly good method to use when you have small groups of trainees discuss the questions so that they hear other points of view, fill in gaps in their knowledge, and don't feel they are being "tested" so much.

To Improve Volunteer Skills

While there are many methods that can be employed to impart knowledge, there are really only four techniques to employ in skill training. In my opinion, you should normally use all four of these in the sequence in which they are presented below.

Skill training normally will be preceded by some explanation of what we want the volunteer to do and why. This preliminary work falls under the heading of increasing knowledge; therefore, you should employ one of the methods previously described. For example, if you are training volunteers in a hospital to work with families of terminally ill patients, you might want them first to learn the stages of dying and the steps in the counseling process. Once the volunteer has acquired that knowledge, you then can train him/her to do the counseling, using the following methods:

Demonstrations. The first step in the skill training process is to demonstrate the skill so the volunteers know what they are expected to do. You can do this by having them observe someone doing the task on the job, or you can do it by play-acting in a workshop setting. (To correct a common mistake of labeling, this is not role-playing. When you do the play-acting and they watch, that is a demonstration. When they do the acting, that is role-playing.) Films also can be used to demonstrate a skill.

Role-playing. After the trainees see and hear what they are expected to do (and after they discuss it), the next step is to have them try it out in a situation where it is safe to make mistakes and where they can learn from their errors. One way of doing this is to employ the role-playing technique. Here participants pretend they are in the real situation and act out a scenario as though they were at work. In training scout masters to counsel troubled youth, for example, one trainee might play the role of a troubled Boy Scout while another plays the scout master who attempts to help the "scout." Role-playing is done best with someone observing the interaction so the trainees can get feedback on their ability to carry out the task. The main disadvantage of this method is that sometimes people feel self-conscious and threatened by playing the role of someone else. It does provide, however, the closest approximation of a real situation without actually performing the task on the job.

Simulations. A simulation is a designed experience demanding the same skills that the job experience demands. It differs from role-playing in that there are no artificial roles—everyone behaves naturally. In training people to improve their communications skills at meetings, for example, I have used an exercise in which each of seven people are given a part of the information

needed to solve a complicated word puzzle. Because they can only share the information orally, they must work closely with others in the group and communicate effectively. As with any good simulation, the skills they employ are the same ones they will employ in their meetings, even though solving the puzzle is a quite different, artificial experience.

A simulation is another way to approximate the real situation while allowing the trainee to make mistakes and learn from them. It may be substituted for role-playing as step two of the skill development process.

The advantage of choosing a simulation training method over role-play method is that people don't have to adopt an artificial role. Since they are behaving naturally, you will get a better idea of how well they can employ the skills they have learned. The disadvantages are that it is a lot of work for the trainer to design a good

simulation and that sometimes the artificial nature of the experience puts people off ("I don't have time to play games").

On-the-job practice. After participants and trainers become comfortable with the trainee's ability to employ the skill effectively, trainees can proceed to practice it in the real situation. This is not a matter of merely turning them loose on clients; experience is observed and trainees receive feedback on the strengths and weaknesses of their performance. On-the-job-practice is the last step in the skill training process and should be attempted only after trainees and trainers are convinced, from practicing in the safe situation, that mistakes are unlikely to be gross enough to harm clients (staff or buildings).

To Affect Volunteer Attitudes

Attitudinal training is not something that volunteer leaders will want to get involved in very often. For one thing, it is the hardest type of training to do. Also, if someone's attitude is wrong for the job—such as a Meals-on-Wheels volunteer who is disgusted by those who are elderly and infirm—it is usually a better use of your time to recruit a different volunteer than to try to change the attitude of an old one. On the other hand, attitudinal training in the sense of consciousness-raising (developing or strengthening an attitude that is already or potentially there) may be useful in some types of volunteer training. Also, some of us occasionally find it desirable to do some attitudinal training with other agency staff in terms of their attitudes toward volunteers. In any case, here are some of the techniques you might properly employ in the attitudinal domain.

Role reversal. Here the person is assigned the task of playing the role of the person he or she has problems working or sympathizing with. This will help the person see what it is like to be in the other person's shoes, *if* the role-reversal is long and serious enough. A ten-minute stint as a handicapped person, for example, isn't likely to change a person's attitudes, particularly if the person playing the handicapped individual is permitted to make jokes about his/her situation.

Self-evaluation. When you want to increase a person's awareness of his or her values, a self-evaluation may help. Some common forms include ranking of values or items, identification of reactions to case studies, and analyzing videotapes of oneself. This method may uncover conflicting values or provide a point of discussion of the appropriateness of a person's attitudes toward the job, the clients, or the co-workers. In order to use this method, you need first to establish a fairly high degree of trust with the person and the group,

otherwise the self-evaluation will tend to tell you what he or she thinks you want to hear.

Simulations. Simulations can be excellent experiences to analyze in terms of one's own reactions and attitudes. In training volunteers to work with the blind, for example, I have used a simulation in which half the group is blind-folded for an entire day. The other half is assigned to be their helpers. They then go through a number of everyday experiences, such as making sandwiches, washing their hands and so on. This simulation, when debriefed in terms of the feelings of both the helpers and the blind, often modifies attitudes each group holds about handicapped people and the role of the helper.

Counseling. It may be stretching things to call this a training technique, but one-to-one counseling is often the best way to explore a person's attitudes and determine the likelihood of change. It is also the best long-term method for affecting attitudinal change.

Case studies. Well-written case studies can serve the same function as a simulation in terms of giving participants an experience to analyze and react to. It is less powerful than a simulation, however, in that people do not actually have the experience themselves. They only read about it.

Observations. Here we provide an opportunity for the volunteer to observe a situation by a field trip, a film or other vehicle. As with the simulation and case study, it gives people an experience they can react to so they may analyze their own feelings and the ramifications of those feelings. The disadvantages of field trips and films are the logistical and technical pitfalls you may run into. It does, however, save you the time and trouble of inventing a simulation or writing a good case study.

Other Considerations

In choosing a training methodology there are some other considerations that deserve attention.

- Perhaps the most important is that, in a long program, you should vary the method you use from session to session. The most grisly torture I have ever witnessed was imposed on a group of VISTA volunteers by a group of trainers who lectured them eight hours a day, four days straight. The trainers, who took turns giving lectures and left the room when their part was done, attributed the slack-jawed, catatonic stares they received to trainee apathy and naivete. No wonder they were unable to account for the massive revolt that took place on the final day. The problem was not that the individual lectures were bad or that they were inappropriate to the objectives the trainers were trying to achieve. The same response can be produced by repeating *any* technique over and over. So where possible, try a different method in each part of your training program.

- The method should maximize the trainees' feelings of self-direction. Once again, it is very important to the learning climate that trainees feel they are in control of the content. They should decide *what* they learn; you should choose the *best method* by which they can learn.

- The training design should include maximum opportunity for active trainee involvement. This means that when you employ a technique in which trainees are passive (such as a lecture or a panel discussion), it is good to follow it with a technique in which they are actively involved (such as a discussion of a lecture or a role-play after a demonstration).

- Wherever possible, the training design should utilize the trainee's own knowledge and skills. We often overlook the fact that trainees come to training with many experiences and bits of knowledge. They will learn more by analyzing and assembling their collective experience, in many cases, than by listening to an expert.

There is, of course, more to designing a training program than selecting the appropriate method, but we'll have to reserve such discussion for the next training volunteers installment. This is an important first step, however, for if you choose an inappropriate method, the rest of your design work cannot make up for that error.

Summary

Training Methods Appropriate to Increasing Volunteer Knowledge

Lectures

Readings

Discussions

Field trips/observations

Films/video tapes/slide shows

Panels

Expert questioning

Quizzes/essays

Training to Improve Volunteer Skills

Demonstrations

Role-playing

Simulations

On-job practice

Training to Affect Attitudes

Role reversals

Self-evaluations

Simulations

Counseling

Case studies

Observations

Combating Chronic Disease with Common Sense

The Volunteer Leader Interview with Marjorie Guthrie, New York, N.Y.

WHEN MARJORIE GUTHRIE founded the Committee to Combat Huntington's Disease in 1967, very little was known about this hereditary neurological disorder that often has a debilitating effect on the mind as well as the body. Her folksinger husband Woody Guthrie had been misdiagnosed and hospitalized for years before they learned he had Huntington's and could have received more appropriate care.

People who did know they had Huntington's in their families did not like to talk about it. Huntington's was a secret to be kept to protect the normalcy of the children's lives. (Their 50-50 chance of inheriting the disease very greatly but most often is not revealed until they reach their mid-30s.)

As she traveled about the country publicizing the disease and locating families with Huntington's, Guthrie came to realize that no matter how many members joined the Committee, numbers were not enough. Dollars and volunteers for Huntington's,



she discovered, are better utilized by joining them with others in common research and care pursuits. Convincing patients' families, donors and Congress of this "coalition"

approach to conquering such a frightening disease has been the focus of her work in recent years.

Guthrie will say she's a dancer by profession. She was dancing with Martha Graham when she became Woody Guthrie's second wife in the early '40s, and she ran her own dancing school to support her three young children when Woody was hospitalized. Since 1967, however, she has been a full-time volunteer counselor, educator and advocate on behalf of Huntington's disease patients and their families. "The last verse of of Woody's ballad, 'Tom Joad,'" she explains, "really says it all for me."

Wherever children are hungry and cry
Wherever people ain't free
Wherever folks are fightin' for their rights
That's where I want to be, ma
That's where I want to be.



Why did you form the Committee to Combat Huntington's Disease?

When my husband first went into the hospital, I was told his case was "hopeless and helpless." It's tragic to me that I never thought to do anything about it then. My kids were tiny—2, 3 and 4 years old—and I had to earn a living.

Then, one day I suddenly woke up. I said to Dr. Whittier, who was treating Woody at Creedmore State Hospital in Queens, "What do you mean, 'hopeless and helpless'? You mean I can't do something?"

Dr. Whittier said, "Marjorie, we really don't know enough about Huntington's, even the medical people can't make the diagnosis. The families are in hiding, the stigma is very great. I don't know what you can do, but we ought to try to do something."

So, in the beginning, I started out just to see if I could find some other families with Huntington's patients so that we could study the disease to help doctors make a proper diagnosis. When I began to find these people, they were so troubled and sad because they, too, had been told "hopeless and helpless." Then I realized we were a group of sad sacks who didn't know anything. We had to help each other.

How did you go about locating these families who were hiding the disease?

Well, I had a name—Marjorie Guthrie, wife of Woody Guthrie. I also had a very good friend who was like a sister to me. For ten years she went with me to the hospital to visit Woody. She also traveled with me when I began to look for families with Huntington's.

When we went to a city, we'd be sit-

ting in a hotel room, and this friend—one of my first volunteers—would get on the phone to the local media and say, "Wouldn't you like to interview Mrs. Guthrie? She's here in town." There would be silence, so she would say, "Do you know the name Woody Guthrie?" When there was more silence, she'd say, "Well, you know that song, 'This Land Is Your Land'?" That's how we usually got the interview.

Not everybody said yes, but as luck would have it, my son Arlo's film, *Alice's Restaurant*, came out shortly after I founded the Committee. So my friend then started saying, "Would you like to interview the mother of *Alice's Restaurant*?" That opened up doors.

What kind of response did you get from these interviews?

In St. Louis, for instance, which was one of the first cities we visited, six ladies saw me on a local TV show. They called and I invited them to my hotel room. We sat in a circle on the floor and started talking. To my surprise, two of the ladies, each with a husband with Huntington's, lived on the same block. They didn't know each other, and they didn't know that Huntington's was in each other's family!

These interviews helped me find volunteers as well as families. In the early days I was fortunate enough to be on *The David Frost Show*. I remember saying something like, "I want to address Congress and when I do I don't want to speak for five families I know; I want to talk for 5,000 families. So, I've got to find people, and if you hear me and are interested, please call." Sure enough, I got a phone call from a lady in Chicago, who said, "I don't have Huntington's in my family, but I want to

march with you into Washington."

When I went to Chicago I met this great lady. She was a social worker, working in a hospital. She became the founding mother, along with a lovely woman whose husband had Huntington's, of the Chicago chapter. She has worked with us all these years as a volunteer. She helped me do lots of educational seminars around the country.

So volunteers helped you get started?

Oh, yes. When I decided I wanted to locate families with Huntington's disease, I called upon three friends to help me. One is the woman who accompanied me on my trips to other cities and acted as my "advance man."

The second volunteer worked in an office as a secretary. When I wanted to get publicity, I gave out her office phone number, since I had to work and couldn't be home all day answering the phone. She would say, "Oh, Mrs. Guthrie isn't in right now, but I'll see that she gets the message."

Then I had a third friend, a man, who liked to watch television in the evening. When I began to send out newsletters, he would fold and put them in envelopes as he watched TV. He did that for two years.

Those three friends really were my first experience with volunteers. Then, little by little, people came to us and volunteered their services in the cities where I would go.

Once you got enough people together, what kind of meetings did you have?

One of the first meetings I ever went to taught me a very important lesson. A lady called a meeting in her home to organize a chapter of the Committee in New York City. When I arrived, people already were sitting in sort of a circle around the room. This lady took the floor and made a very dynamic speech, ending with, "And this is what I've been doing. Now I'm going to go around the room and ask each one of you what you're going to do."

An elderly woman got up and very slowly walked out of the room. I ran after her and caught her at the elevator. She looked at me with the saddest eyes and said, "I didn't come here to help, I came for help."

I never forgot that. I'm so glad it hap-

pened at that first meeting, because when I went around the country, I realized that if you're going to ask someone to help someone else, the first thing you have to do is to make sure that they are in a condition to help themselves first. If they can face the problems of a chronic degenerative and inherited disorder, and face it in such a way that they can operate their own lives, there's a good chance that they can reach out and help somebody else.

So self-help is one of the Committee's goals?

Absolutely—to make the people who are meeting learn from each other, and strengthen each other. That can happen overnight or it can happen after ten years. We have people who came to some of our very first meetings, then disappeared for years. Now they are coming back, ready and willing to participate.

I remember one person who came to those original meetings. Then he disappeared. A relative of his said to me, "Oh, you know he's impossible. He'll never show up. Forget him." And I said, "No, I'm going to leave the door open because you never know when he's going to need help. And if we can help him when he needs us, then he's going to be able to help somebody else." Let me tell you, 13 years later that man is now one of our strongest supporters.

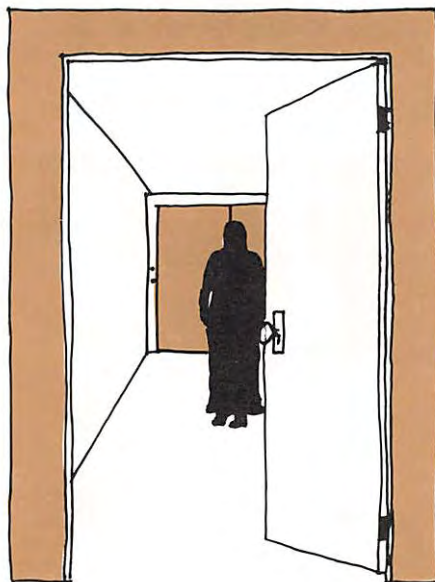
Many of our volunteers are people living with a 24-hour-a-day problem because they have a patient in the home with Huntington's disease. And it's tough to be a volunteer in an evening. First of all, there's the expense of getting someone to watch your patient while you go to a meeting. And second, if you've been working all day with a patient, you don't want to go to a Committee meeting on your night off. You want to go to the movies or somewhere to relax. So we're always faced with the problem of motivation—to find enough pleasure out of advancing your cause to maintain interest in what you're doing to help your immediate family or perhaps the family of the future.

Another goal of the Committee is to inform the public about Huntington's ...

In the early days we would go to medical and scientific meetings to distribute our literature. A doctor would come over and say, "Why don't you

come to my city?" That helped open up more doors.

I remember one of my first contacts with the medical world—in 1969—was at the World Congress of Neurology. Two volunteers and I set up a literature table outside the meeting room. On the wall we hung a 4x7-foot enlargement of the original article written by Dr. Huntington in 1872. The first doctor to come by saw our sign, stopped and said, "Huntington's disease. That's easy. Sterilize them all." That's an example of what we were up against and why we had to educate the medical community about the disease.



So the Committee helps support research on Huntington's disease?

Yes, but in the last five or six years, through my visits with patients and members of the scientific community, I've come to recognize there's no such thing as just Huntington's disease research or Parkinson's research or muscular dystrophy research. Our members don't like to hear me say this. But problems associated with Huntington's are common to other diseases and other agencies and other people. For instance, Huntington's affects the mind, which means it's a psychiatric disorder. It affects the genes, which means it's an inherited disorder. And it affects the nervous system, which means it's a neurological disorder. So research in anything psychiatric, inherited or neurologic is also good for Huntington's. The man who calls himself a researcher in movement disorders takes his same experimental treatment and tries it out on 15 or 20 different diseases. He

doesn't just try it out on Huntington's.

You know, I don't know anything about science. I'm a dancer by profession. But I know common sense. And common sense tells me the scientific community is right about this. Now my job is to go around and tell it to everybody else, so we may fight in the Congress for basic biomedical research.

Which is what you do.

Yes. I'm trying to educate Congress as well as our volunteers. I want them to learn what I've learned. For ten years I've gone down and testified before Congress on behalf of the Institutes of Health. I'm particularly interested in the National Institute of Neurological and Communicative Disorders and Stroke.

I sort of act as the moderator. I introduce the various scientists and summarize at the end. I always say, "We're speaking here for 50 million people in this country whose lives are going to be affected by what you will or will not spend in the basic understanding of the brain and central nervous system."

I'm always sorry for the people who still go down thinking they have a chance to influence Congress because they represent a specific disease. The times have changed, and Congress is fed up with the "disease-of-the-month club." One should not believe that we can "buy cures"; now we're out to buy *good science*, which is going to serve humanity. That's also part of my testimony.

Do your members play a similar advocacy role on the local levels?

Absolutely. If there weren't volunteers out there doing their job—giving help and courage and information about a disease—I couldn't be at all effective. I just came back from a marvelous meeting with a few volunteers in Des Moines, Iowa. They had two state legislators there, two people from the governor's office and various representatives of the department of health. This was our second meeting in six weeks because our volunteers had made contact with the governor's representative, who was interested enough to have a second meeting with some state legislators.

So our volunteers are more than what they think they do. They open the door for me and they open the door for a state discussion or a federal discussion, and that's why they are the real grassroots of our organization.

I know this may sound corny, and I've said it before, but there is no better way to help yourself than by helping somebody else. I know how I feel and I see it in the best of our volunteers. Once they are able to get over the hump themselves, they're the greatest!

What else does the Committee do?

Last year was a very exciting year in terms of the Committee's growth and transition. For one thing, I got a grant for the first time in my life. It was from the Robert Wood Johnson Foundation to travel to 12 cities to arrange what I call round-table discussions with people who had any chronic disease. I wanted these patients to come and speak. I also invited members of the various patients' families—what I call the patient advocates. Then I asked the large and small voluntary health agencies to send somebody who was interested in sharing services—not in how you raise dollars—to talk about opportunities for cooperation. These included representatives from such agencies as Cerebral Palsy, Cystic Fibrosis, Easter Seals, Multiple Sclerosis, Muscular Dystrophy. I ended up meeting 300 different people in 12 cities representing 57 different agencies or serious disorders.

In recent years I've been to Europe. In England, for instance, a girl with Huntington's in her family heard about me. She wanted to do the same thing in England I had been doing here. So I went to England and now they have an organization and have already built something we don't have yet—a "holiday home" where volunteers and people with Huntington's can go for two weeks to have a vacation away from their family.

Then a social worker in Australia wrote me, and the next thing I know I'm in Australia, attending the opening of what I call an "experimental" model care facility. It's experimental because we don't really know how to take care of our patients. They don't just have a physical disability; there is some mental disability involved with a lot of patients. Well, you know not even mental patients are mental patients 24 hours a day. A schizophrenia patient isn't schizophrenic 24 hours a day. So, do we lock everybody up 24 hours a day? I want someone to experiment, to say we've tried this and this worked and that didn't. Then we're going to try this and see how it goes with this age group.

What are your goals for the future?

I'd like to have respite care programs and model care facilities established in this country. I want someone to experiment, but I don't want it to be just with Huntington's patients. If there is a Huntington's patient who has some of the same physical disabilities as someone with cerebral palsy, then I'd like them to be together in a respite care program.

I also want to be able to influence Congress so its individual members see the whole picture as I see it. In other words, as they go about their work of supporting health care and the various Institutes of Health, they should recognize what good science really is, and not be influenced by the numbers game or the political game. If I were a Congressman, I'm sure I'd have a tough time too when everybody came knocking on my



door. We've got to help Congress understand what we're talking about and give its members tools to answer their constituents.

The Committee is now 22,000 strong and moving in new directions. Have you noticed any changes accompanying your organization's rapid growth in little more than a decade?

I now have a perspective on several things related to volunteerism. One, I think some of our chapters need to realize that not everybody can do what you can do, but shouldn't we welcome what they *can* do?

There are three ladies in Topeka—each with Huntington's in their family—who invited me to a meeting this year. When I arrived they were putting themselves down, saying they didn't really do very much. I found out that in order to raise money, on weekends these three old ladies were collecting tin cans and tin foil and recycling and selling computerized paper at 21 cents a pound!

They were very discouraged because they hadn't raised much money.

Well, they had arranged for me to meet the right-hand man to the governor of Kansas. I brought these ladies with me and purposely turned to this man and said, "Do you realize what these three ladies are doing? They're doing your job. They raise money to put out a little newsletter that brings hope and courage and information about a disease to 300 families in Kansas." This man looked at me and said, "Now what do you think I ought to be doing?" So I think some chapters could be strengthened with this realization that what they can do is important.

Another thing I've learned is that you don't pretend you're a slick outfit when you're not. You do what you can within the modest context of your funds. Once somebody complained that our organization didn't have a sophisticated image, and a very wise man responded. "Well, if you present such a successful picture then people may not help you either. They may think you don't need help."

So, in the beginning, our newsletter was mimeographed, and a few volunteers and I would stuff, stamp and mail all 7,000 of them. Now we have them printed because there came a time when we just could not mimeograph and mail 22,000 all by ourselves. And that brings me to another lesson I've learned.

There comes a time in the growth of an organization when your needs change. For example, volunteers are desperately needed to do their share, but then so are the paid people, and you have to recognize that. If you have to get a newsletter out three times a year, you can't wait for 20 volunteers to walk in and stuff 22,000 envelopes; it has to go out now.

It's funny, we have grown so successful that in a way we are failures. The success is that we've found so many families involved with the disorder. The failure is that now we don't provide enough answers for the problems we are now able to enumerate. We aren't doing as much as I know we could with the right funds.

For further information about the Committee to Combat Huntington's Disease, you may write or call CCHD, 250 West 57th St., Room 2016, New York, NY 10019, (212) 757-0443.

Readers' Advisor

If you have a question or answer for the Readers' Advisor column, send it to the Editor, Voluntary Action Leadership, 1214 16th St., NW, Washington, DC 20036.

Starting a Volunteer Skills Bank

VAL CONSULTED PAT SACCOMANDI, DIRECTOR of the Independent Foundation and consultant to VOLUNTEER's skillsbank project, in preparing a response to the question on skills banks from Arthur W. Browne of the Dutchess County, New York, VAC. Browne wanted to know how to set up a manual card filing system, rather than a computer-operated skills bank.

Saccomandi stresses that the most important thing to remember in setting up such a system is to develop well-defined skill categories for both the initial questionnaire and the corresponding files. "As many precise choices should be presented on the questionnaire as possible," he says, "so that the majority of applicants don't simply check 'other'. Also, if 'teacher' is checked, the applicant should specify between preschool or bilingual teacher.

"The filing system should reflect the clearly defined job categories on the questionnaire and should use the same terminology. Each card file should be geared to the needs of that particular skills bank and can be modified and expanded as required. If it is necessary to distinguish between an auditor and an accountant, the file and questionnaire should include both. Otherwise, these skills can be included with bookkeepers or financial managers."

Saccomandi used the system adopted by the Flint, Mich., VAC as an example of a simple, but effective approach. The Flint VAC photocopies the questionnaire and files a copy under each category the applicant checks. In this way, not only is time-consuming paperwork reduced, but each volunteer's skills are immediately cross-referenced.

(Editor's note: VOLUNTEER will publish a "state-of-the-art" report on volunteer skills banks in January 1981. For

further information on skills bank development and implementation, contact Pat Saccomandi, Independent Foundation, 2000 S. St., NW, Washington, DC 20009, (202) 387-7472. For information on VOLUNTEER's Citizen Volunteer Skillsbank Project, contact Bobette Host, VOLUNTEER, PO Box 4179, Boulder, CO 80306.

On Organizational Death

In a published interview several years ago, Karl Mathiasen, management and development consultant to nonprofit organizations, addresses David Premoe's question on organizational death. Mathiasen relates organizational death to board-staff relations. Certain tensions, he explains, exist between an organization's staff and its board. The board is legally responsible for the organization, but the staff usually has developed the project or organization and feels the greater sense of ownership.

Early in the life of the organization, a decision is made as to whether the board or the staff director will control the organization. After a period of negotiation, a compromise is reached, usually with the board assuming the most control. Mathiasen labels this period the "satisfied board." In two to three years, the staff comes into its own. It does not feel the same need for an effective governing board and begins to exclude the board from its activities. This "staff's board" rapidly becomes Mathiasen's "frustrated board," and many of its members lose interest and resign. Replacements are difficult to find.

In time, the organization will require new resources, and there will be no one to help. At this point the cycle either will begin again, with a new board and staff, or the organization will cease to exist. As Mathiasen sees it, "The moment things really start to go well, the moment comes when there is most danger, because satisfaction sets in, people go to board meetings without expectations that there's something that they really have to do."

David Horton Smith, in an early issue of VAL (see pp. 22-23, winter 1977 VAL) approaches the issue of organizational death from a different angle. Smith echoes Ritchie Lowry's belief that "without real opportunities for democratic participation by constituents in decision-making, voluntary groups are particularly likely to suffer a decline in effectiveness." (See *Urban and Social Change Review*, spring 1970).

Smith lists as another reason for the death of an organization its "lack of sensitivity to, and responsiveness to, long-term changes in the environment." This occurs when the organization either has essentially achieved its goals/purpose or those goals/purpose are no longer relevant in the changing social context. In both instances, Smith believes that a strong, governing board can take charge and redirect the organization's course. Like Mathiasen's "satisfied," complacent board, for Smith, it is when the board is weak and ineffective, that the organization dies.

(Editor's note: The Mathiasen interview is entitled "Confessions of a Board Member" and is available for \$1.50 from The Alban Institute, Inc., Mount St. Alban, Washington, D.C. 20016. In Smith's article, Albert Hirschman's Exist, Voice, and Loyalty: Responses to Decline in Firms, Organizations, and States, Harvard University Press 1970, is frequently quoted.)

Tool Box

Fund Raising in the Private Sector. National Committee for Prevention of Child Abuse, 332 S. Michigan Ave., Suite 1250, Chicago, IL 60604. 1980. 45 pp. 1-5 copies, \$3.00 ea.; 6-10, \$2.50 ea.; 11-25, \$2.00 ea.

Explains the many methods and techniques used by professional fundraisers.

The Third Sector: Keystone of a Caring Society. Waldemar A. Nielsen. Independent Sector, 1828 L St., NW, Washington, DC 20036. 1980. 8 pp. Single copy free, additional copies 20¢ ea.

Based on a speech to the National Conference on Philanthropy, this paper outlines the importance of not-for-profit organizations in our society. It also provides an overview of the various types of volunteer agencies individuals can become involved with.

Regulation of Charitable Fund Raising: The Schaumburg Decision. Independent Sector, 1828 L St., NW, Washington, DC 20036. 1980. 8 pp. Single copy free, additional copies 20¢ ea.

A brief summary and analysis of the court decision. Intended as a reference for administrators of nonprofit organizations in understanding laws that regulate charitable fundraising.

A Guide to Citizen Action on Health Legislation. United Hospital Fund of New York, 3 East 54th St., New York, NY 10022. January 1980. 64 pp. \$5.00.

Divided into six sections, this booklet informs citizen action groups of all information necessary to lobby for legislative changes in health care including the process by which a bill becomes law, committee organization, key agencies, and contacting legislators.

Trends in Child Protection Laws—1979. Publication Office, Education Commission of the States, 1860 Lincoln St., Suite 300, Denver, CO 80295. October 1979. 19 pp. \$2.50.

Reviews the status of child abuse legislation to date in a state-by-state breakdown.

Fair Textbooks: A Resource Guide. U.S. Commission on Civil Rights Publications Warehouse, 621 N. Payne St., Alexandria, VA 22314. December 1979. 430 pp. Single copy free.

A complete listing of resources and publications related to fairness in public school education.

Youthbook: Models and Resources for Neighborhood Use. Citizens Committee for New York City, 3 W. 29th St., New York, NY 10001. 1980. \$6.95, plus \$1.50 handling.

Identifies over 245 model programs in New York City run for and by young people in such areas as education, sports, civic involvement. Bibliography and resource directory included.

CWLA 1980 Publications. Child Welfare League of America, Inc., 67 Irving Place, New York, NY 10003. 1980. 19 pp. Free.

An annotated catalog of the organization's publications with order forms.

Special Olympics Celebrity Cookbook. Special Olympics Committee, 4200 Wisconsin Ave., NW, Suite #205, Washington, DC 20016. 1980. 200 pp. \$10.00.

Features the favorite recipes of such celebrities as Suzy Chaffee (Peking Duck and Wild Life Rice) and Henry Winkler (Chicken Hawaiian). Proceeds go to fund annual Special Olympics activities.

The Voices of Volunteers. The Korda Project, 1425 Bay Rd., Sharon, MA 02067. 1980. 80 pp. \$4.00. Make checks payable to: Richard F. Williams.



Compiled by
Laurie A. Bernhardt

Contains the personal accounts of high school student volunteers. The first section reviews the research on high school student volunteerism. In the second section, college admission officers discuss volunteerism as an asset or hindrance to college admission.

Operating a Retirees Volunteer Program in Postsecondary Institutions. Leadership Training Series Number 61, The National Center for Research in Vocational Education, National Center Publications, 1960 Kenny Rd., Columbus, OH 43210. September 1979. 150 pp. \$12.50.

All aspects of planning and operating a volunteer program involving skilled retired persons at universities.

Higher Education and the Older Volunteer: A Place for Everyone. Publications Office, American Assn. of Community and Junior Colleges, Suite 410, 1 Dupont Circle, NW, Washington, DC 20036. 1980. 72 pp. \$6.00.

Profiles of model programs using older volunteers in acting troupes and as counselors, assistant instructors and many more. Bibliography included.

Director of Recreation and Leisure Services for the Physically Handicapped Within the Greater Los Angeles Area. Mickey A. Christason, 11066 Gonsalves Place, Cerritos, CA 90701. 1980. 132 pp. \$7.95 ea., \$1.00 discount to handicapped persons.

Includes a listing of area agencies providing actual programs and services; local, state, national, and international organizations concerned with the handicapped; and general resource information regarding all aspects of recreation for the physically handicapped.

The Community Imperative. Publications Secretary, Horizon House Institute, Stafford House/L8, 5555 Wissahickon Ave., Philadelphia, PA 19144. April 1980. 474 pp. \$10.00, plus postage.

The published proceedings of a national conference on overcoming public opposition to community care of the mentally ill. Explores long-standing myths and presents an agenda for action.

The Hospice as a Social Health Care Institution. National Conference on Social Welfare, Attn: Maureen H. Herman, 1730 M St., NW, Suite 911, Washington, DC 20036. 1979. 154 pp. \$5.00.

For practitioners, planners, and administrators, this report examines problems and offers recommendations for improving hospices and insuring their future development.

Hospice Volunteers: A Guide for Training. Volunteer Training Guide, Office of Consumer Health Education, CMDNJ-Rutgers Medical School, Piscataway, NJ 08854. 1980. 355 pp. \$30.00, plus \$2.00 handling.

In a looseleaf binder, this book provides step-by-step training guidance for hospice volunteer directors. Includes chapters on program curriculum, evaluation and a case study as well as a resource listing and bibliography.

The CRA Reporter. Neighborhood Revitalization Project, 1000 Wisconsin Ave., NW, Washington, DC 20007. 1980. Free.

The latest publication of the Center for Community Change's NRP, this newsletter is a focal point for research on neighborhood issues and related economic and legal analysis. Future issues will appear as there is news on the Community Reinvestment Act to report.

Neighborhoods: A Self-Help Sampler. Dept. of Housing and Urban Development, Order from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. Stock Number 023-000-00559-0. October 1979. 161 pp. \$5.50.

Using a series of narratives by people active in self-help projects, describes how to get neighborhood support, raise funds, and create new approaches to housing rehabilitation, economic development, arts, culture and social services. Each subject area is followed by a "how-to" section.

Neighborhood Notebook. Neighborhood Development and Conservation Center, 525 NW 13th St., Oklahoma City, OK 73103. 1980. 116 pp. \$2.00.

Tells neighborhood groups how to organize, plan strategies and act. Includes ideas for fundraising, publicity, and possible issues.

Help Wanted: Everything You Need to Know to Get the Job You Deserve. Bert Fregly, ETC Publications, P.O. Drawer 1627-A, Palm Springs, CA 92263. October 1980. 545 pp. \$19.95 hardcover, \$9.95 softcover.

A step-by-step approach to finding a better job. Outlines special techniques for writing effective resumes, filling out job applications, job interviewing skills, and employment tests. Special chapters for teenagers, women, seniors, handicapped, minorities and ex-convicts.

PEER Publications List and Order Form. Project on Equal Education Rights, 1112 13th St., NW, Washington, DC 20005, 1980. 2 pp. Free.

Lists all PEER publications currently available.

CRM/McGraw-Hill Films: 16 mm/Videocassette Catalog. CRM/McGraw-Hill Films, 110 15th St., Del Mar, CA 92014. 1980. Free.

This supplement to the standard CRM/McGraw-Hill films catalog includes descriptions of 19 new releases and an updated price listing of all other films. Order form included.

(Continued on p. 44)

Complaint Handling. Consumer Services, The Sperry and Hutchinson Company, 2900 W. Seminary Dr., Ft. Worth, TX 76133. 1979. 28 pp. Single copy free, additional copies \$1.00 ea.

This manual shows businesspeople how to develop and implement an effective complaint system. Sample forms and letters included.

Membership Handbook—A Guide for Membership Chairmen. Consumer Services, The Sperry and Hutchinson Company, 2900 W. Seminary Dr., Ft. Worth, TX 76133. 1979. 24 pp. 25¢.

Provides step-by-step directions for determining association membership needs, planning and staging a campaign, and providing incentives for members.

Public Affairs Handbook: A Guide to Achieving Good Government. Consumer Services, The Sperry and Hutchinson Company, 2900 W. Seminary Dr., Ft. Worth, TX 76133. 1976. 29 pp. 25¢.

Explains the workings of political parties and local, state and federal government as well as community involvement of all kinds—from letter writing to lobbying.

Ways and Means Handbook—A Chairman's Guide to Money Making Projects. Consumer Services, The Sperry and Hutchinson Company, 2900 W. Seminary Dr., Ft. Worth, TX 76133. 1979. 32 pp. 25¢.

Shows how to plan, organize and run money-making events. Includes planning aids, such as checklist, production calendar, and cost estimation chart.

Planning Guidelines for Coordinated Agency Transportation Services. Transportation Initiative, Office of Human Development Services, Department of Health, Education, and Welfare, 330 C St., SW, Washington, DC 20201. April 1980. 51 pp. Single copy free.

The first of a two-part report, this volume describes the concept of coordination, its potential benefits to the human service agency network and the community, and its applications in a variety of community settings.

Implementation Guidelines for Coordinated Agency Transportation Services. Transportation Initiative, Office of Human Development Services, Department of Health, Education, and Welfare, 330 C St., SW, Washington, DC 20201. April 1980. 83 pp. Single copy free.

The second report of two-part series on transportation coordination. These guidelines describe the process by which a conceptual plan is turned into an operating system.

People Power: What Communities are Doing to Counter Inflation. Consumer Information Center, Dept. 682-H, Pueblo, CO 81009. 1980. 411 pp. Free.

Describes projects involving community volunteers and private and public funding sources that demonstrate effective alternatives to lowering costs and improving services to local residents in the areas of food, housing, energy and health. Suggests strategies for organizing and finding funds.

Guide to Creative Giving. Bernard P. Taylor. Groupwork Today, Inc., PO Box 258, South Plainfield, NJ 07080. 1980. 89 pp. \$4.95.

Designed to help individual contributors select the method of donating best suited to their needs, whether it be in the form of endowment funds, capital gifts, or special projects.

Women Today. Charlotte Saikowski. "Reprints," Christian Science Monitor, PO Box 527, Back Bay Station, Boston, MA 02117. 75 cents.

Examines the crosscurrents of change confronting American women as new roles and widening opportunities restructure contemporary society. Also discusses what's in the future for women.

1980 Guide to Selected Books. Gallo-way Publications, Dept. NR80, 2940 NW Circle Blvd., Corvallis, OR 97330. 1980. 16 pp. \$1.00, include self-addressed business size stamped envelope.

An annotated resource guide to more than 125 selected books chosen for their interest and value to people involved in providing aid, education and counseling. Topics include program planning, public relations, recreation, fundraising, management methods and helping the handicapped.

Invest Yourself 1981. Commission on Voluntary Service and Action, c/o Susan Angus, 415 E. 12th St., Apt. 11, New York, NY 10009. 1981. \$3.00.

Special 35th anniversary edition of this catalog of service opportunities. Lists several hundred specific projects and placements, with 26,000 openings, as well as the names and addresses of the 150 private North American voluntary service agencies who sponsor projects and together make up the Commission Voluntary Service and Action. Free catalog brochure upon request.

Editing Your Newsletter: A Guide to Writing, Design and Production. Mark Beach. Coast to Coast Books, 2934 NE 16th Ave., Portland, OR 97212. 1980. 76 pp. \$7.50.

For newsletter editors with little or no experience in writing, editing, design or printing. Material, often with illustrations, is organized around such concerns as newsletter goals, audience, defining and gathering news, the proper printing process to use, use of photos and drawings, sources of free or low-cost supplies and services.

what is it?

As I See It

(Continued from p. 2)

This view of two very different programs proved helpful when I became involved with a working party whose task was to try to define a volunteer bureau. This group had been convened by The Volunteer Centre to begin discussion on forming a national association of volunteer bureaux. Since there are so many different kinds of bureaux in Great Britain, the directors wondered if there were attributes common to all the bureaux. It was an interesting philosophical task, and I was happy that my research could provide some concrete details.

In April 1979, The Volunteer Centre held a national conference for the directors of volunteer bureaux in Great Britain. The conference gave me the chance to meet people from all over the British Isles, and to hear their discussion on issues important to them. I felt particularly fortunate to meet and talk with Jacqueline Couste, the director of the society for volunteerism in France.

The working party presented its paper, "Definition of a Volunteer Bureau." After much discussion the conference decided that regional groups of bureaux would be more productive than a national association.

THE BIRMINGHAM TRIP WAS THE FIRST OF TEN expeditions I made in England and Scotland to collect information for The Volunteer Centre. Along the way, I learned that the types of volunteer jobs available in England are very similar to those in the United States. I also learned about program funding, the general sentiment on the issue of professionalizing the field of volunteer administration, what problems programs have in adapting to particular settings, and the relationship between socialism and volunteerism.

I found this last topic especially interesting. People from the United States have asked me, "Is there any volunteer activity in Great Britain? Doesn't the government take care of most services?" The answer is yes to both questions. There is a great deal of volunteer activity; in fact, some large volunteer organizations in the United States were patterned after organizations in England. The Civil Air Patrol, for example, was modeled after England's Civilian Air Warning System, and our Junior League followed the Women's Volunteer Service.

In England, however, many volunteer-using programs are part of government agencies. Hospitals, for instance, are part of a state-run system. Nevertheless, they use a great many volunteers.

Voluntary agencies often are funded through government grants administered through local officials. Many programs must also find some outside funding, but it is difficult because of high taxes. Individuals simply do not have the

ability to give much money to causes, and there are fewer charitable foundations in Great Britain than in our country. Also, the potential for corporate giving to the voluntary sector has not been tapped. While this may seem to paint a bleak picture for voluntary organizations in England, the country actually has a great number of innovative and flourishing programs.

Some of these programs were threatened during the strikes of the winter of 1978-79. Guidelines developed by The Volunteer Centre helped avert some of the crises. These guidelines set forth differences between paid workers and volunteers, and suggested they must be maintained in order for both groups to contribute to the smooth running of an organization.

Hospitals were hit especially hard by the strike. The guidelines were instrumental in keeping the peace between the striking workers and the volunteers who attempted to keep the hospitals functioning until the strike could be settled.

BEFORE MY SOJOURN IN ENGLAND, I HAD worked only in San Francisco. So when people asked me, "What is the situation in America?," I felt woefully unprepared to answer, limited as I was to knowledge of the Bay Area. My experience in England made me resolve to learn more about what is happening on a national basis in the United States.

Because I had chosen England, I obtained skills which I probably could not have learned had I been struggling to learn a foreign language. I helped design the annual volunteer bureau conference, I wrote for The Volunteer Centre's journal, *inVOLve*. I traveled around the countryside to interview program directors. All these activities provided terrific experience.

And it was fun! When I was traveling, bureau directors asked me to stay with them and their families. The Center was enthusiastic and grateful for the work I did. By the time I left, I was proud to feel part of a nationwide community of professionals, some paid and some unpaid, but all dedicated to their growing field.

Though I loved living and working in England, it made me more enthusiastic than ever about my country and my work. As I see it, living and working abroad is an invaluable experience. I started out as a volunteer, because obtaining a work permit in England is very difficult. But The Volunteer Centre did cover all my expenses whenever I traveled on its behalf. Halfway through my internship, the Centre gave me a small grant to cover other living expenses.

England! Many people visit that wonderful country, yet few see beyond the colorful sights and sounds of London and the picturesque English countryside. I feel very fortunate to have seen so much more, and to know that underlying the pomp and circumstance we so admire is a huge volunteer effort supporting both the statutory and the voluntary social services. I shall look more fondly at a picture of the Horse Guards in front of Buckingham Palace because I know that the uniformed men and women who keep spectators out of the way of the parade are all members of a volunteer police force.

Letters



Why Not Copyright VAL?

I enjoy *Voluntary Action Leadership*. I wish your articles were not copyrighted, however, so that I could use excerpts in my newsletters from time to time.

Since this magazine goes primarily to those involved in managing volunteer programs, we should be encouraged to use your information and spread it around to the readers of our own program newsletters, giving you and the authors proper credit, of course.

We do not always have time to write for permission every time something might be a useful bit of information or a challenging idea. It would be a service to those of us in the field.

—Alice LaBour
Coordinator
Project SAVE
Grand Rapids Public Schools
Grand Rapids, Mich.

Foster Parents Are Volunteers, Too

The article by Steve McCurley, "How Much Are Volunteers Worth?", in the spring 1980 VAL was very important to me.

I am enclosing part of a University of Delaware 1975 study, which attempts to measure the volunteer time given by foster parents. They are seldom mentioned as volunteers, because the popular misconception is that foster care is "expensive" and foster parents are "paid."

Only in Washington, D.C. or under private agencies are they paid for their time or service. In Oregon, 85 percent of the foster parents are *full-time volunteers*, and I believe that is true in the 50

states. The "board rate" is often misunderstood as a payment for service instead of an expense account for the child. Actually, it provides reimbursement to the foster parents for the actual cost of the food and clothing of the child—hardly a salary! Even foster parents themselves often misunderstand this; they tell others how much money they "make," quoting the total amount of the board rate they receive.

If we accept the conference definition suggested by Mary Egginton in her article, "Education for Giving," in the same issue—"A volunteer is a person, professional or amateur, who serves without monetary profit"—then most foster parents are full-time volunteers. Yet seldom are they so regarded. Often they pay additional money of their own for things for the child.

The Delaware study regards them as part-time volunteers. This, of course, varies with the age of the child.

I hope *Voluntary Action Leadership* will sometime recognize the tremendous service which these volunteers give to over 350,000 children in the U.S.

—Ethel M. Lutton
Chairperson
Committee on Foster Care
Ecumenical Ministries of Oregon
Portland, Ore.

Some Thoughts on Paid Volunteers

Paid volunteers contradict the essence of the ethics of volunteer administration in the best sense of the profession. Volunteering is a vehicle for self-realization. Voluntary effort unlocks energy in people. In some way, as part of the human equation, and a fundamental law of the universe, when we give of ourselves in return we discover ourselves; when we serve asking nothing in return, we receive in return an awareness of ourselves.

There was a time when persons took pride in their work. They put a little something extra into their work because they wanted it to reflect who they were. What happened? Someone came along and convinced them that they should get paid extra for that extra effort; that others doing the same amount of work without the added extra were getting paid the same. They were convinced, in short, that they shouldn't volunteer the extra effort unless they were paid. Many of these "convincers" are still at large and trying to introduce their self-serving concepts into the profession of volunteerism.

Unless volunteer administrators, as professionals, do not view their own dignity and the dignity of those whom they serve in a philosophical context, they will never reach to the full potential of their glorious profession. To pay a person to volunteer robs that person of the glorious opportunity to discover and perpetuate one of the most beautiful facets of human nature—love. To volunteer is to love and to love is to discover oneself in someone other than one's self.

Love holds on with an open hand; if there's a paycheck involved, the hand is clenched. There are many today who would capitalize and materialize the essence of the ethic of volunteering. I don't intend to be one of them.

I believe there are many incentives that prompt a person to volunteer, but only one that vitiates the concept—money. There is no relationship essentially between volunteering and money; they are mutually exclusive.

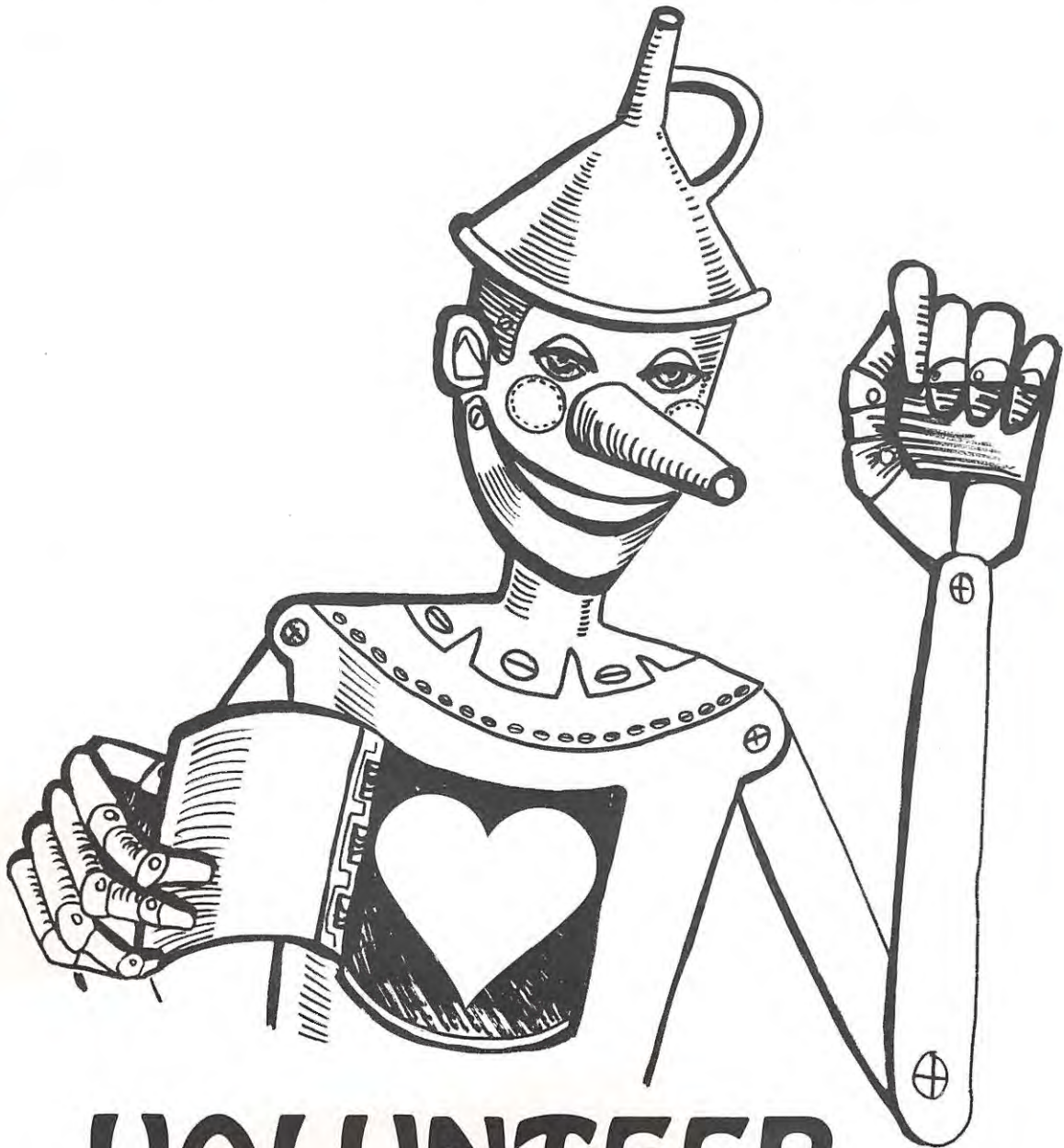
A student can volunteer for credit. An intern can volunteer for experience. A housewife can volunteer for career opportunities. These people can volunteer and not do violence to the ethic of volunteerism. But when they "volunteer" for pay, or are paid to volunteer, they expose themselves and voluntarism to the evils of mercenariness. When volunteer administrators accept under the umbrella of volunteerism a paid (above or beyond enabling funds) volunteer, they belittle the dignity of the profession and the dignity of the volunteer.

—F. Al Mantica, CAVS
Director
Volunteer Administration
Office of Mental Retardation and
Developmental Disabilities
Albany, N.Y.

P O S T E R

You may reproduce this old favorite for your volunteer-related publicity purposes.

Have a heart



VOLUNTEER

Calendar 80

The **calendar** lists upcoming events that may be of interest to our readers. Inclusion, however, does not constitute endorsement by VOLUNTEER.

- Dec. 2-5 **Denver, Colo.:** *National Community Education Association Annual Meeting*
This fifteenth annual meeting, which includes an educational materials exposition, is for the administrators, directors and volunteers involved in community education.
Contact: Conference Coordinator, NCEA, 1030 15th St. NW, Washington, DC 20005, (202) 466-3530.
- April 11-15 **Seattle, Wash.:** *Western Gerontological Society Annual Meeting*
"The Challenge of Change" is the theme of this 27th annual meeting featuring intensive one-day training sessions and over 250 symposia, workshops, lectures and idea exchanges as well as exhibits and a media festival. Updates on research, programs and policy perspectives covering all aspects of aging. Continuing education credit offered.
Contact: Barbara Freda or Betty Guyer, WGS, 785 Market St., San Francisco, CA 94103, (415) 543-2617.
- June 7-10 **San Francisco, Calif.:** *National Conference on Social Welfare Annual Forum*
This 108th annual meeting will feature discussion periods of two to three speakers on new techniques useful to the social welfare field, particularly in the areas of refugee resettlement, prevention, social health care, community empowerment and deinstitutionalization. Exchange of ideas and feedback between authors (speakers) and audience will be stressed.
Contact: Forum Coordinator, NCSW, 1730 M St., NW, Suite 911, Washington, DC 20036, (202) 785-0817.
- June 7-11 **New Haven, Conn.:** *National Conference on Citizen Involvement*
For the first time, VOLUNTEER's national conference (formerly known as "Frontiers") will be held on the East Coast. For volunteer leaders in every discipline to examine latest developments in citizen involvement. Program details to be announced.
Fee: Approximately \$200, with discount to Organizational and Resource Associates of VOLUNTEER
Contact: VOLUNTEER: The National Center for Citizen Involvement, 1981 Conference, PO Box 4179, Boulder, CO 80306.



VOLUNTEER: The National Center for Citizen Involvement
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