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Voluntary Action Leadership

SUMMER
1980

A Tool for Administrators of Volunteer Programs

Education for the Volunteer Leader

As I See It

Now Let Us Praise Good Men and Women

By Robin Burns

Robin Burns is the coordinator of volunteer services for the South Carolina Department of Social Services in Columbia, South Carolina.

THE PROFESSION OF VOLUNTEER ADMINISTRATION is a special one. Often no one understands what we do, nor do they understand the variety of talents required of us to perform our jobs. But our profession does share one thing with many other human service professions: the feeling that we do not command much prestige or respect. Sometimes we feel we'll be the first to go if hard times hit. We think we are the lowest priority on our agency's or organization's totem pole.

What we forget, however, is one of the lessons we teach: recognition of a job well done. The problem seems to be that we always sell ourselves short. Instead of being on the offensive, we are on the defensive—almost apologetically—for our "nice but not essential" service.

It's time we stopped this nonsense and recognized our true worth. We possess a special body of knowledge unique unto our profession. We have to know a "little bit about a lot of things" and we should be proud of it.

Most volunteer coordinators I know are genuinely nice, caring people who do a fine job with few resources. We are like our "affiliation" type of volunteer, who comes to work because he or she likes to be liked by others. We enjoy working in groups and are generally sociable, outgoing people who go out of our way to help others.

We are one of the few professions who can see an immediate return from our efforts. Every volunteer who comes to work regularly and does a good job is a stroke for us. Most of us enjoy our volunteers. They make us feel needed and successful. They give us a sense of accomplishment. The only problem with this is that we grow insular and fail to look outside of our sphere of responsibility. We are content with our small world, but we need to step back and realize the unique, universally good thing that we do.

It goes beyond day-to-day service or accomplishment of projects. What we do is give people an opportunity to be the best they can be. In a world of conflicting values we echo John Kennedy's "Ask not what your country can do for you but what you can do for your country." We give people the chance to learn and expand and receive positive feedback for their actions. What other profession can offer so much potential for individual human growth as volunteer administration can?

We need to examine why we aren't the most powerful group in America today. A colleague tells the story of an overcrowded prison in our town that was built for 900 and holds 1,300 inmates. At night there are only 14 guards on duty. The guards admit that they couldn't stop them if they all decided to break out at the same time. The prisoners never have attempted it, however, because they can't all come to a decision to hand together.

We are in the same position in that we can't decide to band together and form a constituency that would include the PTA, school volunteer programs, youth worker projects, criminal justice associations, churches, hospital auxiliaries, private, nonprofit organizations and agencies—the whole range of people who should be sharing in our professional pride as well as concerns.

Groups exist, but they are still fragmented. We need better ways to work together to upgrade and receive recognition for our field. We need to be aware of legislation that affects us, such as tax breaks for volunteers, special tax categories for older Americans, courses in the schools to promote better volunteer citizen involvement, recognition and encouragement of the use of volunteers in government, and many other issues.

If we value who we are and what we do, we should be willing to fight for it, by becoming outspoken professionals who know that what we do is important. Maybe we need to be aware of the total picture—the long-range goal of volunteer administration. If early retirement, shorter work days and a deep recession come about as predicted, people more than ever will need a sense of pride in accomplishing a useful task.

We can give it to them. We hold the key to achievement of a worthwhile goal through volunteering. Remember, the opportunity to let people be their best is not easy to come by. The first step is to recognize who's capable of offering this unique gift. It's you and me—the proud professional coordinator of volunteer services.

Voluntary Action Leadership

SUMMER 1980

Published by VOLUNTEER
The National Center for
Citizen Involvement

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Voluntary Action Leadership is published quarterly by VOLUNTEER: The National Center for Citizen Involvement. Bulk postage paid at Washington, D.C. **Subscriptions:** $9 one year (prepaid); $16 two years; $23 three years. Outside U.S., Canada add $2; foreign add $4 (prepaid). **Change of address:** Send both old and new addresses, including zip code, to CIRCULATION, Voluntary Action Leadership, PO Box 4179, Boulder, CO 80306. Allow at least six weeks for change to take effect. **All other correspondence** should be directed to the editor, c/o VOLUNTEER, 1214 16th St., NW, Washington, DC 20036, (202) 467-5560.

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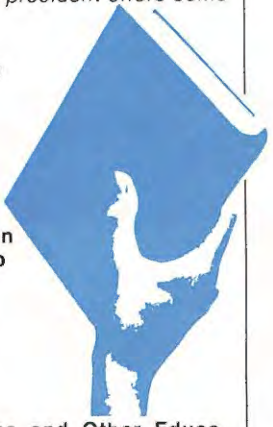

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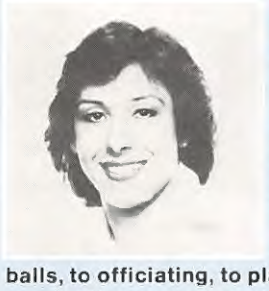

I have so much admiration for the people I meet during my travels who devote time and energy to so many worthwhile causes. In my own world of tennis, I really don't believe that the matches could go as smoothly as they do without all the volunteers who help us do everything from chasing balls, to officiating, to planning the many events for our nonprofit sponsors on the tour.

I am relatively new at being a volunteer, since my schedule keeps me traveling around the country and the world more than 40 weeks a year. However, for the past few months, I have been the Honorary National Sports Chairperson for Big Brothers/Big Sisters of America, and I'm in love with this new role. It is so gratifying to be involved and to see and meet the people who directly benefit from the services and programs the organization offers. I just wish I had more time to devote, and it is high on my priority list for that time in the future when I won't be playing so much tennis. In the meantime, I am thankful for this chance to do something to help.—*Martina Navratilova, top women's tennis player*

"WE POSSESS A SPECIAL BODY OF knowledge unique unto our profession." It is one reason why volunteer administrators are able to provide an essential service, *VAL*'s guest editorialist Robin Burns believes (see As I See It, page 2). By so stating, Burns nicely launches our summer feature on education. It is because of the uniqueness of the volunteer administration profession that an increasing number of education and learning programs for volunteer leaders are cropping up all over the country.

A good many can be found in the list of institutions of higher education and voluntary organizations beginning on page 33. It was put together by John Weber, *VAL*'s graduate student intern for the summer. Weber contacted nearly two hundred colleges, universities, Voluntary Action Centers and state offices on volunteerism in an effort to present the most comprehensive list possible.

For those who cannot find such a program in their area, we present two "do-it-yourself" articles based on actual experiences in New Orleans and Pittsburgh. Margery Stich discusses a successful series of courses at Tulane University (see "How to Set Up a University Course on Volunteer Management—Step by Step" on page 29), while Mary Gregory describes the establishment and educational consultant role of the Community College of Allegheny County's Institute for Volunteerism on page 26.

Transforming thought into action is also the challenge of Kenn Allen's volunteer agenda for the '80s on page 22. "Will this be the decade in which the volunteer community learns to understand, harness and apply its strength?" he asks. Allen, who is VOLUNTEER's executive vice president in Washington, D.C., offers four priorities that must be addressed if the volunteer community is to survive.

A sampling of our community's diversity can be found in several of the departments in this issue. Religious volunteers, for example, are singled out for praise in Follow-Up's "Recognizing Volunteers in Churches" by Janet Richards (page 14). In Neighborhood Networks (page 19), David Tobin describes a growing volunteer activity—neighborhood-based barter projects, which most often involve the exchange of services. And in *VAL*'s book review section (page 42), Sarah Lahr writes about a book for our most youthful volunteers—children under the age of 10.

In the fall *VAL*, we begin a new department on the arts and humanities and take a look into the future to determine its impact on volunteering. See you then.

Brenda Hanlon

Voluntary Action NEWS

'Dirty Hands, Hard Work' Rebuild Corbett, N.Y.

By Laurie A. Bernhardt

Everyone in the project should be prepared for dirty hands and hard work.

It's easy to overlook the whole supply of skills and talents in the community.

When called on to vote, keep issue in mind and not personalities.

If people are determined to do something, they can do it—especially if outsiders tell them they can't.

One experience in the middle of "Lessons Learned" that are taped to the wall of the Corbett, New York, project office is particularly significant to the town's 120 residents: *It takes years to learn lessons.*

In the past three years these citizens have worked with the Institute on Man and Science, a nonprofit organization in nearby Rensselaerville, to rehuild Corbett and turn it into a demonstration community revitalization project. While participants have learned many lessons, they also have accomplished a lot. They have transformed their hometown—a deteriorating group of thirty-odd homes housing thirty separate families—into a community where people work togetber to improve their lives.

"The project was the largest effort of this type that we had ever undertaken," recalls Schautz. "Corbett's families were heating their homes with wood stoves. If they had modernized their heating systems at all it was by installing small oil space heaters. The houses all lacked basements and insulation, and six homes were still without plumbing."

At first the town was not completely receptive to the idea. Some residents were suspicious of outsiders coming in and solving all of their problems.

According to the Institute's published report on the project, "a primary concern was whether [the residents] could work together and be successful. Over the years, many had developed pride in their capacity to disagree and a penchant for solving disagreements physically."

After several months of discussions,

Corbett residents construct reservoir base.

Laurie Bernhardt, a former staff member of VOLUNTEER, is a freelance writer in Washington, D.C.

a steering committee composed of town residents and Institute staff worked out an agreement that would serve as the governing structure throughout the project. They called it the Corbett Compact. Both parties pledged to "rebuild Corbett as a small community in which people help each other . . . in which we can get a good night's sleep . . . in which our children can range safely . . . in which we can feel good about our town, our neighbors, and ourselves . . . in which we do not waste."

Under the Compact each household would work an average of three hours a week on a volunteer basis. The Institute would provide as much time and skill as was needed. The Institute also agreed to turn over for community use "all rental income not needed for paying landlord bills," and to turn over all property to the community after three years.

Corbett residents worked together to insulate, repair and paint their homes. Some families added rooms. But by far the biggest projects the community undertook were the renovation of its abandoned schoolhouse for use as a community hall and the installation of a public water system.

The association between the Institute and Corbett began in 1977 when the Institute bought the town.

"The Institute wants to pump life into dying communities," explains Corbett Project Director Jane Schautz. "Having recently completed a revitalization project in the Appalachian community of Stump Creek, Pennsylvania, the Institute saw a similar opportunity with Corbett."

A classic example of a dying company town, Corbett was built in 1912 to house employees of the Corbett and Stuart Corporation acid plant operation. When the plant closed down fourteen years later residents were forced to move or to seek jobs in neighboring areas.

The 130 Corbett homes remained part of the family estate. In 1977 the last remaining heirs put the entire town up for sale, hoping that the individuals who had been renting the houses for $22-$32 per month would be able to buy them. With the annual income of some Corbett residents as low as $1,600, however, there was little possibility for purchase. That's when the Institute offered to buy the community, work with its residents to rebuild it, then allow them to buy back their homes at cost.

"To my knowledge, this is the only water system in the country built totally by volunteers," Schautz said.

With the guidance of a designing engineer, residents dug the main lines, laid pipes, completed the main spring box, and constructed a reservoir.

"When we started laying the lines we didn't know what a gate valve or incorporation stop were," one resident recalled. "I just took a group of men over there on a Saturday and we started. We just asked some questions of the engineer, used some diagrams and common sense."

When the water project was completed, the entire community participated in a water festival to celebrate.

Residents also spent more than 2,300 hours installing a furnace, replacing the roof, rewiring, building shelves and plastering the walls of the one-time schoolhouse to transform it into a community center and library.

The Institute left Corbett in December 1979, but the rekindled community spirit is still going strong.

"At present Corbett is clearing away one acre of land surrounding the brick chimney, the only remaining remnant of the acid factory," reports Schautz. "The area will become a memorial park commemorating the factory and Corbett's history."

In addition, residents have renovated another of the larger abandoned buildings, converting it into a woodworking shop where people can build furniture and make home repairs.

In July 1977 enabling legislation established the not-for-profit Corbett Community Corporation to assume control of the property. So far approximately half of Corbett's residents have completed the transaction to buy their homes.

Now the community is involved with plans for a fundraising jamboree.

"Not only are these events good because they raise money for the community," says Schautz, who is now the director of a similar Institute project in New Village, Pennsylvania, "but more importantly, they bring people in the community together."

VOLUNTEER, Mayor's VAC Sponsor Second N.Y. Dinner

VOLUNTEER and the Mayor's Voluntary Action Center of New York City cosponsored New York's Second Salute to Corporate Volunteers dinner at the Hotel Pierre on April 24. Held in conjunction with National Volunteer Week, the dinner honored twenty-nine New York-based corporations for their efforts in addressing community needs through employee volunteer involvement.

Six corporations were recognized for outstanding achievements in corporate social responsibility. Local media personalities Dr. Frank Field and Betty Furness presented these special awards to Citicorp/Citibank, Exxon Corporation, Morgan Guaranty Trust Company of New York, Mutual of New York, National Broadcasting Company, and New York Telephone Company.

William I. Spencer, president of Citicorp/Citibank, received the George Romney Distinguished Corporate Citizenship Award for his outstanding leadership in support of citizen involvement as a means of addressing human, social and environmental needs.

New York Mayor Edward I. Koch, in his welcoming remarks to the over 400 representatives from New York's corporate and volunteer communities, paid special thanks to those corporations that loan executives to the city in times of crisis.

Following a special reception and dinner, John Mack Carter, editor-in-chief of *Good Housekeeping Magazine* and VOLUNTEER's vice president of media relations, joined Francis M. Austin, Jr., vice president, Resident Services of New York, New York Telephone Company, in presenting awards to the corporate leaders and volunteer coordinators of the following corporations:

American Can Company, American Stock Exchange, Inc., American

Telephone and Telegraph Company—Long Lines, Avon Products, Inc., Bankers Trust Company, Chemical Bank, Citicorp/Citibank, Consolidated Edison Company of New York, Inc., Equitable Life Assurance Society of the United States.

Exxon Corporation, Good Housekeeping Magazine, Gulf and Western Industries, Inc., Honeywell, Inc., Irving Trust Company, International Business Machines Corporation, Manufacturers Hanover Trust Company, Metropolitan Life Insurance Company, Morgan Guaranty Trust Company of New York, Mutual of New York, National Broadcasting Company, New York Telephone Company, J.C. Penney Company, Inc., Pfizer, Inc., Philip Morris, Inc., RCA Corporation, Readers' Digest, Ruder and Finn, Inc., Warner-Lambert Company, Xerox Corporation.

READY, SET, GO! Shana, a chimpanzee from Marine World Africa U.S.A., and Len Wallach prepare for The Human Race, a 20-kilometer walk in Oakland, California, on May 3. Sponsored by the Volunteer Bureau of Alameda County, The Human Race is a fundraising event for participating organizations. Volunteer representatives obtain sponsors who agree to pay a certain amount for each kilometer they complete. Each organization collects 80 percent of the money pledged for its volunteer walkers; the Volunteer Bureau retains 20 percent. Last year 750 volunteers, representing 65 different community organizations, raised $44,500. Len Wallach is the author of* The Human Race, *a history of this "Bay-to-Breakers" walk-a-thon.

For Boston Youth the Answer is Y.E.S.

By Donna M. Hill

"When you see kids who want to ski so much that they'll go out there in the cold without gloves and warm clothing, it has to make an impression on everybody, including the other kids in the neighborhood."

This is how Richard Williams, president and founder of Boston's Youth Enrichment Services, remembers how Y.E.S. got off the ground more than twelve years ago.

Y.E.S. is a public, nonprofit organization that provides disadvantaged urban youngsters with opportunities to enjoy recreational activities in a natural environment. In cooperation with the Boston Youth Activities Commission, Y.E.S. sends an average of six hundred kids on any given weekend to fifty-four New England areas.

The youthful participants, who range in age from 7 to 17, benefit from a mixture of recreational and educational activities. They learn vocational skills, discover the positive side of working and take on responsibilities.

During the winter, Y.E.S.'s Operation Ski Lift gives kids the opportunity to try downhill and crosscountry skiing as well as snowshoeing. Y.E.S. provides the lift tickets, equipment, instruction, transportation and other resources. The participants help load and unload the buses and take care of the equipment. In addition, they can learn the mechanics of maintaining and repairing the ski equipment at Y.E.S.'s certified ski shop in its Boston office.

In the summertime, Y.E.S. operates its Outdoor Adventure Program in which city kids are exposed to many of

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Donna Hill, a freelance writer in Washington, D.C., writes regularly for the news section of VAL.

New England's recreational, cultural, historical and natural resources. Activities include trips to historic sites and short-term camping trips, which offer hiking, canoeing, cycling, swimming, fishing and mountain climbing.

"It was tough at the beginning," recalled Williams, who founded Y.E.S. upon realizing that a lack of exposure to winter sports was a primary reason why so few black athletes participated in the Winter Olympics.

In 1969 Williams organized the first outing. Five hundred kids from the Boston area were sent to eight mountain locations that offered free skiing. They used donated and loaned equipment, much of which had been stored in attics for years.

"There were lots of things we didn't have," Williams remembered. "We had to make do. Yet, in a way, it made the program."

Today, Y.E.S. relies on contributions and volunteers from a variety of sources. Jim Robichau, Y.E.S.'s resource director, says that the number of volunteers fluctuates between 100 and 200 individuals, with fewer people in the summer months.

With only nine paid staff members, volunteers assist in every area, including fundraising, where they perform a variety of tasks from writing proposals to typing. Other Y.E.S. volunteers serve as coaches, work as recreation leaders and offer technical assistance.

President Richard Williams and Mary Crowther coordinate volunteer activities. They make assignments and see to it that volunteers are trained adequately.

Though the organization does fairly well at maintaining a large corps of volunteers, "there are times when we don't feel we have enough people," Robichau says.

To counter this problem, in 1979 Y.E.S. developed a volunteer services bank. The bank allows volunteers who are unable to make a full commitment (three or four hours a week) to the program to list their availability for special projects. In this way, Robichau says, the bank provides Y.E.S. with new volunteers as well as a variety of resources ranging from technical help to financial advice.

But perhaps the most reliable and enthusiastic volunteers are the former participants of the Y.E.S. program. After reaching the age of 17, many youngsters are asked to come back and help with the program. Robichau, who participated in Y.E.S. activities as a kid, says there are quite a few who are willing to volunteer in the afternoons and weekends.

"There's a sense that they can help others, and it's a lot of fun," he explains. "I think they feel a great sense of accomplishment in that someone had to lead them and they can now in turn lead others."

Volunteers Raise $2 Million for Scholarships in Higher Ed.

By Joseph F. Phelan

Just across the 59th Street Bridge out of Manhattan, an event is about to take place that will not cause a national stir or even a ripple in New York City. But the event is important for students and adult volunteers living in the gateway area of Queens.

After five years of service, Mrs. Jimmy Williams will step down from her leadership role in the Citizens' Scholarship Foundation of Corona-East Elmhurst.

In 1975 Williams and a small group of concerned citizens banded together to involve the two communities of Corona and East Elmhurst in the support of programs of higher education for local young people. Operating under the trade name of Dollars for Scholars, this chapter of the Citizens' Scholarship Foundation of America (CSFA) raised and distributed thousands of dollars in scholarship funds. With her work now completed, Williams leaves a legacy and a challenge for the volunteer leadership to follow.

CSF of Corona-East Elmhurst is one of nearly 300 community affiliate programs of Citizen's Scholarship Foundation of America. There are chapters in places as large as Jacksonville, Fla., Washington, D.C., Tucson, Arizona and Hartford, Conn.; and in places as small as New Ulm, Minn., Rhinelander, Wisc., Houlton, Maine, and Coshocton, Ohio.

Collectively, the CSFA membership raises nearly $2 million annually. The money is distributed to students with ability and need who wish to pursue virtually any kind of post-high-school program.

For more than twenty years, CSFA has drawn on all types of volunteer resources for its national program development. Local CSF chapters have been organized by Rotary Clubs,

Joseph Phelan is the executive vice president of the Citizens' Scholarship Foundation of America.

New from VOLUNTEER . . . an April release . . .

VOLUNTEERING, 1979-1980

A Status Report on America's Volunteer Community

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

This 24-page report includes **facts, statistics, quotes, media references** PLUS **a special recognition section** that pays tribute to the 1979 winners of volunteer awards given by local Voluntary Action Centers, state offices of volunteerism and national voluntary organizations.

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Jaycees, Business and Professional Women's Clubs, education associations, and a host of other nonsectarian, sectarian and community service organizations.

The key to the success of these small gift-oriented scholarship programs is the association each affiliate enjoys with the Citizens' Scholarship Foundation of America. CSFA provides communities with high quality instruction and guidance from the point of program development to the actual awarding of scholarships to local young people.

CSFA materials focus on policy and procedural matters within the context of effective volunteer dynamics. The result is unprecedented citizen support for programs of higher education. And because of the volunteer focus, average local administrative costs do not exceed three percent of funds raised for scholarship purposes.

CSFA was founded by Dr. Irving A. Fradkin, an optometrist in Fall River, Mass. Following an unsuccessful 1958 hid for the local school committee, Fradkin kept together his campaign committee to pursue one of the planks of his campaign platform.

He was determined to stem the flight of young people from his city. Many saw high school as a dead end in the educational process. Today, the flag of Fall River bears the legend, "The Scholarship City," in recognition of Fradkin's early and sustained success.

Between 1959 and 1961 Fradkin, on invitation, carried his program to other cities and towns in Massachusetts. By practicing optometry in the daylight hours and speaking to civic and social groups in the evening, he was able to stimulate the volunteer energies of twenty-seven cities and towns to adopt the Fall River Plan.

In 1961 Fradkin and his friends incorporated the Citizen's Scholarship Foundation of America. Early support from the Ford Foundation and Lilly Endowment, Inc., and favorable publicity in the *Reader's Digest* and other national publications, launched CSFA as a national volunteer movement.

Today, CSFA has its national office in Concord, New Hampshire, and one regional service center in St. Peter, Minnesota. Efforts currently are underway to establish additional centers in the greater Baltimore area, in southern New England and on the West Coast.

All funding for CSFA national and regional activities has originated with more than one hundred corporations and foundations, and several individuals. At the local level, 35 percent of all gifts to affiliate chapters has been in the form of individual gifts of one to five dollars. The remainder has taken the form of sponsored annual scholarships by businesses, clubs and organizations, and the creation of permanent, larger memorial and testimonial gifts by a variety of community residents.

For futher information on the Dollars for Scholars program and other activities of Citizens' Scholarship Foundation of America, write CSFA, Box 636, Concord, NH 03301. Brochures and other descriptive materials are available at no cost.

4-H/CRD Involves Youths in N.D. Community Projects

By Matthew Zalichin

A low-income housing project in West Fargo, North Dakota, houses both families and senior citizens. As often happens, friction developed between the young kids and the older residents. An ensuing court case was the situation Deb Forstner encountered when she arrived in the area for the first time as project coordinator in North Dakota's 4-H/Community Resource Development (CRD) program.

Making contact with members of all segments of the community, Forstner quickly enlisted them as volunteers in a number of projects. During the first summer, kids presented a play for senior citizens. The following year both youth and elderly participated in a joint gardening project. By making use of people's natural inclination to volunteer their own time and effort to help one another, these activities promoted dialogue as well as community enrichment.

Deb Forstner's work in West Fargo is one example of a successful 4-H/CRD effort. It is hard to find a "typical" example, though, because the programs vary so much from community to community. Other project coordinators in West Fargo last summer helped arrange tours of the planetarium, organized a project to paint playground equipment, and staged a carnival. In other communities, they organized people to raise money for the local ambulance fund or to volunteer at day-care centers. The CRD program boasts a variety of projects in North Dakota communities.

4-H began the CRD program seven years ago as a way to involve youths in community-oriented projects in small towns that didn't have official 4-H offices. The people who really make the program work are the program assistants like Deb Forstner. 4-H recruits them from colleges in North Dakota, Minnesota, and elsewhere, to spend a summer in North Dakota communities working with youths. They are the ones who sort out the ideas for projects that the local kids have and get the volunteer participation necessary to make them work.

"The key to the program's success," says Pat Kennelly, director of the CRD program for the past six years, "is getting the right sort of person as the program assistant. It has to be someone who's willing to give up a summer of parties and instead go to a small town they've never been in before and work with the kids there. About 140 individuals have been hired as program assistants over the years, and not one has quit before finishing their job, which demonstrates the type of individuals we've been able to recruit."

After one week of training at the beginning of the summer, the program assistants move into their assigned communities. The state 4-H office

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

4-H/CRD Program Assistant Deb Forstner helps kids rehearse a play for retired persons in a West Fargo low-income housing area. Above, West Fargo youths work in a CRD-sponsored garden project.

sends a picture of the assistant and a story about the CRD program to the local newspaper.

The program assistants are entirely on their own, since 4-H usually doesn't maintain offices in these small communities. The assistant might begin by talking to a civic club or other local organization, although most of the groundwork is being done by meeting kids at the Dairy Queen or on the playground.

Obviously, one program assistant can accomplish only so much. A good portion of the credit for the CRD program's success goes to the volunteers who participate in it. Most of these volunteers are adults, often the parents of the kids who are involved. They help by providing transportation, meeting space and equipment, contacting other interested organizations, and the countless other tasks necessary to bring ideas to fruition.

The focus of the CRD program, however, must always remain on the young people of the community, and they are encouraged to have as much input as possible.

"Where the program assistant has an attitude of openness and letting the local kids provide input," Kennelly says, "the program has worked remarkably well."

Vassar Clubs Adapt to Changing Times

The following article is reprinted with permission from the winter 1980 issue of the Vassar Quarterly.

By Dixie Massad Sheridan

"The PTA Nominating Committee wants you to be president next year. All you need to do is line up 12 people for jobs—one of which is the benefit—and set four meetings for the year. You'll love it; and anyway, *it's your turn.*"

That kind of call doesn't work any more, Alumni Association of Vassar College (AAVC) Director Margot Bell Woodwell '57 told 41 Vassar Club volunteers at the recent Club Presidents' Workshop, sponsored by the AAVC in Poughkeepsie. "Volunteer times have changed; now planning and organization are essential."

One of Woodwell's volunteer assignments for the AAVC is to chair what's known as the Club Liaison Committee. Every two years that committee, with AAVC Associate Director Mary Meeker Gesek '58, plans a 24-hour, educational blitz for club presidents or their representatives. The program is designed to let the volunteer leaders share problems and solutions on an informal basis. In addition, they get an intensive update on Vassar College—meeting with the directors of financial aid, admissions, public relations, and career planning—that can be carried back to their communities.

This year the 41 volunteers, who came from across the U.S. and from Canada, represented clubs with memberships which range from 20 dues-paying members to 1,300.

"We've all got basically the same problems," Woodwell told them. "We just have them in different ways and in different locations. We've seen tremendous changes in the last 10 years in the towns we live in and at Vassar. Vassar now has 24,000 alumns, with an increasing number of males each year. Twenty-five percent of our constituency graduated in the last 10 years. It's a different group of alumnae and alumni with different expectations of the association.

"People are going to work at various stages of their lives and in increasingly startling numbers. When I first became a member of the AAVC board in 1976, very few of us had paying jobs. Now a majority do and while the AAVC is high priority for those who are working, it makes scheduling very difficult," said Woodwell, who is director of community support at WQED, Pittsburgh's public television and radio station, and the mother of three children.

"We must look at what we're asking volunteers to do," she continued. "It's not very challenging to write 25 cents on the covers of a roomful of paperback books. If, however, I first heard a lecture on how to assess the value of books and other tidbits about the book world, I might get hooked and take a major role in the book sale in the following year. Remember that people want to learn.

"Another major problem of course is time available. Volunteer work must be structured in a way to share the load and assign responsibilities differently.

" 'Creativity is looking at one thing and seeing something else.' That's what makes any job fun. It's figuring out the best way to use the resources at hand in a creative and productive fashion.

"Our goal is to maintain our Vassar Club structure, but to adapt it to today so that we do the best job possible. We need to define what's appropriate for each of us in our communities and how best to carry forth Vassar's image. We want to insure that we're doing it with style and with enthusiasm and with rewards for the people involved."

In intensive sessions throughout Alumnae House, the 41 club delegates concentrated on problems raised by Woodwell—planning, management, the shrinking volunteer pool.

Under the leadership of Susan Hunter Smith '58, who is Southern publicity director for *Dealerscope* magazine and mother of three, the Atlanta (Georgia) Vassar Club projected a two-year plan for the club. In the first year resources would be used to reestablish a sense of community within the group, concentrating on current students at Vassar, prospective students, and area alumnae and alumni. The second year the club would reach out to the Atlanta community, sponsoring projects or programs with other groups.

With 1,300 dues-paying members,

Dixie Massad Sheridan, a former editor of the Vassar Quarterly, *is assistant to the president of Vassar College. She graduated from Vassar in 1956.*

the New York City Vassar Club requires superior management. President Caroline Bryant Beebe '56, director of personnel services at Bloomingdale's, said, "There is no way I could have taken the job of president if it were still structured as it was when I came on the board six years ago. I work full time and have a family."

An *ad hoc* committee studied the New York club's structure and suggested ways to create more opportunities for leadership while developing support systems which would make it feasible for people who are fully committed elsewhere to assume responsibility for key offices.

The St. Louis Vassar Club has solved its internal and external public relations by programming for itself and the community simultaneously. The club invites alumnae/i or faculty speakers from the college for programs open to the public.

"It's Vassar's excellence we want to stress—that's what people in St. Louis, no matter what their interest or background, can focus on," said Belle Atkins Cori '59, vice president in St. Louis. "Increasingly we concentrate on programs rather than the traditional club meetings."

A lawyer, Cori pointed out that the entire executive committee works full time. As they are all downtown, executive committee meetings are easily planned for lunch and don't run over-time. (Smith's executive committee meetings in Atlanta are at breakfast.)

In Vassar Club parlance the so-called shrinking volunteer pool often translates to how can we get more young alumnae and especially alumni working for Vassar.

Deborah Elias '77, AAVC's assistant for young classes, suggests creative, informal, and inexpensive programming for attracting her generation to Vassar Clubs.

"How about a roller skating party along the Charles River? Or an apple-picking outing in the Hudson Valley?" she asks.

"Young alumnae and alumni are talked about as if we were a separate genus or species," comments Elias. "We are more like older classes than unlike them. Our motivation and commitment to Vassar are very strong, but our style of life is very different.

"We are mobile and have not found a community to replace what we had at Vassar. What you might be able to do is to help recent grads recreate the community we found and valued at Vassar. And remember, there is no way young alums can be involved without your help. You know your communities—we don't."

Talking with prospective students is a natural volunteer job for young alumnae and alumni. AAVC board member Michael Ruhino '75 was a Vassar admission representative in Ann Arbor, where there is no club.

"Why did I volunteer for Vassar?" asks Rubino. "Because I think my education was first rate and I'd like to share that with others—also I like to know that the students coming to Vassar are first rate."

In keeping with good management and planning techniques, not to mention a Vassar penchant for criticism, the last exercise at Alumnae House was to evaluate AAVC's 24-hour workshop marathon for the sake of the next one, in 1981.

Follow-Up

Follow-Up is a column of current developments and discussion as well as additional resource information on key topics reported in previous issues. Here, we present a follow-up to two important topics: religious volunteering and volunteer recognition. See resource list for obtaining further information, including the back issues of VAL *that highlighted these topics.*

Recognizing Volunteers in Churches

By Janet Richards

FOR ALMOST FOUR YEARS, IT has been a challenge to adapt the precepts of volunteer administration in community-based agencies to the work within a church. One of the many unique features in the church is that all its members are potential volunteers for service in the church. And there are so many of them!

In my own church with a membership of over three thousand, there are around one thousand volunteer opportunities. I would suggest that this ratio is fairly standard regardless of size of church membership.

A problem that arises is that it is often very difficult to count or tabulate the actual number church volunteers. Take a church supper, for example. There may be a telephone committee that makes calls to encourage people to attend. That committee can be tabulated, but what about others who, in idle conversation, convince someone to come? Are they volunteers for the church, too?

Then there are those who set up tables and clean up afterwards. Usually committees are designated for these details, but who observes the random helpers who pitch in and give a hand?

If volunteers in the church are not readily identifiable, how does one go about recognizing their contribution? Or does one even try? It isn't easy, but I believe an effort should be made. At Gloria Dei Lutheran Church, I have designated the first Sunday of National Volunteer Week as Volunteer Recognition Sunday. A brief article usually appears in the church's monthly newsletter about volunteering, and on that particular Sunday I have briefly talked about the great dependency of our church on volunteers and expressed the staff's gratitude to all who have volunteered in any way.

This year other staff members caught the spirit and helped with ideas for Volunteer Recognition Sunday on April 20. It was a real wing-ding.

A member of the congregation, who had recently taken up photography as a hobby, agreed to be the official church photographer, charging only for supplies. I asked her to come in one day to talk about a dream of mine: to set up a huge display of pictures for Volunteer Recognition Sunday showing all the ways volunteers contribute to the life of our church. With a list of all the groups or situations involving volunteers, she began taking pictures. The display contained almost one hundred photos showing many of our volunteers at work. To include those persons not present when their group or situation was photographed, we hung a mirror with the heading, "Gloria Dei's Most Valuable Volunteer," in the center of the display.

My assistant came up with another idea: a picture of our church (drawn by an artist in the congregation) mounted in the center of a poster and signed by all our volunteers. After it is framed, it will hang in the lounge for all to see.

Another feature of this year's Volun-

Preparing for communion . . .

Janet Richards is the coordinator of volunteers for Gloria Dei Lutheran Church in Huntingdon Valley, Pennsylvania.

Sharing activities at Gloria Dei's Intergenerational Program's 'Art-In' . . .

Photo by Mona Ballard, Meadowbrook, Pa.

Lighting candles on the Advent wreath . . . and typing final copy of Dr. Schmidt's weekly sermon.

RESOURCES

Volunteer Recognition. *Voluntary Action Leadership,* winter 1979. $2.00. Order from Voluntary Action Leadership, PO Box 4179, Boulder, CO 80306.

Cover feature describing two city-wide volunteer recognition events.

Voluntary Action Through Religion. *Voluntary Action Leadership,* winter 1978. $2.00. Order from Voluntary Action Leadership, PO Box 4179, Boulder, CO 80306.

Cover feature containing two articles: "Volunteering by Religious Groups: The Half-Awake Giant" by Alice Leppert and "The Clergy As Enablers of Human Resources" by Nancy D. Root.

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

B'nai B'rith Community Volunteer Service. B'nai B'rith Leadership Council. 1978. 63 pp. $3.50.

A manual containing project descriptions, background information and resources for community advocacy projects undertaken by B'nai B'rith, but which are applicable for any group interested in involving volunteers in solving community problems.

The Care and Feeding of Volunteers. Douglas W. Johnson. 1978. 125 pp. $5.50.

How to develop a cadre of volunteer workers and leaders in the church as well as help people find personal and spiritual growth from their volunteer experiences. Explores motivations, ambitions and needs of volunteers, recruitment and training, assigning tasks, and more.

The Ministry of Volunteers: A Guidebook for Churches. Office for Church Life and Leadership, United Church of Christ. 1979. Set of 7 manuals. $25.95.

A comprehensive set of seven manuals describing how local churches can relate to all members who engage in volunteer work within the church and in the community. The three-ring binder contains: *The Church and Its Volunteers* (28 pp.), *Guiding the Church's Volunteer Ministry* (63 pp.), *Developing a Mission Statement* (31 pp.), *Volunteers and Volunteer Ministries* (72 pp.), *Training Volunteers* (28 pp.), *Supporting Volunteers* (24 pp.), *Completing Volunteer Ministries* (25 pp.).

Recruiting and Developing Volunteer Leaders. George E. Scheitlin and Eleanore L. Gillstrom. 1979. 48 pp. $4.00.

A handbook that takes a church leader through each of the essential elements of building an effective program for recruiting, equipping and satisfying volunteers. Includes information and worksheets for the volunteer coordinator's job description, a congregational volunteer program model, a checklist for recruitment, and much more.

teer Recognition Sunday took place during the service when our pastor read all the volunteer opportunities in our church. The list included seventy categories ranging from choirs, ushers, greeters to committees of all sorts to clerical helpers and envelope stuffers. People showed their involvement by standing when their category was read. A large percentage of the congregation was standing when Dr. Schmidt completed the list.

In his sermon Dr. Schmidt once again acknowledged our volunteers' contributions. "Volunteers are the church," he said. "They are its heart, soul and hands. They are the people who make the great ministry of Jesus Christ reach out. They open doors that would otherwise remain closed."

One final thing scheduled for that day was a special cake decorated with our volunteer logo. This was served at the fellowship hour following services. The logo, designed by a student at the Philadelphia Art Institute, will be used to highlight volunteers in our newsletter, *The Vision*, throughout the year. The specially designed logo made its first appearance in the April issue of *The Vision* with a salute to Gloria Dei's volunteers.

An unexpected highlight of the day was the presentation of an engraved ("In grateful appreciation . . .") silver pitcher to "our Director of Volunteers Janet Richards from Gloria Dei Lutheran Church, April 20, 1980."

It was a gala celebration! Now my only concern is, What do we do next year? Right now I think we'll attempt to recognize the contribution of our church members in community agencies.

Volunteers: Hope for the Future. Maxine Marshall. 1980. 25 pp. $4.50.

This booklet is divided into chapters for church leaders, church school teachers and librarians. Covers such topics as who volunteers and why, some reasons for volunteering, equipping leaders who work with volunteers, developing the volunteer potential, maintaining a continuing support system, ways to demonstrate care and concern, and many more.

Advocacy

Some Statistics on the Volume of Volunteering

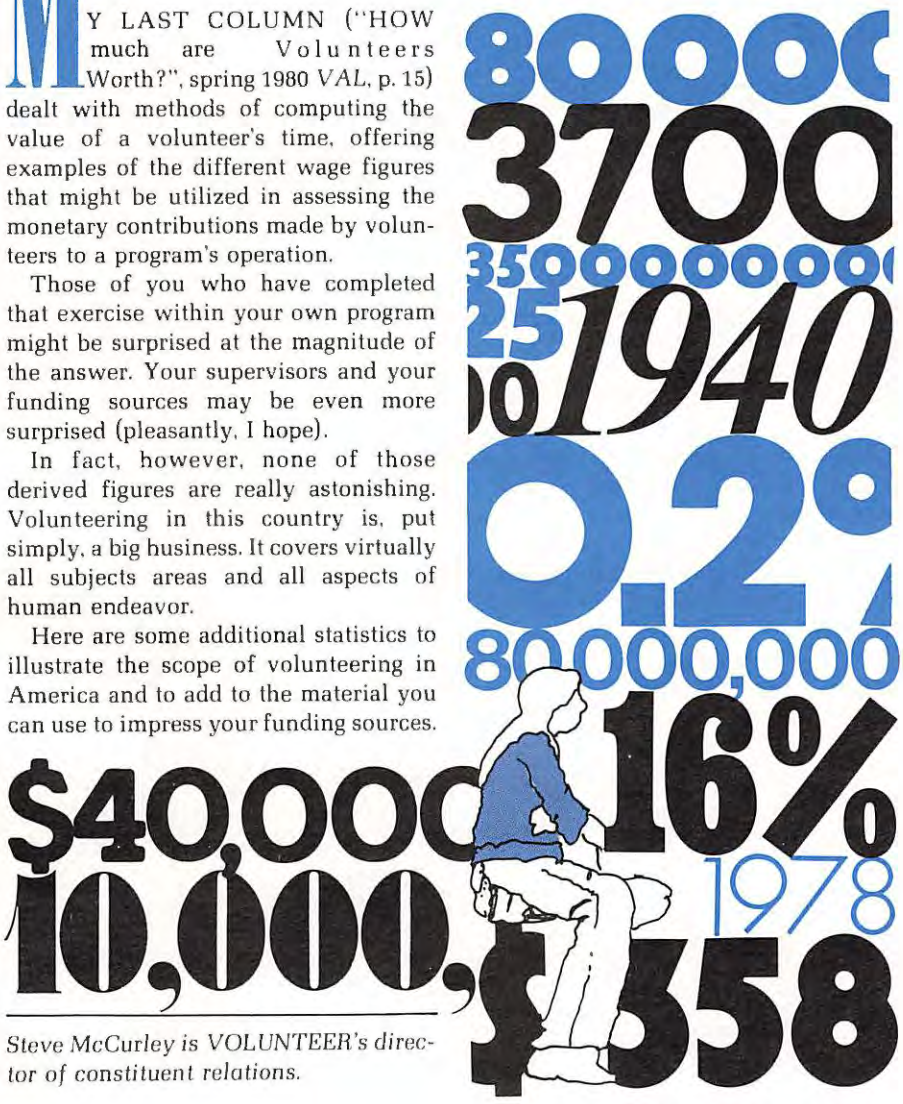
By Stephen H. McCurley

MY LAST COLUMN ("HOW much are Volunteers Worth?", spring 1980 *VAL*, p. 15) dealt with methods of computing the value of a volunteer's time, offering examples of the different wage figures that might be utilized in assessing the monetary contributions made by volunteers to a program's operation.

Those of you who have completed that exercise within your own program might be surprised at the magnitude of the answer. Your supervisors and your funding sources may be even more surprised (pleasantly, I hope).

In fact, however, none of those derived figures are really astonishing. Volunteering in this country is, put simply, a big business. It covers virtually all subjects areas and all aspects of human endeavor.

Here are some additional statistics to illustrate the scope of volunteering in America and to add to the material you can use to impress your funding sources.



Steve McCurley is VOLUNTEER's director of constituent relations.

The Voluntary Sector

- There are an estimated six million voluntary associations in this country, ranging from social clubs to political parties to service organizations.
- The Internal Revenue Service estimates that there are more than 800,000 tax-exempt nonprofit organizations currently in existence.
- The United Way funding network helps support more than 37,000 local social service organizations.
- The Foundation Center reports that the nation's 26,000 philanthropic foundations have assets of over $35 billion. The 25 largest foundations control over a third of that total. Over 90 percent of these foundations have been established since 1940.
- In 1974, the Commission on Private Philanthropy and Public Needs determined that the nonprofit charitable sector employed 0.2 percent of the U.S. work force and 16 percent of all professional workers.
- The 1974 outlays of private tax-exempt organizations were more than $80 billion.

The Voluntary Dollar

- The American Association of Fund-Raising Counsel estimates that Americans donated more than $40 billion to charities in 1978—more than $110 million per day.
- The Conference Board reports that corporate philanthropic giving rose to $2.3 billion in 1978.
- The Foundation Center discovered that foundation grants exceeded $2.2 billion in 1977-78.
- A 1979 study for the Coalition of National Voluntary Organizations determined that the average individual's yearly contribution to charity was $358.

The Volunteers

- In 1973, the University of Michigan Survey Research Center estimated that volunteers donated more than six billion hours of time annually.
- In 1974, the ACTION agency and the Census Bureau conducted a study that showed 37 million Americans (one in four adults) donated time as volunteers, averaging nine hours of service per week.
- As a result of the ACTION survey,

Dr. Harold Wolozin estimated the value of organized volunteer work to the Gross National Product at approximately $36 billion annually.

- In 1978, the Clearinghouse on Corporate Social Responsibility reported over 176,000 hours of employee released-time volunteer activity within insurance companies.
- A 1978 study by VOLUNTEER identified more than 300 major corporations that were actively involved in volunteer projects.
- In 1979, the American Association of Fund-Raising Counsel surveyed 20 large national voluntary organizations and found they utilized over 21 million volunteers. In that same year, the *Los Angeles Times* estimated the volunteer force in America at 77 million people.
- Dr. Ivan Scheier estimates that there are approximately 75,000 individuals in this country who serve as volunteer coordinators on a professional basis.
- The Community Services Administration reports that more than 400,000 local citizens did volunteer work in 1978 for projects connected with CSA. The ACTION agency utilized more than 250,000 volunteers in 1978. The Veterans Administration was aided by more than 100,000 volunteers in 1979.

The Volunteer Potential

- A Lou Harris poll in 1977 reported that some 4 1/2 million older Americans were involved in volunteer work and an additional 2 million were willing to be.
- A 1978 Gallup poll discovered that 69 percent of adults in urban areas expressed a willingness to do volunteer work. If involved, they would donate over one billion hours per month.
- A 1979 survey by the Battelle Memorial Institute found that 75 percent of those asked expressed a willingness to become volunteers.

These figures illustrate the significance of the voluntary sector to our society in quite graphic terms. As the numbers alone demonstrate, volunteering is an integral part of our system, reaching into all aspects of American life. It cannot be viewed as a minor phenomenon, or as an adjunct to program operations.

What the numbers do not illustrate are the less tangible benefits and manifestations of volunteering. I'll talk about those and how you can use them in a future column.

Neighborhood Networks

Self-Help Through Urban Barter

By David Tobin

BARELY A WEEK GOES BY without some newspaper, magazine, TV or radio station drawing attention to the increasing exchange of goods and resources without money among nations, corporations, small businesses, individual professionals and neighbors. Historically, such activity surfaces during times of economic scarcity and subsides when money, employment, credit or other incentives reappear. But this time around, a new form of bartering—neighborhood-based, nonprofit skills and resource programs—has entered the scene. Neighborhood bartering is bound to outlive hard times because it focuses on a commodity which is always with us: waste.

Unlike commercial bartering and exchange of services among professionals only, neighborhood bartering taps the typically wasted talents and resources of all members of the community. These new urban programs have modified the informal bartering typical of rural communities for application in the less personal, more complex environment of the small town and larger city. As a result, they have become recognized as a significant technology for developing individual job-related skills and self-confidence. More importantly, they have restored a sense of community and interdependence among urban neighbors.

Neighborhood barter projects usually assume one of three basic forms:

- An organizational or cooperative model where residents, through an existing neighborhood organization or one established specifically to facilitate bartering, exchange skills and services.
- A brochure or "yellow pages" model where individuals publicize their skills and material resources and initiate direct swaps without a "brokering" organization.
- The traditional model, such as a babysitting pool, usually coordinated by a small group of residents or extended family members to provide a specific service among participants.

A wide variety of skills exchanges exists across the United States. The

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David Tobin is the volunteer coordinator of The Barter Project as well as director of VOLUNTEER's Citizen Volunteer Skillsbank Project. In 1978 he assisted in the birth and development of a neighborhood barter program in Eugene, Oregon, and has spent the past two years visiting and communicating with neighborhood-based barter programs across the country.

following organizational example, the Community Skills Exchange, is based on the successful approaches used by a number of skills exchanges operating in different areas—specifically, the Community Skills Exchange in Olympia, Washington, Skillsbank in Ashland, Oregon, Give & Take Barter Center in Burlington, Vermont, and the Work Exchange in Milwaukee, Wisconsin.

The Community Skills Exchange, an organizational example, is located in an urban neighborhood of 20,000 low- and middle-income residents. The exchange developed in response to many residents' complaints that the professionals who traditionally provide such services as plumbing, auto repair, sewing and carpentry no longer find it cost effective to handle minor repairs or small jobs. Other residents simply cannot afford to purchase many services and either are unable or unwilling to turn to social service agencies for assistance.

As a result, the Community Skills Exchange has attracted more than 500 members who have established files of their skills and resources. In addition, a health clinic, an advocacy group, a cultural center, a legal aid service, and a Meals-on-Wheels program participate in the Skills Exchange, along with a print shop, food cooperative, Voluntary Action Center and the nearby community college.

The Skills Exchange operates on a system of service "credits." For each individual swap it generates, it receives a percentage of the credits exchanged. Individuals and organizations, upon establishing a file of their skills and resources to share, simultaneously establish a credit file. Credit value is determined by the amount of time needed to provide a particular service. It is primarily a medium for indirect exchange rather than a variation of the money economy.

Mary Jones, for example, is an elderly resident living alone in a sturdy but decaying old house. Her front steps were in need of repair, but she was afraid of the cost of repairing them would be out of reach. Though physically handicapped, she is an excellent seamstress and has that service to offer through the Skills Exchange.

Larry Whyte, a student at the nearby community college, has limited carpentry skills. His student budget makes the purchase of new clothes difficult. Recently, Larry joined the local food cooperative and was given the option of working in the co-op a few hours per month or having his Skills Exchange account debitted three credits, as the co-op uses member credits to barter for printing services. Larry chose the latter option.

The Skills Exchange referred Mary Jones to Larry Whyte to repair her porch. Using Mary's late husband's carpentry tools, Larry fixed her steps for five credits. He now has a surplus of two credits while Mary has a deficit of five credits. Later in the year, Larry will seek out Mary for clothing repair, which will deplete his surplus and relieve Mary of her deficit.

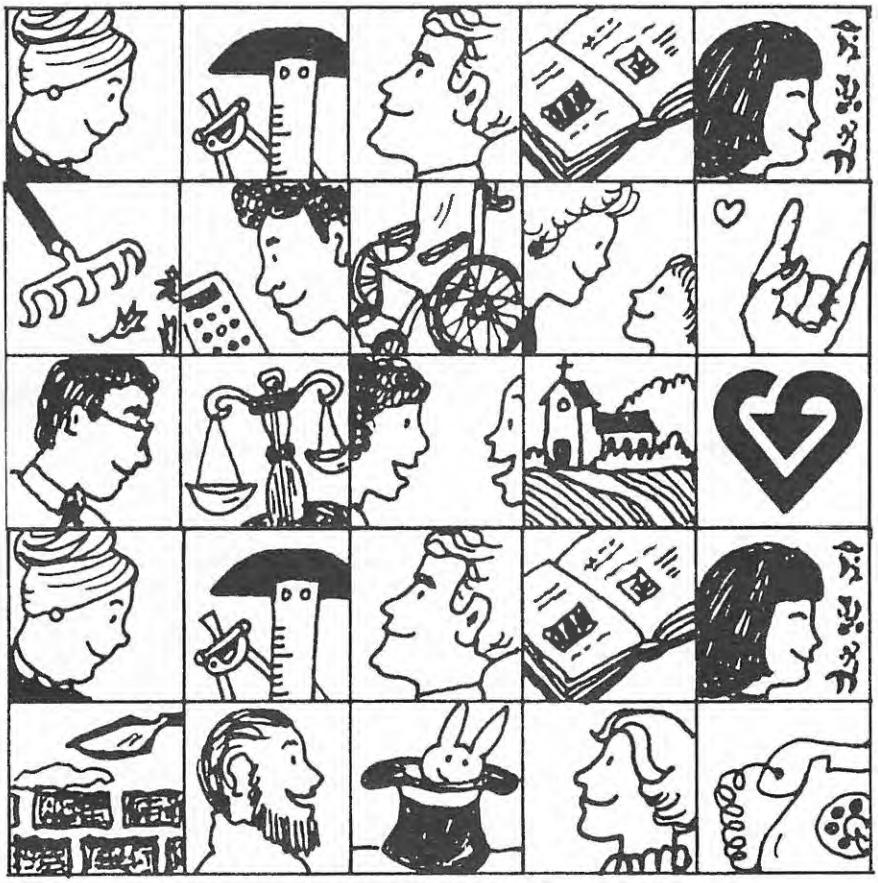
The exchange between Larry and Mary could have taken place at the same time as a direct exchange. The credit system, however, made it possible for them to exchange directly though not simultaneously.

Staffed by a full-time coordinator and volunteers working for service credits, the Skills Exchange keeps track of swaps it facilitates through the credit accounting system. A large portion of its membership, however, now facilitates its own exchanges without benefit of the organization. Having introduced the barter alternative to a large number of residents, the Community Skills Exchange remains available as a mechanism for indirect exchange to all residents and direct exchange for those unfamiliar with neighbor-to-neighbor bartering.

The Barter Project, a national support group of representatives of successful barter organizations like the Community Skills Exchange and experts on neighborhood technologies, was founded at the first National Barter Conference in March 1979. Based in Washington, D.C., it grew out of recognition that bartering provides organizations and individuals with a valuable incentive to interrelate, to eliminate wasteful duplication of efforts, to share knowledge and other resources, and to develop new competencies.

The Barter Project will support grassroots barter organizing through technical assistance, subgrants, research and training. It currently is developing the capability to provide local and national organizations with the technology to exchange, directly and indirectly, their services, competencies and resources.

For further information, write The Barter Project, 1214 16th St., NW, Washington, DC 20036.



Graphic from Volunteer Pensacola Skillsbank's brochure.

Communications Workshop

How to Write a Business Letter

By Malcolm Forbes

The following article is part of the International Paper Company's new "Power of the Printed Word" Program. It is reprinted with the company's permission.

A GOOD BUSINESS LETTER CAN get you a job interview.
Get you off the hook.
Or get you money.

It's totally asinine to blow your chances of getting *whatever* you want—with a business letter that turns people off instead of turning them on.

The best place to learn to write is in school. If you're still there, pick your teachers' brains.

If not, big deal. I learned to ride a motorcycle at 50 and fly balloons at 52. It's never too late to learn.

Over 10,000 business letters come across my desk every year. They seem to fall into three categories: stultifying if not stupid, mundane (most of them), and first rate (rare). Here's the approach I've found that separates the winners from the losers (most of it's just good common sense)—it starts *before* you write your letter:

Malcolm Forbes is president and editor-in-chief of Forbes Magazine.

Know What You Want

If you don't, write it down—in one sentence: "I want to get an interview within the next two weeks." That simple. List the major points you want to get across—it'll keep you on course.

If you're *answering* a letter, check the points that need answering and keep the letter in front of you while you write. This way you won't forget anything—*that* would cause another round of letters.

And for goodness' sake, answer promptly if you're going to answer at all. Don't sit on a letter—*that* invites the person on the other end to sit on whatever you want from him.

Plunge Right In

Call him by name—not "Dear Sir, Madam, or Ms." "Dear Mr. Chrisanthopoulos"—and be sure to spell it right. That'll get him (thus, you) off to a good start.

(Usually, you can get his name just by phoning his company—or from a business directory in your nearest library.)

Tell what your letter is about in the first paragraph. One or two sentences. Don't keep your reader guessing or he might file your letter away—even before he finishes it.

In the round file.

If you're answering a letter, refer to the date it was written. So the reader won't waste time hunting for it.

People who read business letters are as human as thee and me. Reading a letter shouldn't he a chore—*reward* the reader for the time he gives you.

Write So He'll Enjoy It

Write the entire letter from his point of view—what's in it for *him*? Beat him to the draw—surprise him hy answering the questions and objections he might have.

Be positive—he'll he more receptive to what you have to say.

Be nice. Contrary to the cliche, genuinely nice guys most often finish first or very near it. I admit it's not easy when you've got a gripe. To be agreeable while disagreeing—that's an art.

Be natural—write the way you talk. Imagine him sitting in front of you—what would you *say* to him?

Business jargon too often is cold, stiff, unnatural.

Suppose I came up to you and said, "I acknowledge receipt of your letter and I beg to thank you." You'd think, "hub? You're putting me on."

The acid test—read your letter *out loud* when you're done. You might get a shock—but you'll know for sure if it sounds natural.

Don't be cute or flippant. The reader won't take you seriously. This doesn't mean you've got to be dull. You prefer your letters to knock 'em dead rather than bore 'em to death.

Three points to remember:

Have a sense of humor. That's refreshing *anywhere*—a nice surprise in a business letter.

Be specific. If I tell you there's a new fuel that could save gasoline, you might not believe me. But suppose I tell you this:

"Gasohol"—10% alcohol, 90% gasoline—works as well as straight gasoline. Since you can make alcohol from grain or corn stalks, wood or wood waste, coal—even garbage, it's worth some real follow-through.

Now you've got something to sink your teeth into.

Lean heavier on nouns and verbs, lighter on adjectives. Use the active voice instead of the passive. Your writing will have more guts.

Which of these is stronger? Active

voice: "I kicked out my money manager." Or, passive voice: "My money manager was kicked out by me." (By the way, neither is true. My son, Malcolm Jr., manages most Forbes money—he's a brilliant moneyman.)

Give It the Best You've Got

When you don't want something enough to make the effort, making an effort is a waste.

Make your letter look appetizing—or you'll strike out before you even get to bat. Type it—on good-quality 8-1/2" x 11" stationery. Keep it neat. And use paragraphing that makes it easier to read.

Keep your letter short—to one page, if possible. Keep your paragraphs short. After all, who's going to benefit if your letter is quick and easy to read?

You.

For emphasis, <u>underline</u> important words. And sometimes indent sentences as well as paragraphs.

Like this. See how well it works?

(But save it for something special.)

Make it perfect. No typos, no misspellings, no factual errors. If you're sloppy and let mistakes slip by, the person reading your letter will think you don't know better or don't care. Do you?

Be crystal clear. You won't get what you're after if your reader doesn't get the message.

Use good English. If you're still in school, take all the English and writing courses you can. The way you write and speak can really help—or hurt.

If you're not in school (even if you are), get the little 71-page gem by Strunk & White, *Elements of Style*. It's in paperback. It's fun to read and loaded with tips on good English and good writing.

Don't put on airs. Pretense invariably impresses only the pretender.

Don't exaggerate. Even once. Your reader will suspect everything else you write.

Distinguish opinons from facts. Your opinions may be the best in the world. But they're not gospel. You owe it to your reader to let him know which is which. He'll appreciate it and he'll admire you. The dumbest people I know are those who Know It All.

Be honest. It'll get you further in the long run. If you're not, you won't rest easy until you're found out. (The latter, not speaking from experience.)

Edit ruthlessly. Somebody ~~has~~ said that words are ~~a lot~~ like inflated money—the more of them that you use, the less each one ~~of them~~ is worth. ~~Right on.~~ Go through your entire letter just as many times as it takes. ~~Search out and~~ Annihilate all unnecessary words, ~~and~~ sentences—even ~~entire~~ *paragraphs.*

Sum It Up and Get Out

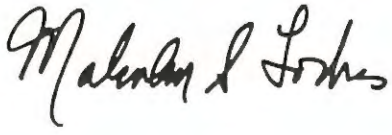
The last paragraph should tell the reader exactly what you want him to do—or what you're going to do. Short and sweet. "May I have an appointment? Next Monday, the 16th, I'll call your secretary to see when it'll be most convenient for you."

Close with something simple like, "Sincerely." And for heaven's sake sign legibly. The biggest ego trip I know is a completely illegible signature.

Good luck.

I hope you get what you're after.

Sincerely,



Malcolm S. Forbes

A VOLUNTEER AGENDA FOR THE 1980s

By Kerry Kenn Allen

(The following article is based on Kenn Allen's keynote address at VOLUNTEER's National Frontiers Conference in Estes Park, Colorado, May 1980.)

MANY OF US HAVE BEEN together in the volunteer community for much of the past twenty years. In some very real ways we have grown up together in that community. And we have seen many changes.

In the 1960s there was the emergence of the great citizen action movements—civil rights, peace, the environment—and the steadily increasing involvement of young people, particularly college students. In the 1970s those citizen action movements became more sophisticated. There was increased attention to neighborhoods and community organizations. Support structures at the local, state and national levels emerged to encourage volunteering, and more attention was given to the needs of volunteers.

Now we are at the beginning of a new decade. What will the 1980s hold? Will it be the decade in which we prove our vitality and our relevance to the needs and interests of individual citizens? Or will it be one in which we will become increasingly impotent and unimportant in the eyes of our neighbors?

Will it be a decade in which citizens gain and hold the power they need to make critical decisions about their lives and the lives of their families and neighbors? Or will there be increased dominance by overgrown power elites—big government, big corporations, big unions, even big voluntary organizations?

Most critical, will this be the decade that *we* shape, in which the volunteer community learns to understand, harness and apply its strength? Or will we have even greater fragmentation and deeper divisions between those engaged in service delivery and those seeking basic reform of our institutions?

Can we overcome what we already know to be weaknesses in our community—exaggerated concerns over turf, the inability to create effective coalitions, the lack of a clearly articulated political agenda—to become a dominant force in conceptualizing, planning and executing our nation's future?

Kenn Allen is VOLUNTEER's executive vice president in Washington, D.C.

Can we find the time, energy and financial resources we need to examine, understand and reform the way we act and interact with each other and with the institutions of society? Can we rise above our emotional satisfaction at being helping professionals to look coldly and analytically at our relations with our "clients" and to understand that there may be a dark side to our caring, a potentially harmful role we are playing?

Can we find a common philosophy, a politic that ties all citizens who volunteer together, whether they be in human service agencies, neighborhood groups, citizen action or self-help? Can we convert that philosophy into a realizable agenda?

Can we do all of these things? The answer must be "yes" if the volunteer community is not only going to survive but also thrive in the years ahead.

I SEE FOUR PRIMARY AGENDAS for us to address in the immediate future.

First, we must articulate our values as a community.

Second, we must address our relationship to the "helping establishment."

Third, we must come to grips with the internal relationships in the volunteer community.

Fourth, we must define our relationship to government. On this last priority, let me hasten to add that by including it, I in no way mean to launch an attack on government. I firmly believe that an exaggerated relationship to and dependence on the corporate sector are as potentially damaging and politically complicating as they are with government. But I believe we have the relative luxury to defer that question at least momentarily and to put our energies instead into the question of the role of government.

First, then, we must articulate our values as a community.

We are people of action—organizers, planners, managers, doers. Most of our time goes into doing our jobs or seeking those skills that will help us be more effective. Relatively little energy goes into defining, debating and disseminating our values. That is one reason why volunteer administration is far from being a profession and why we are far from being an integrated community. Let me begin some of that needed discussion by suggesting three basic values of our community.

The first one of these is *caring.* Simply put, we are saying, "It's all right to care. It's not hokey or sloppy or unacceptable. It's all right to care about people and their problems, about the future of the nation, about such great issues as peace, development and international brotherhood."

In recent years we've even decided that it's acceptable for volunteers to care about themselves and their own needs. When I was in college, I was involved in an extremely large student volunteer effort, Volunteer Illini Projects at the University of Illinois. As students are wont to do, we spent a fair amount of time discussing our work and our motivations. I remember one night in particular we were discussing the reasons why we were all so heavily involved as volunteers.

The single greatest impediment to the effective involvement of citizens is the resistance of the 'helping establishment'.

One person began the discussion by suggesting that we were doing it because we wanted "to help others." That idea made us all feel very good about ourselves and we quickly accepted it. Someone else, a bit more politically sensitive, suggested that a better reason was because "we want to help people to help themselves." And, not wanting to be out of touch, we all quickly agreed. But we all grew very uncomfortable when the last person spoke up and suggested we were volunteering because "we want to help ourselves while we help others to help themselves."

Fortunately, the volunteer community has gotten over its discomfort in recent years as we've come to appreciate more and more the individual needs of people that are met through their volunteer experience. Increasingly I find that people are looking for the sanction to care, the reassurance that it's not abnormal, not uncool to care and to translate that caring into action. As a community, we practice and demonstrate that value of caring.

Our second basic value is one of *problem-solving.* This is best illustrated by the last part of my college story. After we had all satisfied ourselves about what we were gaining by volunteering, someone spoke up and said that the real goal for our efforts was "to work ourselves out of business." That is, our goal as volunteers is to solve the problems we are addressing, not just to make things better, but to actually solve problems so that we are no longer needed.

While it is admittedly idealistic, it really doesn't make such a bad goal. Yet how many of us, either personally or professionally, believe in that as a goal or would be willing to accept it if we attained it?

Volunteering is a means to some greater end. It is one strategy for the solution of problems. It is a resource of energy and people to be focused on some attainable goal. So we, as a community, represent structures and organizations that must be fluid, sensitive to the need for change and even extinction as needs and problems change.

The third value is that of *empowerment.* For most of us, volunteering is to some extent an end in and of itself. We believe that people should be involved in their communities, that they should understand and express their caring instincts, that this would be a better world if everyone was involved. But even such total involvement is simply the means to another end—empowerment.

Simply put, empowerment means having the power, the ability to participate fully and effectively in making those decisions that affect the lives of our families, our communities and ourselves. Citizens gain that power by being involved, by gaining the knowledge, skills and relationships necessary to achieve and exercise power. Saul Alinsky articulated this basic value when he wrote, "If people have the power, the opportunity to act, in the long run they will, most of the time, reach the right decisions."

Our role as volunteer leaders and administrators is to insure that citizens have that opportunity. Yet how often do we discuss the concept of empowerment? How often do we actually test our day-to-day work against a measure of our contribution to empowerment? How often do we put aside our fear of this concept and ask ourselves the simple question, "Is what I am doing today facilitating or hindering the acquisition of power by others?"

Empowerment *must* be the dominant value of our community. If we do not believe that all citizens—no matter their life circumstances, their physical or emotional being, their income, race or education—must have power over their own lives, then we are doing a vile injustice to our society and must be eclipsed by those who do share that value.

Second, we must address our relationship to the "helping establishment."

Let me put the proposition to you directly: the single greatest impediment to the full and effective involvement of citizens is the resistance of the "helping establishment"—social workers, doctors, educators, bureaucrats and even volunteers in decision-making roles who have an imperialist's attitude toward those in need.

I recently had the opportunity to meet John McKnight, a professor at Northwestern University, and to learn more about his views on the danger of over-professionalization of human and social services. Let me quote at length from the opening paragraphs of a paper he presented recently:

> Revolutions begin when people who are defined as problems achieve the power to redefine the problem. A critical point in the development of the civil rights struggle was the Black movement's capacity to declare the central issue the "White problem." A people, declared deficient and in need, unshackled their labels and attempted to lock them on their oppressors.
>
> There was revolutionary insight in that strategy. It recognized that the power to label people as deficient and declare them in need is the basic tool for control and oppression in modern industrialized societies of democratic and totalitarian persuasions. The agents with comprehensive labeling power in these societies are the helping professionals. Their badge bestows the caring authority to declare their fellow citizens "clients"—a class of deficient people in need.

He goes on to describe the growing attack on professions by those at all points on the political spectrum, citing three reasons for it: the sense that professionals are inefficient, that they are doing less with more resources; the arrogance of professions, the fact that the nature of a profession is inherently elitist and dominant; the sense that the negative side effects of technological, specialized professionalism are so harmful to so many that the revolt is the reaction to professionally administered injury.

But he also says, "Professional reform is unlikely because our current approaches to economic growth and national stability *depend* upon the development of more professionalized service of the same kind we are currently experiencing."

There must be changes in the delivery of human and social service, because of the taxpayer revolt and because what we are doing simply doesn't seem to work very well.

And, "The basic issue is profession itself, dependent upon the manufacture of need and definition of new deficiencies."

He concludes by asking, "What is legitimate work? What is worth doing? What is good work for America's people?"

We may or may not like Professor McKnight's questions. But are we willing and able to participate in the debate to answer them?

It is clear that there must be changes in the delivery of human and social services, both because of the so-called taxpayer revolt and because what we are doing simply doesn't seem to work very well. Two questions will be critical to that change:

- What are citizens willing and able to do for themselves and for each other?
- Will the helping establishment allow them to do it?

Two more questions will confront us in the volunteer community:

- Whose side will we be on, that of the citizens, that of the helping establishment and its institutions, that of some broader notion of community good?
- Will we be able to define and maintain a working relationship with the helping establishment and with those labor organizations that increasingly represent it?

Third, we must come to grips with the internal relationships in the volunteer community.

By the very nature of our programs and our work, we are independent people. We jealously guard our accomplishments. As a group we are largely powerless and thus tend to defend them from all interlopers what little power we actually have cornered.

We've also allowed unfortunate divisions to grow in our community. We have looked with suspicion on those who have taken up a reform agenda. We have failed to seek ways in which support organizations can work as effectively with neighborhood, advocacy and self-help organizations as with hospitals and schools. We have failed to build practical political alliances or to learn how to collaborate effectively without threatening our individual integrities. As a result, we have abrogated much of our political leadership to large, well-financed national voluntary organizations, which have a vested interest in maintaining the status quo in human services and philanthropy.

We simply must figure out how we can best interact and speak as a community. That debate must include such questions as the role of national volunteer-involving organizations, the role of resource structures, the role of local organizations and citizen groups, the question of whether or not the volunteer community will be led by paid volunteer administrators who have a

stake in maintenance or by citizen volunteers who have a greater stake in change. We may even be confronted by the inevitable union of volunteers, demanding their rights and the opportunity to exercise their responsibilities.

Fourth, we must define our relationship to government.

It is no secret that there is a strong anti-government mood in the country. In part this exists because government seems to have become unreasonably powerful. A faceless bureaucracy has been substituted for the power of local communities and individual citizens to solve their own problems. And in part it comes because government is ineffective and wasteful of both human and financial resources in many of the things it does.

Certainly that anti-government mood may be positive for those who are seeking basic reforms. But I am seeing a distressing tendency on the part of large, well-established voluntary organizations toward expressing anti-government sentiments in ways that, if realized, would imperil much of

If we do not believe that all citizens must have power over their own lives, then we are doing a vile injustice to our society.

the social legislation of the past twenty years. I am seeing the glimmerings of a new macho voluntary sector that wishes to assert that there is no need for government, that in fact the solution to social problems should be the exclusive domain of private organizations, both nonprofit and for-profit, which are controlled by a relatively few.

I don't happen to believe that and I'm not sure they do either. Yet I hear among them more approving talk about balanced budgets, freedom from government interference and regulation than I do about feeding the hungry or insuring justice for the powerless.

I find that people are looking for the sanction to care, the reassurance that it's not uncool to care and to translate that caring into action.

It is one thing to be concerned about the effectiveness of government. Indeed, it is appropriate to be concerned about both the positive and the negative impact of government on the volunteer community. But it is quite another to proclaim that the government is the enemy. To do so is to ignore conveniently the origin of much of our social legislation. Do we wish to forget that it has been volunteers, private citizens, who have advocated for these programs, who recognized human needs, who have sought solutions and demanded public action? Do we wish to ignore the millions of citizens, particularly the poor, the displaced, the oppressed who are still advocating for effective public programs? Do we wish to separate ourselves from them in our rush to condemn government action?

Or do we wish to join together, in a new partnership with each other and with government and the profit-making sector to create human service systems that meet real needs, insure human dignity and empower people so that they can enjoy the same freedom we all enjoy, the freedom to meet our own needs and to seek help when and how we desire?

IT IS TIME TO CREATE A NEW POLITical coalition in the volunteer community.

One that sets aside territorial and organizational boundaries.

One dedicated to the proposition that volunteering is and must be a means of empowering citizens.

One dedicated to building a fully participatory society in which the ultimate power is in fact as well as in theory vested in the people.

Many steps have been taken toward the building of that new coalition: the efforts of Senator Durenberger and others to create a national commission to study the role of government vis-a-vis volunteering, national initiatives, such as the ad hoc neighborhood coalition, the National Committee on Responsive Philanthropy, the Alliance for Volunteerism, even VOLUNTEER's own Associates program—the creation of a network of people concerned about the future of volunteering in our society.

It's happening, slowly but surely, and we in the volunteer community have a clear choice: to jump in and lead or to be left behind.

Is such a coalition possible? Can we find common philosophies, issues, needs that cut across the volunteer community, that take in direct service volunteers, neighborhood organizations, citizen action groups, self-help groups, individual citizens? Can we ask volunteer leaders and administrators to turn away from their immediate organizational and self interests, to question their own roles? Can we build an effective political constituency in the volunteer community?

If we believe in an agenda of empowerment, then we must. We must begin now, in our own part of the volunteer community, to make such a coalition real. And we must reach out to other pieces of the community and join our strengths together to make it effective.

Robert Kennedy has been dead for just over twelve years. But his words live on: "Some people see things as they are and ask why. We dream things that never were and ask why not."

If there is a challenge for the 1980s, it is simply that—for the volunteer community to come together, to dream things that never were and to ask why not.

EDUCATION FOR THE VOLUNTEER LEADER

Creating an Institute for Volunteerism

In Pittsburgh it took a vision , lots of energy and the determination of a community college, a Voluntary Action Center and the many agencies that involve volunteers.

By Mary Lowrey Gregory

ONCE UPON A TIME, A YOUNG woman with an interest in volunteerism, big ideas and a lot of energy set about designing a series of educational programs for volunteers and volunteer administrators. The woman was Sarah Jane Rehnborg, and in 1978 she was working in the Community Services Center (CSC) of the Community College of Allegheny County, Pa., at its Center-North campus. During that year Rehnborg came up with the idea for an "Institute for Volunteerism," which would be funded by the Pennsylvania Department of Education under Title I of the Higher Education Act of 1965.

The Title I agency had been instrumental in establishing the Community Services Center, which pulls together community and college resources and expertise to create educational programs to meet identified community needs. Some of these "customized" programs have dealt with health care, gerontology, small business and industry, and women.

But the Title I agency never had been asked to fund educational programs that would address the needs of volunteers and managers of volunteers. The new idea had to be submitted to the committee that set Title I spending priorities for Pennsylvania. The result was a decision to experiment and fund CSC's Institute for Volunteerism on a limited basis.

Title I provided $44,690 for the 1978-79 academic year. This money was matched by $32,215 from the Community College of Allegheny County. The Institute for Volunteerism was under way!

Because of its location within the Community Services Center at Center-North (the Center-North "campus" is located in a shopping center!), the Institute's objectives had to conform to the policy of the CSC, which meant:

- Responding to specific community educational needs;
- Providing tailor-made courses, seminars, workshops and conferences to meet specific educational needs; and
- Being committed to the process of developing cooperative working relationships with existing community agencies and groups in order to maximize available resources and avoid duplication of effort.

Within this framework, the overall objective of the Institute for Volunteerism was to develop appropriate education and training programs that would make a significant contribution toward improving and expanding the role of the volunteer as well as the administrative and supervisory skills of persons directing and working with volunteers.

As a result of these specialized courses, the Institute for Volunteerism was beginning to be recognized as a resource—an educational consultant—for the community. Its activities enabled the Community College to provide a real service to all kinds of different agencies, and to make hundreds of people aware of the variety of educational opportunities available through the programs offered by the Community College.

Mary Gregory is a part-time coordinator of the Institute for Volunteerism at the Community College of Allegheny County, Pittsburgh, Pa.

While we worked on these various courses, a wonderful phenomenon was taking place: All kinds of communication, previously minimal or nonexistent, were taking place. More people were getting to know the Volunteer Action Center and could see for themselves the many resources it makes available to volunteers and volunteer directors. People from different agencies met each other while serving on the planning committees and maintained contact. New directors of volunteers in need of advice or encouragemnet called upon their workshop leaders, many of them more experienced managers of volunteers. The VAC and the Institute were able to keep their mailing lists up to date by exchanging information about new directors of volunteers, thereby improving their efficiency in providing resources and support to that group.

The Institute also worked closely with other Pittsburgh area groups interested in providing educational opportunities in the area of volunteerism. We helped Chatham College, a private college for women, extend an exciting and unique ten-week program called "Management and Leadership Training for Women in Volunteer Services." The effect of our working together was to offer another high quality course to the public, while ensuring against duplication.

Penn State University's program, "The Dynamics of a Successful Volunteer Program," was also funded by a Title I grant. So an arrangement was worked out whereby money designated for the same purpose would not be spent in the same place at the same time. Thus, the Community College's Institute for Volunteerism would operate within Allegheny County and Penn State would have the rest of Pennsylvania as its sphere. The two projects have shared program ideas, and together they produced the Pennsylvania Statewide Symposium on Volunteerism and Education, held in Harrisburg in June 1979.

The Institute's Title I grant was extended for 1979-80, but now it is standing on its own as an integral part of the Community Services Center's offerings. The 1980-81 series of courses has been offered successfully on a tuition basis.

The range of organizations with whom we are working is as wide as ever and includes the Retired Senior Volunteer Program, the Neighborhoods for Living Center, the Girl Scouts of Southwestern Pennsylvania, and WQED Public Television. The Volunteer Action Center continues to be a most helpful and loyal ally in all that we do. Every fall and spring directors of volunteers in local agencies help us develop a new series of programs for volunteer services administrators.

Sarah Jane Rehnborg has moved on and now works for John J. Kane Hospital in Pittsburgh and serves as president of the Association for Volunteer Administration. Tim Barner and I, two part-time coordinators, find ourselves more than busy as we keep the Institute for Volunteerism sailing.

ONE OF THE INSTITUTE'S FIRST steps was to contact the Volunteer Action Center (VAC) of Information and Volunteer Services of Allegheny County. Since the VAC was the area's clearinghouse for volunteer activity, Director Betty Hepner and her staff had a great deal of information on hand, which was helpful in identifying the needs of the organizations in Pittsburgh that used volunteers. Also, the VAC was the coordinating agency for Pittsburgh's Directors of Volunteers in Agencies (DOVIA). A DOVIA committee was very important to us in suggesting topics for courses that the Institute could offer.

An important result of consulting with the DOVIA group came from its feeling that the administrative and interpersonal skills of the volunteer services managers needed to be upgraded. So the Institute designed a series of seminars covering such topics as "Basic Skills for New Directors of Volunteers (Paid or Unpaid)," "Fundraising: In Search of the 'Non-Grant' Dollar," "Public Relations and Mass Communications Techniques," and "The Power Behind the Director."

The seminar leaders we invited were mostly from the Pittsburgh community, but occasionally a nationally known consultant would be introduced because he or she had a particular expertise. There was no scarcity of qualified people who were eager to teach, both because they wanted to gain exposure and experience, and because they were excited about the idea of these courses being offered on an organized basis for the first time.

The seminars were held in various locations around Pittsburgh. During the first year they were free to volunteer managers who took the courses because the Title I grant covered costs. The seminars were publicized in two ways: The VAC ran notices of upcoming events in its newsletter, and the Community College produced and sent a descriptive brochure to all those on the VAC's mailing list.

As the first series in the fall of 1978 had been very popular, the Institute developed a new spring series of seminars, which included courses called "Time Management," "Introduction to Budget Development and Accounting," "The Volunteer Experience (How It Relates to Adult Stages of Development)," and "Recruitment: A New Look." Sarah Jane Rehnborg obtained approval of these courses from the Association for Volunteer Administration (then known as the Association for Administration of Volunteer Services), so that participants could list them on their application for certification by AVA.

Meanwhile, the Institute's increased contact with voluntary and governmental agencies revealed another need: to provide training for volunteers to enhance the services they could provide and/or the organizations they administered. We developed a number of workshops to meet the needs of different organizations. They included "Creative Problem Solving," "Developing Leadership Skills," "Games Clients Play," "Effective Boardsmanship," "Leisure Activities for the Handicapped," "Sign Language," and "Little League Umpiring."

CERTAINLY, THIS IS A simplistic picture of the development of the Institute for Volunteerism. You cannot set up a similar program over a weekend. But the concept is simple, and the program could be lodged in a number of different places—it does not have to be a community college. The Community Services Center of the Center-North of the Community College of Allegheny County, because of its philosophy and its previous record with funding from Title I, was the perfect place in Pittsburgh. But in another community, it might make more sense to affiliate such a program with a state university system. The opportunities are as varied as the cities that will find this idea attractive.

According to Harry Reimer, director of the Title I agency in Harrisburg, the extension of the twelve titles of the Higher Education Act of 1965 is expiring soon. There is legislation pending

that would change the focus of Title I funding in the future: There would be more emphasis on continuing education and less on community service. But there may be more funds in the areas of aging and the handicapped so programs addressing education for volunteers and volunteer directors in these fields may be successful in seeking funding. There are many different kinds of funding sources, however, and Title I of the Higher Education Act of 1965 is only one source.

The Institute for Volunteerism was a daring experiment, conceived and expanded with vision and energy. Although it now seems to have momentum of its own, in reality its forward movement is only possible because of the efforts of the staff of the Community Services Center of the Community College of Allegheny County, the Volunteer Action Center of Pittsburgh, and the many people from many agencies in Pittsburgh who have helped design courses to meet the needs of volunteers and managers of volunteers.

For a complete report of the 73 programs that served 2,309 people through the Community College of Allegheny County's Title I project, write the Institute for Volunteerism, Community College of Allegheny County, Center-North, Community Services Center, 111 Pines Plaza, 1130 Perry Highway, Pittsburgh, PA 15237.

How to Set Up a University Course on Volunteer Management—Step by Step

By Margery Stich

IN 1977 A STEERING COMMITTEE OF VOLUNTEER professionals in New Orleans approached Tulane University's Continuing Education Program-School of Social Work with the idea of jointly establishing a series of courses in volunteer management. The result was a two-part series, sponsored by the New Orleans Section, National Council of Jewish Women, Volunteers in Government of Responsibility (VIGOR). Volunteer and Information Agency and Tulane's School of Social Work, that took place during the 1977-78 academic year.

Part One, "The Direction and Involvement of Today's Volunteers," consisted of nine weekly three-hour sessions, conducted in Tulane's School of Social Work Building. Each week a new set of speakers with different backgrounds presented a new topic. Participants explored such subjects as "A New Look at Volunteerism," "Tools and Techniques for Keeping Today's Volunteers," and "Leadership and Group Relationships."

Part Two, billed as "The First Advanced Course in Volunteer Management," took the form of a four-day comprehensive workshop on training, supervision and evaluation of volunteers and volunteer programs.

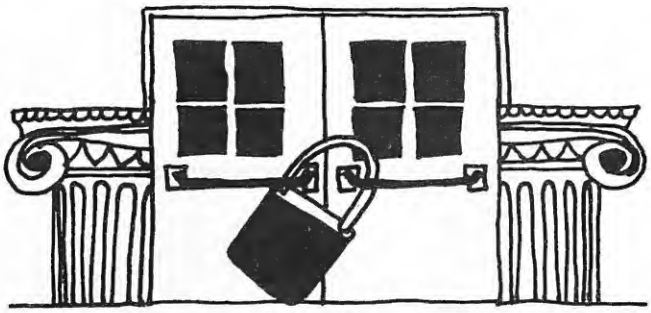
Both series were limited to thirty paid or volunteer workers, who were required to have a minimum of two years' experience as a volunteer administrator. Each participant who satisfactorily completed the courses received a certificate for each part, indicating course and Continuing Education Units (CEUs) earned (three per series).

The tuition was $45 for the first part and $80 for the workshop that followed. The New Orleans Section of the NCJW offered a limited number of scholarships.

How it all happened is what Margery Stich, volunteer coordinator of the first series, describes in this step-by-step guide. Stich, who was assisted by VOLUNTEER

Margery Stich was the course coordinator for the first volunteer management course at Tulane University. She's a former board member of the National Center for Voluntary Action (now VOLUNTEER), and her broad-based activism in the field of volunteerism was the subject of VAL's first Volunteer Leader Interview in the spring 1979 issue.

board member Diana Lewis, stresses that the most important detail "is to gather together a truly broad-based *planning group from the community. This means representatives from the traditional voluntary agencies and organizations as well as from the newer volunteer projects, such as rape crisis centers, drug counseling programs, various hotlines, must work together with representatives of higher education institutions to forge a successful course on volunteer program management."*



The Facts of the Matter

Fact: There is growing concern over the lack of opportunities in higher education nationwide for offering educational components and training tools to those who wish to or do administer volunteer programs.

Fact: The position of volunteer coordinator is often too low in agency priorities, both in program and personnel. This role frequently is thrust on a staff member with responsibilities in another area, thus giving back-burner status to volunteers and the volunteer administrator.

Fact: A growing lack of individual citizen commitment to others has had a damaging effect on volunteer programs everywhere. We have indeed lived through the "Me" decade, to the detriment of volunteerism generally.

Fact: An increasing majority of potential volunteer workers are turning to career-oriented pursuits.

Fact: University deans and faculty have not been aware of the ultimate dividends for building volunteer management components into curricula. If future graduate students can enter their careers with an appreciation of the valuable role of the volunteer, society will benefit immeasurably.

Fact: Volunteer coordinators have let it be known that they need and want professional training in their field of endeavor. Where such training is offered, classes have been oversubscribed.

These facts support the need for leadership initiative in establishing university-level courses and seminars in volunteer management. This valuable service would represent a giant step toward the professionalization of volunteerism everywhere.

The following steps, based on the successful New Orleans experience, will guide you toward the achievement of this essential goal. *Your* success at catching the imagination and concern of those community professionals you want on your "team" depends upon their involvement in the planning and implementation process *from the beginning.*

There are two ways you—as convenor—can form a coalition of developers and supporters:

1. You can call a half-dozen appropriate organizations together, present the facts and a general plan for a university-based course, then invite this core group to serve as cosponsors. You can add other professionals in the voluntary field for special expertise in course development.

or

2. You can convene a broader-based group (20 to 30 people), representing a cross-section of agency professionals and civic group leaders who depend heavily upon volunteers for their daily operation. Ask this group to become the sponsor—the sole planners and implementers.

Ingredients for Getting Started

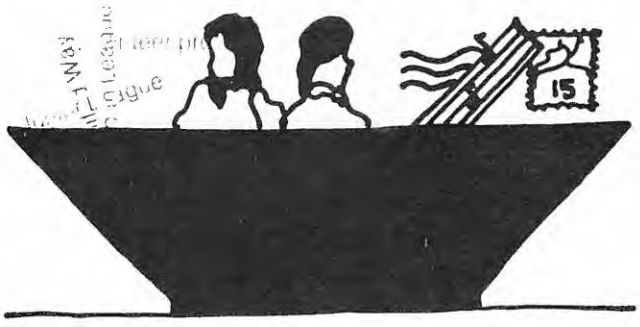
1. Representatives from certain key groups appear to be essential for a successful sponsor. These include the following examples or similar ones in your area:

- Local Voluntary Action Center (VAC)
- State Office on Volunteerism
- Junior League
- United Way
- Appropriate university personnel, such as school of social work faculty, continuing education department administrator
- School volunteer program
- Urban League
- Retired Senior Volunteer Program (RSVP)
- Local section, National Council of Jewish Women
- Junior Chamber of Commerce
- Major cultural groups (symphony, museum, etc.)

2. Select a project chair. This member should be mature and well-versed in the voluntary field (trends, realities, warning signals, and needs for professionalization in all aspects of volunteerism in today's society).

3. Design a carefully worded appeal for the preliminary meeting of the group. Content might point out that volunteers are scarce because:

- *We continue to utilize antiquated, amateur appeal techniques that fail in our slick commercialized world.*
- *Potential volunteers opt to spend their leisure hours in self-satisfying pursuits.*
- *Educated young women want to develop personal, documented skill banks for career purposes.*

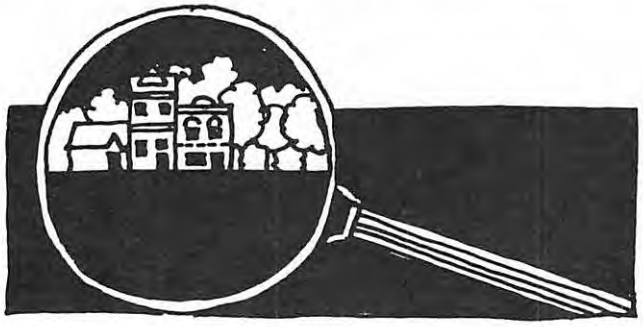


- *Volunteers often consider themselves more adept and conscientious than their "professional" supervisors.*
- *Citizen volunteers have never been in more demand, yet volunteer service has steadily lost prestige in recent times.*

For these and a score of other reasons, you request attendance at an important gathering to discuss mutual con-

cerns, plus the exploration of a unique plan to shore up volunteerism at its very foundation.

4. Enclose a self-mailer so you will know how many will attend. Follow up with reminder phone calls.



Homework Requirements for Preliminary Meeting

1. The chairperson should investigate and determine what, if anything, is available locally in the field of volunteer management training, and should gather material on what is available elsewhere in the nation, through universities, and national voluntary organizations, including VOLUNTEER.

2. Then, carefully develop an agenda for this initial, crucial meeting.

Preliminary Meeting

1. Have participants register and give each a name tag.

2. Recruit a volunteer secretary who will take minutes and distribute them.

3. Make introductions, including each individual's voluntary affiliation.

4. Present a concise, but impressive, background of the facts, both from an historic perspective and from the grassroots point of view.

5. Distribute a general outline (include visual aids) describing the various areas of responsibility in need of attention prior to establishing a university course of study.

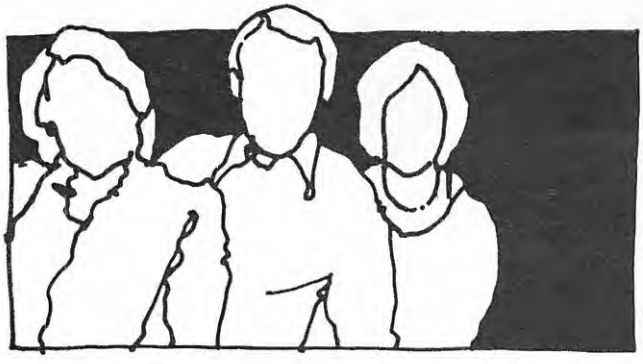
6. Sell the idea by identifying ways that volunteerism can gain advocates and help for programs all over town, providing the volunteer manager knows how to administer a professional program. Point out how recruitment, interviewing and placement, orientation and training, recognition, follow-up and evaluation need to be handled in a business-like, professional manner.

7. Tell them about other cities, universities and organizations that have successfully mounted such training components.

8. Involve each member of the group in a discussion to learn how each one feels about the need for such a course or series of seminars in your community. Jot down the names of others who are suggested as additional implementers.

9. Ask for consensus when discussion has reached the appropriate point. If a majority considers the need valid, then agree to coalesce into a working group as sponsors for a university course in volunteer management.

10. Set a date for a second meeting, then adjourn. (If time runs out, and consensus is not reached, set next meeting within one week to continue discussion and reach consensus.)



Committees for Implementation of Course Concept

Committees are the heart of your sponsor group. They will do most of the work and will do it more efficiently as each focuses on one aspect of preparation for the course in volunteer management. A chairperson should be selected for each of the following committees:

1. Course Site Committee. If your community has more than one college or university, you may wish to visit them all to determine which is most interested in your idea and which is best suited to your needs. (In New Orleans we visited six out of eight universities. All six requested the course, but we chose Tulane University for the promised input from its graduate School of Social Work.)

You may wish to see the university president and/or deans or chairpersons of the departments of social work, continuing education, business administration, psychology, sociology. Each of these educational leaders can feed valuable insight into the planning process.

Note: The university campus lends an important level of prestige to the effort; yet distances may dictate that the university must travel to the students for a more central meeting place. Remember to check out parking availability of campus and public transportation accessibility.

This committee should make recommendations, based on its findings and conclusions, to the larger group.

2. Curriculum Committee. This committee must work the hardest and longest to draft, then refine, an initial course of study. Chances are that members of the sponsoring group are more aware of specific teaching needs than are university personnel. A list of suggested subjects with space for priority designations should be circulated by this committee to all sponsors.

The committee must first reach agreement, then recom-

mend to sponsors a consensus as to whether it wants a basic beginners' course or a course for professionals who have had several years in the field. The sponsors' group should adopt a final draft curriculum.

3. Curriculum Consultants Committee. After sponsoring members agree upon a curriculum, a curriculum consultants committee should make appointments to visit a variety of agencies and organizations dependent upon volunteers. Prior to its visit, the committee will send a copy of the proposed curriculum with an explanatory cover letter to each agency head and its volunteer coordinator, requesting their scrutiny and suggestions.

The on-site visit provides the opportunity for discussion on a broader front regarding need for the course and a shared critique of the planned sessions. The visitor can fill out a carefully designed questionnaire, which reflects the views of agency personnel consultants on the overall need, willingness to provide staff time to attend the course, and specifics regarding course content. This type of on-site sampling becomes its own public relations tool for the proposed course. The curriculum draft may require adjustment in its final form as a direct result of this consulting technique.

4. Faculty Selection Committee. Selection of faculty should focus more on individual segments of course content, than on the broad field of volunteerism. If, for example, "One-to-One Relationships" becomes a course segment, it might be beneficial to invite a behavioral scientist to share the teaching assignment with the VAC interview and referral director.

Experience has proven that certain appropriate disciplines from which to choose faculty include social work, religion, business administration, mental health, communications, advertising, psychology, volunteerism. Some of these courses have used a single instructor. In New Orleans, the first course used a variety of teachers and disciplines.

If the latter plan is adopted, bring all of the faculty members together once to meet each other and talk about their plans, so that duplication of teaching, homework assignments and class exercises is avoided. Such a gathering can be turned into a social event giving recognition to your initial faculty and providing a news story to stimulate community interest further.

5. Funding Committee. To insure the proper community impact, and a success story for your initial course, it is desirable to seek a grant to cover specific costs. These might include the following:

- Partial tuition for all participants.
- Full scholarships for applicants whose agencies cannot afford even partial tuition.
- A permanent library on volunteerism for this and future course participants.
- A specially designed brochure.
- A specially designed CEU (Continuing Education Unit) certificate.
- Tape recorder and tapes to record course segments.
- Travel and honorarium expenses for kick-off faculty member of national stature.
- An expense fund to cover postage, stationery and course supplies.
- Salary for *course coordinator.* This individual or team of two individuals coordinates the course by following up on faculty attendance, preparing course materials, overseeing library loans and return of books, attending every session, setting up visual and other equipment, and keeping a running written history of the course. (New Orleans used an experienced volunteer from the sponsors' group to fill this role, which can serve as a unique growth experience.)

The New Orleans Section of the National Council of Jewish Women provided a grant for all expenses listed above.

To achieve full potential of the intiial course experience, consider a selection process to accomplish these goals:

- That as many and as varied a group of organizations as possible are represented (one agency-one representative).
- That all races and ethnic groups are included.
- That paid and nonpaid professionals are included.
- That you do not mix beginners with more experienced managers. Their needs are significantly different; therefore, you must be certain to make clear in your publicity who the course is designed for.

7. Media and Printing Committee. A brochure should be given very special attention, pointing out in its introduction the purpose and goals of the course. It should be mailed to a broad spectrum of private and public agencies as well as civic organizations, hospitals and cultural groups that rely heavily upon volunteers. To appeal to those agencies that appear to have the greatest need for sound volunteer programs, send a separate mailing to each organization's president, executive director and volunteer coordinator. Make sure that a personal cover letter accompanies each mailing. If possible prepare them on specially printed stationery bearing the names of the individual sponsors and their professional affiliation.

Media coverage must be planned well in advance, and should include print, radio and television. Committee members should call on the important media people in person to interpret the concept and to gain special interviews with volunteers and their supervisors. Use some of your sponsors who are professionals, aware of the need and respected in the community.

Media coverage should occur shortly after the brochure has been mailed. Try to stagger the coverage so that it will appear over a number of weeks.

Allow plenty of time for agencies to respond, and for your selection committee to complete its work. Agencies that fail to respond to the mailings should be given a follow-up telephone call. (In New Orleans the first course was oversubscribed by 75 applicants, making a total of 105 applicants.)

8. University Liaison Committee. Once the university is chosen, a small team can work out the details with university personnel. Some of the matters to be ironed out include:

- Department or graduate school in which course will be held.
- Willingness of university to confer a certificate of Continuing Education Units (CEUs) upon participants satisfactorily completing the course. (The number of CEUs is dependent upon number of hours of course content.)
- Available and adequate space to conduct course.
- Availability of parking passes for participants' vehicles.
- Faculty teaching fees (which are included in tuition costs).

- Willingness of university to print special brochure and special certificate.
- Exploration of undergraduates auditing course for partial credit, if physical space permits.
- Ways in which university can help spread the word (through alumni publications and university newspaper).

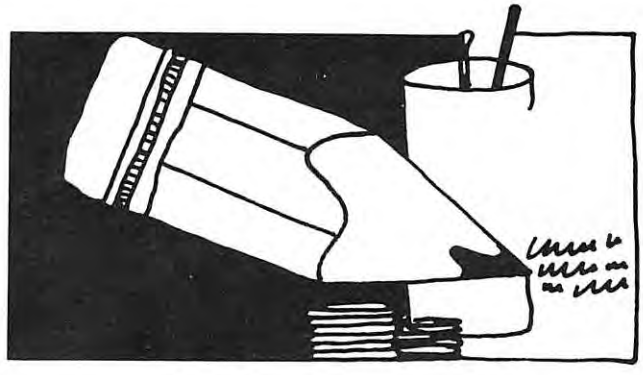
9. Evaluation Commitee. An evaluative process is essential to this effort. Evaluation should be available to all participants—students, faculty, university, coordinator(s). And the agency that provided released time for a staff member to attend should evaluate the course at least six months later from the perspective of how that staff member is applying what was learned to his/her work situation. In addition, the grantor should build an evaluative component into the grant. Make written evaluations available to both faculty and students at the end of each session plus a written evaluation of the total experience at the end of the course. A final session of the course can be designed to elicit verbal opinions of the experience, so that a productive evaluation discussion can result. In this case, faculty or coordinator(s) can facilitate the session, which should be recorded carefully.

After the Course

Following completion of the course, the coordinator should write a detailed report, then circulate it among grantor, sponsors' group, university personnel, all agencies that sent student staff members, and the students themselves. Copies of the document should be shared with those national organizations dedicated to excellence in volunteer programming.

A simple ceremony might be in order to present your community's first certificates in volunteer management to those students who completed the course satisfactorily. (Sponsors' group and university must determine if excused absences are permitted and how many.) The students' supervisors, university president and department head, president of the grantor agency, mayor, coordinator(s), and members of the sponsors' group could attend the ceremony.

The original convenor may wish to host this ceremony, offering simple refreshments and contacting the media



once again for coverage of a successful and significant community service.

Soon after, the chairperson of the project may wish to reconvene the university personnel and sponsors' group to plan for a second course or series of courses. These can include more basics as well as some advanced techniques. Second-round plans, however, should give full weight to the majority opinions extracted from the evaluative processes.

As You Like It—

Degrees, Certificates and Other Educational Programs for Volunteer Administrators

Compiled by John Weber

The following list contains education and training programs that will be offered during the 1980/81 "school" year. Programs are listed in alphabetical order by name of sponsoring institution in the following categories: ***Post-Graduate Programs, Undergraduate Programs, Certificate Programs, Workshops/Seminars, and Courses.*** *Please note that this is not a comprehensive list. It is very possible that you can find a similar offering in your area by checking with local colleges and your Voluntary Action Center. If not, why not start one?*

John Weber, a graduate student at the University of Maryland, is a VAL intern for the summer.

POST-GRADUATE PROGRAMS

Adelphi University
Offers: Master of Science in Adult Learning and Development from Graduate School of Arts and Sciences. Also, post-bachelorate Certificate of Management of Volunteer Services—interdisciplinary with four volunteerism courses in a 24-hour curriculum.
Contact: Dr. Jay Smith, Coordinator
Graduate Program for Managers of Volunteer Services
Department of Education
Adelphi University
Garden City, NY 11530
(516) 248-2020 or
(212) 347-9480

University of Alabama
Offers: Graduate, undergraduate and certificate courses in volunteerism. Focus on volunteer administration in criminal justice settings. For both the student and practitioner.
Contact: Criminal Justice Department
University of Alabama
PO Box 6365
University, AL 35486
(205) 348-7795

California State University
Offers: Post-graduate certificate in Administration of Volunteer Services Program. Includes 25-unit curriculum. Internship and work with policy boards and commissions. Research project.
Contact: Ms. Randy Anderson
Dept. of Recreation and Leisure Studies
California State University
1250 Bellflower Blvd.
Long Beach, CA 90840
(213) 498-4071

Comprehensive Community Services of Metro. Chicago
See listing under Certificate Programs.

Lindenwood Colleges
Offers: Fully accredited, comprehensive M.A. and B.S. degrees in Administration of Nonprofit and Voluntary Organizations designed for the adult learner who works fulltime.
Contact: Lindenwood 4
Lindenwood Colleges
St. Charles, MO 63301
(314) 946-6812, ext. 225

Lindenwood 4
4653 Maryland Ave
St. Louis, MO 63108
(314) 361-1404

Texas A&M University
Offers: Graduate study in Adult and Extension Education, which is organized to maintain maximum flexibility regarding each candidate's professional interests, including volunteer administration.
Contact: Vocational, Adult and Extension Education
College of Education
Texas A&M University
College Station, TX 77843

UNDERGRADUATE PROGRAMS

University of Alabama
See listing under Graduate Programs.

Cleveland State University
See listing under Certificate Programs.

Goddard College
Offers: B.A. in Liberal Arts with Volunteer Administration emphasis. Student must design program with advisor. Individualized program that includes semesters of 12 classroom days and five months of field experience.
Contact: Karen Stevens
Adult Degree Program
Admissions Office
Goddard College
Plainfield, VT 05667
(802) 454-8311

Indiana Central College
Offers: Two-year Associate of Science in Volunteer Administration degree.
Contact: Undergraduate Admissions
Indiana Central College
1400 E. Hanna Ave
Indianapolis, IN 46227
(317) 788-3260

Lindenwood Colleges
See listing under Post-Graduate Programs.

Michigan State University
Offers: Undergraduate specialization in volunteer management in conjunction with major. Interdisciplinary, including core of volunteer administration and advanced instruction. Field experience.
Contact: Jane Smith
Director of Service Learning Center
Room 26, Student Services Bldg.
Michigan State University
East Lansing, MI 48824
(517) 353-4400

CERTIFICATE PROGRAMS

Adelphi University
See listing under Graduate Programs.

University of Alabama, Birmingham
Offers: Certificate in Nonprofit Organization Administration (no credits)
Contact: Non-Credit Special Studies
University of Alabama
917 11th St. South
Birmingham, AL 35294

Boston University
Offers: Multi-course program, cosponsored by Association for Volunteer Administration
Contact: Chris Franklin
Camp Fire Girls
10 Industrial Park Road
Hangam, MA 02043

University of California, San Diego
Offers: Certificate program, cosponsored by Volunteer Bureau of San Diego. Class work and field experience required.
Contact: Sharon Beamer
University Extension 001
University of California, San Diego
La Jolla, CA 92093
(714) 452-3440

Cleveland State University
Offers: Credit and noncredit, graduate and undergraduate courses, and certificate program for directors of volunteer programs.
Contact: Department of Continuing Education
Cleveland State University
2344 Euclid Ave
Cleveland, OH 44115
(216) 687-2144

University of Colorado
Offers: Certificate-granting workshops in volunteerism. Individualized program includes correspondence, field study, and conferences. Two workshops: Level I (basic education) and Level II (for experienced volunteer administrators).
Contact: Debbie Cook
Center for Conferences and Management/ Technical Programs
University of Colorado
970 Aurora
Boulder, CO 80302
(303) 492-5141

Community College of Allegheny County
Offers: Institute for Volunteerism courses, workshops and conferences on volunteerism.
Contact: Community College of Allegheny County
College Center-North
Institute for Volunteerism
111 Pines Plaza
1130 Perry Highway
Pittsburgh, PA 15237
(412) 366-1000

Comprehensive Community Services of Metro. Chicago
Offers: Wide range of training events for both novice and experienced volunteer administrators in conjunction with area colleges.
Contact: George Lanegraff
VAC Training Specialist
Voluntary Action Center
Comprehensive Community Services of Metro Chicago
64 East Jackson
Chicago, IL 60604
(312) 322-0532

University of Connecticut
Offers: Certificate and Major Certificate in Voluntary Action. Program runs nine weeks for 27 hours. Offered in conjunction with Governors' Council for Voluntary Action.
Contact: Non-Credit Programs
University of Connecticut
Box 56-D
Storrs, CT 06268
(203) 486-3234

Des Moines Community College
Offers: Certificate program in Volunteer Administration. Includes both core and advanced courses.
Contact: Specialist Certificate Program Advisors
Career Life Planning Center
Building 6
Des Moines Area Community College
2006 S. Ankeny Blvd.
Ankeny, IA 50021
(515) 964-6361

Gainesville, Fla. Voluntary Action Center
Offers: Certificate program of five-topic series called "Special Skills for Special People."

Contact: Pam Fay
Executive Director
Voluntary Action Center
PO Box 14561
Gainesville, FL 32604
(904) 378-2552

Georgia State University
Offers: Annual certificate-granting workshops on "Effective Volunteer Utilization." Advanced section offered for administrators with four years' experience.
Contact: Gerri Corbin
College of Urban Life
Georgia State University
Atlanta, GA 30303
(404) 658-3519

Kalamazoo Valley Community College
Offers: Certificate in Volunteer Administration
Contact: Kathy Devine
Coordinator, Conference Workshops
Extended Education Opportunity Office
Kalamazoo Valley Community College
6767 West O Street
Kalamazoo, MI 49009
(616) 372-5000

Metropolitan State College
Offers: Certificate program in volunteerism. Includes internship.
Contact: Community Service Development
Metropolitan State College
1006 11th St.
PO Box 87
Denver, CO 80204
(303) 629-3267

Northampton County Area Community College
Offers: Certificate in Volunteer Administration. Eight hour program.
Contact: Dr. W.A. Connor
Office of Continuing Education
Northhampton County Area Community College
3835 Green Pond Road
Bethlehem, PA 18017
(215) 865-5351

Pennsylvania State University
Offers: Certificate-awarding series of one-day workshops on aspects of volunteer administration. Workshops are offered at the university's branch campuses.
Contact: Charles R. Meck
Penn State University
Continuing Education
209 J. Orvis Keller Bldg.
University Park, PA 16802
(814) 863-0201

WORKSHOPS/SEMINARS

Arkansas Governor's Office on Volunteer Citizen Participation
Offers: Seminars on volunteer administration.
Contact: Pat Ryatt
Governor's Office on Volunteer Citizen Participation
State Capitol
Little Rock, AR 72201
(501) 371-7540

Ball State University
Offers: Workshops on various aspects of volunteer administration offered in conjunction with Governor's Voluntary Action Program as cosponsors of Institute on Volunteerism. Continuing Education Units available.
Contact: Dr. John A. Fallon
Institute for Community Education
Ball State University
Muncie, IN 47306
(317) 285-6965

Illinois Central College
See listing under Courses.

Mile High United Way
Offers: Quarterly one-day workshop on volunteer management training, an introductory course designed to present a broad overview of the important elements of a volunteer program.
Contact: Mile High United Way
Voluntary Action Center
1245 E. Colfax, Room 311
Denver, CO 80218
(303) 837-9999

Minnesota Governor's Office of Volunteer Services
Offers: Calendar of training events (workshops, seminars, etc.) throughout state
Contact: Governor's Office of Volunteer Services
130 State Capitol
St. Paul, MN 55155
(612) 296-4731

Oakland University
Offers: Workshops on volunteer program administration.
Contact: Beth Segula
Human Resources and Development Department
Oakland University
Walton & Squirrel Roads
Rochester, MI 48063
(313) 334-3967

College of the Redwoods
Offers: Workshops on volunteer administration
Contact: Dean, Community Education
College of the Redwoods
Eureka, CA 95501
(707) 443-8411

United Community Services of Metropolitan Detroit
Offers: Quarterly seminars on all aspects of volunteerism for both the novice and experienced volunteer administrator.
Contact: Mike Corbin
Volunteer Action Center
United Community Services of Metro. Detroit
51 West Warren Ave
Detroit, MI 48201
(313) 833-0622

Valencia Community College
Offers: Noncredit eight-hour instructional workshop in conjunction with Orlando Voluntary Service Bureau
Contact: Valencia Community College
Student Services
1 West Church St.
Orlando, FL 32802
(305) 299-5000

COURSES

University of Akron
Offers: Course on volunteer management
Contact: Department of Special Programs
University of Akron
Akron, OH 44325
(216) 375-7111

American Humanics
American Humanics is a nonprofit voluntary corporation providing college-level education for those seeking careers as youth service administrators. Examples of courses relevant to volunteer administrators are "Voluntary Staff Development," "Funding Voluntary Agencies," "Legal Issues for Voluntary Agencies," "Community Development Education." American Humanics maintains the following campus affiliations:

Georgia State University, Atlanta, Ga.
High Point College, High Point, N.C.
Indiana Central University, Indianapolis, Ind.
Pace University, New York, N.Y.
Pepperdine University, Malibu, Calif.
Rockhurst College, Kansas City, Mo.
Salem College, Salem, W.Va.
Texas A&M University, College Station, Texas
University of Missouri, Columbia, Mo.
University of Northern Colorado, Greeley, Colo.
University of the Pacific, Stockton, Calif.
Contact: American Humanics
912 Baltimore Avenue
Kansas City, MO 64105

Anoka Ramsey Community College
Offers: Courses on volunteerism
Contact: Anoka Ramsey Community College
11200 Mississippi Blvd.
Coon Rapids, MN 55433
(612) 427-2600

Community Action Volunteers in Education
Offers: With California State University-Chico, an experiential learning program for students in social work and related fields. Also offers in-house training experience.
Contact: Codirector
C.A.V.E.
2nd & Cherry Sts.
Chico, CA 95929
(916) 895-5817

Glendale Community College
Offers: Courses on volunteer adminstration
Contact: Jane Werneken
Service Coordinate
Glendale Community College
6000 W. Olive
Glendale, AZ 85302
(602) 934-2211

Houston Baptist University
Offers: Continuing education courses in the area of volunteerism
Contact: Vivian Simon, Director
Continuing Education Division
Houston Baptist University
7502 Fondren Road
Houston, TX 77074
(713) 774-7661, ext. 222

Houston Community College
Offers: Continuing education courses in the area of volunteerism
Contact: Monroe Neff
Adult and Continuing Education
Houston Community College
Business Career Center
2800 Main, Room 401
Houston, TX 77002
(713) 524-3050

Humboldt State University
Offers: Course on volunteer management
Contact: Office of Continuing Education
Humboldt State University
Aracata, CA 95521
(707) 826-3711

Illinois Central College
Offers: Courses on communications skills as they pertain to the volunteer. Also seminars and workshops.
Contact: Office of Continuing Education
Illinois Central College
East Peoria, IL 61635
(309) 694-5538

University of Kentucky
Offers: Course on "Improving Management Effectiveness of Volunteer Administration"
Contact: Dr. Kenneth Pigg
S207 Agriculture Science North
Department of Sociology
University of Kentucky
Lexington, KY 40546
(606) 257-3766

Los Angeles Valley College
Offers: Course on volunteer management
Contact: Los Angeles Valley College
5800 Fulton Ave
Van Nuys, CA 91405
(213) 781-1200

McLennan Community College
Offers: Continuing education courses in the area of volunteerism
Contact: Robert K. Willis
Dean of Continuing Education
McLennan Community College
1400 College Drive
Waco, TX 76708
(817) 756-6551, ext. 211

North Carolina Association of Volunteer Administrators
Offers: Information on educational opportunities for volunteer administration in North Carolina
Contact: NCAVA
PO Box 25854
Raleigh, NC 27611
(919) 833-6461

Ohio State University
Offers: Course on "Developing a Volunteer Management System." Can be used towards certificate.
Contact: Ohio State University
Division of Continuing Education
Fawcett Center
2400 Olentangy River Road
Columbus, OH 43210
(614) 422-8571

Portland Community College
Offers: Courses on volunteerism
Contact: Phyllis S. Proppe
Executive Director
Volunteer Bureau of Greater Portland
718 W. Burnside
Portland, OR 97209
(503) 222-1355

Sam Houston State University
Offers: Continuing education courses in the area of volunteerism
Contact: Volunteer Coordinating Training Center
Criminal Justice Center
Sam Houston State University
Huntsville, TX 77341

San Antonio Junior College
Offers: Continuing education courses in the area of volunteerism
Contact: Dick Thiesen
Assistant Director of Continuing Education
San Antonio Junior College
1300 San Pedro Avenue
San Antonio, TX 78284
(512) 733-2638

Tarrant County Junior College
Offers: Continuing education courses in the area of volunteerism
Contact: Aubrey Sharpe
Director of Community Services
5301 Campus Drive
Fort Worth, TX 76119
(817) 336-7851

Texas A&M University
Offers: Courses on volunteerism
Contact: Mr. E. Rogers
Office of Continuing Education
Texas A&M University
College Station, TX 77843
(713) 845-2023

University of Texas-Arlington
Offers: Continuing education courses in the area of volunteerism
Contact: Lois Glasser
Director of Continuing Education
University of Texas at Arlington
Arlington, TX 76019
(817) 273-2581

University of Texas-Austin
Offers: Continuing education courses in the area of volunteerism
Contact: Frances Plotsky
Program Coordinator
University of Texas at Austin
2507 Main Building
Austin, TX 78712
(512) 471-3123

University of Texas-Dallas
Offers: Continuing education courses in the area of volunteerism
Contact: Janet Harris
Director of Continuing Education
University of Texas at Dallas
Box 688
Richardson, TX 75080
(214) 690-2207

On Volunteering in State Government

The Volunteer Leader Interview with H. L. ("Ted") Baynes, Richmond, Virginia

H. L. ("TED") BAYNES IS A BANKer by profession. After three years of commissioned service in the U.S. Navy, he began his banking career in 1959. Today he is an executive vice president of United Virginia Bank in Richmond, Virginia. Over the years he has been an active member of various banking groups, including the American Bankers Association and the American Institute of Banking.

Baynes always has balanced his job-related activities, however, with a variety of community service positions. They include participation on the advisory council to the Virginia Voice for the Print Handicapped, the Richmond Committee of the National Council on Crime and Delinquency, the Youth Emergency Service, the Virginia Council on Social Welfare, the Richmond Community Action Program, the Richmond Volunteer Bureau/Voluntary Action Center, the Citizens' Coalition for Criminal Justice.

He also was involved in the creation of the Virginia State Office on Volunteerism in the early '70s. When asked to be interviewed for VAL, *he was startled to hear that many people are skeptical of the idea as well as the extent of citizen volunteering in state government.*

When told that his work with the State Office on Volunteerism was outside the experience of most volunteers, he said, "I don't find it very remarkable. However, if the recounting of the modest efforts of one citizen volunteer in state government will motivate other readers to share their talents with state or local government, I can promise they will share with me the pride in what a relatively small group of dedicated people can accomplish if they care enough to try."

Except for your military service, you have always worked in private industry. And as a citizen activist, you have a long history of involvement in a variety of private-sector organizations. How did you get involved in state government activities?

Several years ago, I was asked to be on the advisory committee of what was to become our local Voluntary Action Center. A year or so after I joined that group, the friend who had invited me to join the committee decided that she wanted to step down and, as it happened, I was appointed to a subcommittee charged with advising on the selection of a new director.

We interviewed a number of candidates, but I was most impressed with a young woman who had spent the previous ten years in social work and who also happened to be a stunning blue-eyed blonde. Based on her professional qualifications, she was hired. Her personal qualifications were of even more interest to me and within twelve months, she was also my wife.

More by accident than good planning, we ended up agreeing to explore each other's worlds: hers the social welfare/volunteer field and mine the management and commercial banking arena. We attended the business sessions of each other's conferences and often worked together on the many speeches that she was called upon to make.

Somewhere around 1973 (the year we were married), it dawned on me that I had been a volunteer for several years (which reminds me of Marcia Penn's marvelous story about the man who was asked if he was a volunteer and replied that he did not have time to volunteer because he was so busy coaching a little league baseball team!). Not too long after that, Marcia and a visionary young state legislator began to develop proposals for a State Office on Volunteerism. Its primary emphasis would be to increase the use of volunteers in state government. Their legislative proposals for the establishment of such an office failed two years in a row, but they were able to convince our governor that the need was there and that funding for the first few years could be obtained from ACTION. The funds were obtained and the office was established by executive order.

During its birthing, an informal advisory group was formed to assist in the effort. Because of her expertise, my wife was asked to be a part of that group and I was allowed to tag along. Once the office was established, it seemed important to us that the advisory group be given some status and a request was made to the governor

to appoint fifteen people to an advisory committee. He was willing to do so and the committee held its organizational meeting which I was unable to attend. That "slip" resulted in my being chairman of the group for two years.

What did the advisory committee do?

I find it difficult, even today, to describe exactly how things worked. On a formal basis, the committee usually met only once each quarter and, technically, the coordinator of the office had no real responsibility either to ask our advice or, if advice was given, to follow it; however, we didn't spend a lot of time on defining roles and responsibilities. We just rolled up our sleeves and decided that some things needed doing.

Early on, we saw our role as catalytic and agreed that we did not want to have a large staff nor spend a great deal of money, but we did want to find ways in which volunteers could be used more effectively in state government. Whether it was the annual conference, which has grown each year in terms of both attendance and effectiveness of the training, or other kinds of technical assistance provided around the state, no one made much distinction between who was staff and who was volunteer. The objective was clear and we set about to achieve it together.

As chairman of the advisory committee, was your role any different?

There were some ceremonial aspects that I had to tend to, such as presiding at the annual conference and occasional calls on the governor to talk about our progress. In addition, it was also necessary to begin to seek financial support from the state for the office. At one point it appeared that one position was not going to be funded by the legislature. I was asked to testify at a committee hearing on this position and was able to talk successfully about the cost of the position and the quantifiable benefits which could be achieved if the position were funded. At least in that instance, a businessman's "bottom line" perspective seemed to be persuasive to our legislators.

On another occasion, ACTION was having some difficulty in mustering Congressional support and I was asked to give a citizen's point of view on the use of taxpayer's funds for volunteer-type activities. One of our continuing problems has been to explain why any funding is necessary for an activity associated with volunteerism. A point we have made over and over again is that while volunteers are "free," their activities need to be managed by professionals (just as does the utilization of any other resource) and that it is appropriate and cost effective for a government organization to allocate funds for the management of these resources.

Did you encounter any other problems related to state government volunteerism?

Towards the end of my two-year stint as chairman, our coordinator decided it was time for her to move on and we were faced with the problem of choosing a successor. The authority to hire the successor rested completely with a division head in the state government. He was not required to consult the Advisory Committee, but when I volunteered to work with him in interviewing candidates and to be a part of the selection process, he readily agreed. Together, we interviewed several candidates and, as I recall, some thirteen of the "normal" working hours in a week during that hectic period were devoted to that particular effort. As it happened, we were able to easily reach a consensus on the "right" candidate and he was hired and is performing superbly. I am told that this is one of the few occasions in the history of the state government where a citizen was directly involved in the hiring of a state employee.

After serving as chairman of the advisory committee, what was your role in the operation of the State Office on Volunteerism?

With the election of a new governor in 1978, attention was focused on the organizational structure of state government. The State Office, having been created by executive order, had been placed in what we call in Virginia the Finance and Administration Secretariat. This secretariat was responsible for "rations and quarters," but our policy direction had come directly from the previous governor through one of his assistants. The new governor thought this was a less than appropriate organizational structure and asked us to examine it and to make a recommendation to him as to how it might be improved.

I chaired a subcommittee of the advisory committee which determined that we should report administratively to the Secretary for Human Resources and that it was time for us to seek the blessing of the legislature as to the need for this function in state government. I'm happy to report that the bill we drafted was passed and that the State Office on Volunteerism of Virginia is now almost totally funded out of state tax revenues.

Was that the highlight of the bill?

There is one aspect of "our" bill about which I am particularly proud and that is that we built into it a five-year "sunset" provision mandating a legislative review of our performance before the funding of the office could be continued. We believe that volunteers can be used effectively in state government, that the benefits can be quantified and that there is a real case for the expenditure of tax funds for this purpose. Our belief is that the case is so strong that we were willing to subject the State Office on Volunteerism to the perils of the political process in an attempt to demonstrate our unwillingness to create a bureaucracy with an unlimited life.

And today, the State Office is still going strong?

By all indications, Virginia's State Office—which is now the Division of Volunteerism—is one of the leading organizations of its kind in the country. Our success is the result of a demonstrated need and of the dedication of countless volunteers and our small, but most effective, paid staff.

There are thousands of volunteers today in Virginia's state government, but there are enormous opportunities yet to be exploited. The more citizens we can encourage to volunteer, the more opportunities we have for an informed electorate who can support the many dedicated professionals in state government.

We have met resistance from some of those professionals who are unwilling to have citizens be privy to how state government works, but they are in the minority. The majority welcome the expertise and additional perspectives which volunteers bring to bear on their problems and appreciate, perhaps more than anything else, in the era of Proposition 13, the value they add at little or no cost.

Volunteers Are...

By Gloria Reali

VOLUNTEERS ARE LIFE PRESERVERS IN A WORLD OF NON-swimmers, safe ports in any storm, harbingers of spring after long, cold winters.

Volunteers come in all shapes and sizes and will take on any task from the miniscule to the herculean with style, good grace and a sense of dedication unmatched by many who are paid to do similar tasks.

Phone calls, car pools, craft work or cookie sales, Girl Scouts, PTA, Little League or service clubs would shrivel up and die if it were not for the selfless support of a corps of volunteers.

Volunteering is not a one-shot commitment. Most volunteers involve themselves in many activities that affect the life of the entire community in which they live. They are busy, busy people. Caring, concerned, involved in many interests beyond those of their immediate families, they are harried . . . yet serene, confused . . . yet organized, depressed . . . but still cheerful in view of all they accomplish.

Volunteers are experts in diplomacy, know just when to bend the rules and have a happy knack of making people feel good, no matter what the occasion.

Unfortunately, volunteers have one failing. They need to be appreciated, CONSTANTLY. They feed on "thank-you's," the way most people do, only more so. They need to feel that their efforts have helped, in however small a way, to make a job easier. They need to be coddled, cuddled, and told how fine a job they've done. They need to be asked, checked on and followed through so that THEY know YOU care.

Volunteers are fast becoming an endangered species in our society. Many homemakers—always a ready source of volunteers—have reentered the job market, making their volunteer time limited. Many wage earners, who have always offered their help, have taken second jobs to earn additional income. Each year, the corps of volunteers upon whom we rely, diminishes. Organizations such as ours, whose lifeblood IS volunteers, must take extra care of each other lest we lose support—and our hope—in the future.

"Volunteers are . . ." was written by Gloria Reali for National Volunteer Week. It appeared in the Courier, *a volunteer-produced monthly newspaper of Nassau Council of Girl Scouts in Garden City, New York. Along with Reali, volunteer editors for the* Courier *are Marilyn Falvey, Gary Lynch and Arlene Haims. "All of them are tireless, enthusiastic and cooperative individuals," wrote Deborah Craven, director of public relations for the Council, when she submitted this article to* VAL. *"They bring skills as well as humor and positive attitudes to the Girl Scouts as an organization and the* Courier *as a publication. They are the type of 'behind-the-scenes' volunteers that your magazine speaks of."*

WHY NOT 'VOLUNTEER' HOSTAGES?

By James Reston

The following editorial appeared in the April 4, 1980, edition of The New York Times. *Copyright © 1980 by The New York Times Company. Reprinted by permission.*

IF WE CANNOT NEGOTIATE THE release of the American captives in Iran—at least not for months—why not try to share the suffering by offering to put volunteer American hostages in their place?

The psychological and physical tension on the 50 prisoners gets worse with each passing day. They have been locked up for over five months. Already it is known that there have been two suicide attempts among them, and the dangers of mental derangement or death is bound to increase as torture continues.

There is some hope in the most recent messages between Washington and Teheran, but not much. President Bani-Sadr has asked President Carter to withhold criticism or sanctions against Iran while he tries to arrange the transfer of the hostages from the mob at the embassy to the control of the Government.

President Carter has apparently agreed. (We now seem to be getting the news of what the White House does out of Teheran and next thing you know, Mr. Bani-Sadr could be asking for censorship of the American press.) Yet Mr. Bani-Sadr is probably the main hope for relief of the hostages, and Mr. Carter is gambling on that chance. This could, however, take a very long time.

The Carter Administration has agreed to be discreetly quiet, not in return for the release of the hostages but in return for their release from the fist-shakers. This could be a critical step toward their liberation, but it could also be merely a transfer from one jail to another.

So what to do? If Washington is willing to help create an atmosphere for compromise in this transitional period, why should Teheran not at least be asked to make its own contribution by accepting substitute captives?

It cannot be in Iran's best interest to hold these particular prisoners until some of them break under the strain. That would merely infuriate American public opinion and poison U.S.-Iranian relations long after all the principal factors in this tragedy have departed from the world stage.

Any other 50 Americans would serve the Iranian purpose just as well. The present prisoners were not "spies," unless with the exception of two or three C.I.A. agents, you regard all diplomats who gather information in a foreign country as spies. They were doing their appointed tasks as clerks or marines at the embassy door, and are no more guilty of "crimes" against Iran than any of us.

It is clearly the intention of the mob in Teheran to hold the prisoners in order to extract some sort of confession from the United States Government that it has made "mistakes" in the past in its handling of the Shah. This pressure, however, does not depend on imprisoning these particular 50 Americans, but would continue if they held any other 50 Americans.

Incidentally, it's not quite clear that it would be a disaster if we admitted past "mistakes" in Iran. For in recent years, we have made so many mistakes in so many countries, that it would be rather odd to insist that Iran was the only country in the world where our policy had been perfect.

Nobody in Teheran, not even the rabble outside the embassy gates, can believe that holding the hostages could get the Shah out of Egypt. That is no longer within the power of the United States.

If there is one man who has stood for personal loyalty and the honor of the mind in this tragedy, it is President Anwar el-Sadat of Egypt. And nothing that the Government, the Revolutionary Council, or the mob had to say in Iran—in fact, nothing that the President of the United States might say—would be likely to shake Mr. Sadat's determination to see that the Shah has a refuge where he can die in peace.

Would Americans volunteer to replace the hostages? The guess here is that they would come forward by the thousands. Already, some of the parents of the prisoners have offered to substitute for their children, but these families have suffered enough.

Others with a sense of pity or a sense of duty or a sense of adventure would undoubtedly volunteer, to say nothing of those who might gladly run away from the prices and politics of this country for a few months.

Nobody in Iran, however, with the possible exception of the members of the Tudeh (Communist) Party, has anything to gain by holding the prisoners at the risk of some human tragedy.

The others in the Government and the Revolutionary Council have made their grievances against the Shah and the United States known to the world. In fact, they might very well take the advice of former Senator George Aiken of Vermont, who proposed during the Vietnam War: Why don't we just say we've won and bring everybody back home?

No doubt a lot of people would have a list of other people who should volunteer, including columnists who make silly suggestions. Even some politicians who have been howling for "dramatic action" by the United States in Teheran might offer to make the sacrifice, but it would not be wise to bet on that.

Books

A Desk-Top Reference Tool

By George F. Spellman

THE NONPROFIT ORGANIZATION HANDBOOK. Tracy D. Connors, editor in chief. McGraw-Hill, 1980. 740 pp. $29.85.

WHEN ASKED TO REVIEW A BOOK that is 600 pages-plus, the task becomes a time-pressured ordeal for any executive director or administrator of volunteer programs. As a busy executive of a national, nonprofit organization, I was asked to review this book to see what my personal reactions were to this "six-sectioned magnus liber," which will sit faithfully on my desk within an arm's reach for responding to an inquisitive thought from the president of the board or some other interested party seeking a particular rationale for one of our operating procedures.

Connors has gathered an impressive array of authors, including himself, to write in unabridged English about all the activities a nonprofit organization could possibly participate in during its life-cycle.

In his preface, Connors raises the question as to why there are not better reference books for nonprofit organizations. He goes on to underline the fact that the Third Sector, viz. Independent Sector, is unique in its glory and ineptitude—both in the services it provides and in its wavering inability to manage its affairs effectively. Thus, *The Nonprofit Organization Handbook* was designed as a reference tool to help America's nonprofit organizations upgrade their services by improving the overall quality of their daily and long-range management activities.

We who labor in the Independent Sector vineyard know too well the consequences of mismanagement. So, I put the *Handbook* to my management test, seeking to validate my knowledge as well as to look for helpful hints from the authors.

I selected four areas of management concern for nonprofits:

- Volunteer trends and new roles
- Equal Rights Amendment and volunteer recruitment
- Zero-based budgeting
- Performance appraisal for staff

The following information came from this search:

- **Volunteer trends/new roles.** I found the chapter by Dr. Eva Schindler-Rainman, "Some Trends and Changes Affecting the Volunteer World," to be beneficial to me as one who is responsible for volunteer recruitment on a national basis. It is a quick insight into volunteer expectations and even demands that perks up your ears and makes you read faster and further until you comprehend the nine trends the author lists.
- **Equal Rights Amendment and recruitment.** The burning controversy of the past several years over the women's movement and volunteerism is mentioned only briefly. I expected a more thorough background on the lingering proposition of whether women should continue to volunteer in the midst of their struggle for liberation and their quest for salaried positions.

I thought the *Handbook* did not provide enough information on the E.R.A. and its attendant issues that we face in volunteer recruitment.

- **Zero-based budgeting.** Robert Leduc and Christopher Callaghan present sixty very enlightening pages of information on financial management and budgeting. When Leduc gets to zero-based budgeting (ZBB), however, he devotes less than two pages to its genesis, philosophy and implementation.

While ZBB is still a catchword with little impact on the management of limited resources for nonprofits, my interest is more than just a passing one, since JACS has instituted a workable ZBB process (see "ZBB and the Voluntary Sector," summer 1979 *VAL*, p. 33).

Leduc states that ZBB works because it allows you to manage your organization better. It requires a more serious commitment but leads to better results. If the author truly thinks ZBB is capable of doing this, and I agree that it is, he should have devoted more "how-to" examples for potential practitioners.

- **Performance appraisal.** I chose this management activity because of its difficult nature—both in and out of nonprofit organizations. In the process of discovery, though, you are exposed to some very succinct thoughts on the MBO (Management By Objectives) process and measures of performance. You still must go elsewhere, however, to find a system for staff performance appraisal, as this management activity is not described in any practical detail.

I have tried to implement a simple yet functional management paradigm at JACS—namely, a five-point activity level a manager is responsible for implementing:

George Spellman is the executive director of Joint Action in Community Service (JACS), a national nonprofit organization, headquartered in Washington, D.C., which provides support services to young people returning from Job Corps centers through a national and regional network of volunteers.

1. Policies, mission statement, purpose of organization.
2. Goals and objectives that meet the criteria of Robert Mager.
3. Performance standards that cross over position descriptions and program office functions.
4. Information systems that are timely, complete and can describe how everyone is doing.
5. Consequences of employee behavior. The ability to reinforce the high achiever and the ability to withhold rewards from the employees who cannot or choose not to perform at a high level.

The contents of *The Nonprofit Organization Handbook* give ample information on these five management activities and then some. To handle the data, one would seem to need a practitioner or one who has experienced the "art" as well as the science of working effectively with the nonprofit world.

With the geometric growth of nonprofits in our society and the futurists recognizing service administration as the number-two growth profession, the *Handbook* provides us with useful, fingertip information.

For the veteran administrator, there are new ideas expressed in experiential terms that give credibility to their effectiveness. For the new administrator, it should be read from beginning to end, slowly and with understanding. For the student, it would seem to be a sine qua non for study and discussion.

Walderman A. Nielsen, in his recent book *The Endangered Sector*, states in the preface:

> I have made only brief reference to the inefficient and incompetent management of many nonprofit institutions and to their frequently antiquated procedures and outdated priorities. These are indeed important deficiencies which must be addressed more forthrightly and energetically than their governing boards have generally declined to do.

It would be good if the majority of the leaders of the five million nonprofits take Nielsen's counsel to heart, and begin to understand the science as well as the art of nonprofit management. To begin this understanding process will lead to effective and efficient administration.

The prophecies made and the unusual demands on nonprofits for the '80s, including association management, will dramatize the need for a continuous body of knowledge that can be transferable. *The Nonprofit Organization Handbook* will not solve all your management problems because it was not compiled with this objective in mind. But the science of nonprofit management will be enhanced by its contribution as a desk-top reference.

I VOLUNTEER, TOO!

Marcia Penn. Designed and illustrated by James S. Johnson III. P/M Associates, PO Box 8672, Richmond, VA 23226, 1979. 31 pp. $3.25 + $1.50 handling charge.

By Sarah Lahr

I VOLUNTEER, TOO! BY MARCIA Penn, former coordinator of the Virginia State Office on Volunteerism (now the Virginia Division of Volunteerism), is targeted for a brand-new volunteer readership: young children, age 3 through 10. James Johnson's illustrations on every page are designed to complement the printed text.

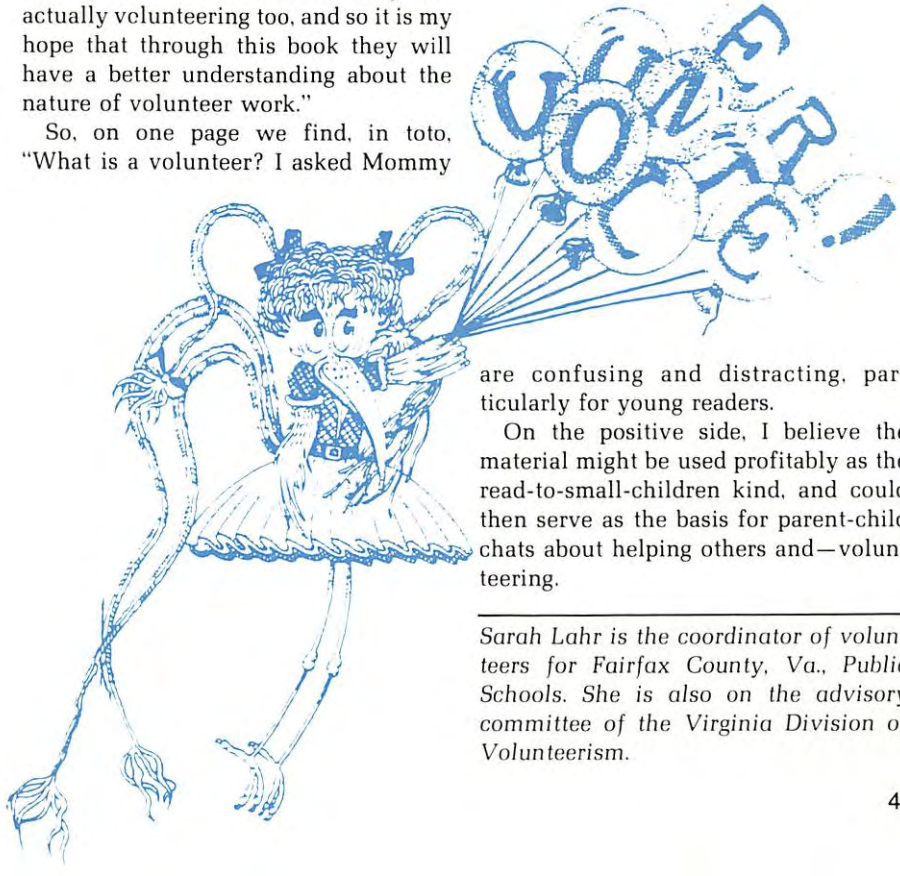
In the foreword Penn writes, "... This book is an attempt, in a limited way, to explain to young children what volunteering is all about. Often they are actually volunteering too, and so it is my hope that through this book they will have a better understanding about the nature of volunteer work."

So, on one page we find, in toto, "What is a volunteer? I asked Mommy what volunteer means. She smiled at me." The next page reads, "She said a volunteer is somebody who helps somebody else. She said it is fun to be a volunteer. It makes you feel good inside and teaches you lots of things, too."

It may well be that parents need a book to explain to their children what being a volunteer means. Youngsters can and do assist others in many ways, and, I hope, "feel happy inside" for this activity. Perhaps they will feel even happier inside to know that they are not just helpers but *volunteers* like Mommy and Daddy. On the other hand, I wonder what is really added to a child's happiness by this terminology. Isn't *being* a volunteer (by any appellation) the important thing?

While I feel that it is a fine thing to encourage service among young people, I have to question whether this book will accomplish such an end. In particular, I feel that the upper end of the targeted age bracket might be quite turned *off* by the format and contents. I do believe, however, that the book would be appropriate for younger children—say up to seven years old.

One of my colleagues gave the book low marks for stereotyped sex roles, something those in education have learned must be avoided. And from her perspective (she's a reading specialist), the illustrations on the left-hand pages



are confusing and distracting, particularly for young readers.

On the positive side, I believe the material might be used profitably as the read-to-small-children kind, and could then serve as the basis for parent-child chats about helping others and—volunteering.

Sarah Lahr is the coordinator of volunteers for Fairfax County, Va., Public Schools. She is also on the advisory committee of the Virginia Division of Volunteerism.

Tool Box

Compiled by
Laurie A. Bernhardt

The Art of Winning Corporate Grants. Howard Hillman. Vanguard Press, Inc., 424 Madison Ave., New York, NY 10017. March 1980. 192 pp. $8.95.

This third and final volume in *The Art of Winning Grants* series lists not only the sources for grants but tips on how to write the proposal, how to meet those responsible for distributing the funds, and all other pertinent information required to be awarded a corporate grant.

How to Find It: Basics of Research. Richard Armour. "Reprints," The Christian Science Monitor, PO Box 527, Back Bay Station, Boston, MA 02117. 60 cents.

A guide to the use of basic reference materials such as indexes, films and filmstrips and microforms, and working with reference librarians.

How to Write Better. Richard Armour. "Reprints," The Christian Science Monitor, PO Box 527, Back Bay Station, Boston, MA 02117. 50 cents.

Basic writing instruction, together with illustrative articles, essays, and poems from the pages of the *Monitor*.

How to Study an Issue. Consumer Services, The Sperry and Hutchinson Co., 2900 W. Seminary Dr., Ft. Worth, TX 76133. 1977. 2 pp. Free.

These step-by-step guidelines explain how to define important issues, determine a position and create a plan of action.

Format for a Community Workshop. Consumer Services, The Sperry and Hutchinson Co., 2900 W. Seminary Dr., Ft. Worth, TX 76133. 1977. 4 pp. Free.

A brochure outlining in step-by-step form the procedure for the planning, implementation and follow-up of a workshop.

Publicity Handbook—A Guide for Publicity Chairmen. Consumer Services, The Sperry and Hutchinson Co., 2900 W. Seminary Dr., Ft. Worth, TX 76133. 1979. 36 pp. 50 cents.

This newly revised guide explains how to contact and work with the news media, and contains in-depth instructions for preparing and writing news releases.

A Nation of Neighborhoods. Stewart Dill McBride. "Reprints," The Christian Science Monitor, PO Box 527, Back Bay Station, Boston, MA 02117. 1978. 43 pp. $1.35.

Success stories documenting the efforts of ten communities to overcome local problems through grassroots efforts. Includes new Gallup poll on "state of the cities."

Neighborhood Reinvestment—A Citizen's Compendium for Programs and Strategies. Karen Kollias. The National Center for Urban Ethnic Affairs, Resource Center, 1521 16th St., N.W., Washington, D.C. 20036. 1977. 151 pp. $4.00.

Documents and evaluates various neighborhood reinvestment strategies that are currently underway or planned. This report studies the impact of these actions on neighborhoods, who benefits from the programs, and the role of community groups.

The CDBG Action Manual. People's Resource Committee, 2627 Minnesota Ave., Duluth, MN 55802. 1979. 170 pp. $5.00 plus 80 cents postage.

Provides basic information to community groups on how to qualify for the Department of Housing and Urban Development's Community Development Block Grants. Topics include proposal writing, strategies and eligibility requirements, as well as information on HUD's other funding programs.

Working with Your Schools. Oklahoma Advisory Committee to the United States Commission on Civil Rights. UPDATE, U.S. Commission on Civil Rights, Washington, D.C. 20425. November 1979. 112 pp. Single copy, free.

A handbook to help parents and students understand their legal rights in public education. While parts of the handbook refer specifically to public education in Oklahoma, the majority of information is applicable in most school districts.

Training Volunteers Kit in Child Abuse and Neglect Services. Carl D. Riler, Family and Children's Service of Richmond, 1518 Willow Lawn Dr., Richmond, VA 23230. 1980. $90.00.

Designed to teach volunteer coordinators how to set up a therapy program using volunteers as family counselors. Includes a 3/4-in. video tape and volunteer manual including information on operational procedures, forms, job descriptions, articles and a bibliography.

1980-81 Rehabfilm Rental Catalogue. Rehabilitation International USA, REHABFILM, 20 W. 40th St., New York, NY 10018. 1980. 29 pp. Free.

Lists 91 films for rental, all addressing various areas of concern for the handicapped. These 16mm films range in length from 12 to 40 minutes, and generally rent for $20-$25 per film. Catalogue also lists a number of films and videotapes for sale.

Beyond the Numbers: The Failure of the Official Measure of Poverty. Publications, Center for Community Change, 1000 Wisconsin Ave., N.W., Washington, D.C. 20007. December 1979. 24 pp. $1.50.

A policy paper reviewing and reappraising the government's official method of measuring poverty in this country. Analyzes impact of measure and suggests alternatives.

National Center for Service-Learning Brochure. NCSL, ACTION, 806 Connecticut Ave., N.W., Rm. 1106, Washington, D.C. 20525. 1979. 5 pp. Free.

Explains the origins and purpose of the NCSL. Also includes a listing of its publications and resource materials, its training activities, and consultant services.

Reading UP—A Guide to Grant-Related Publications. The Charles Stewart Mott Foundation, Mott Foundation Building, Flint, MI 48502. 1980. 4 pp. Free.

This brochure lists all recent works that are directly or indirectly the result of Mott Foundation grants or are otherwise published by the Foundation. Includes a brief description of each.

82 Publications and Audiovisuals for People Who Work with the Handicapped. American Alliance for Health, Physical Education, Recreation, and Dance, 1201 16th St., N.W., Washington, D.C. 20036. 1980. 6 pp. Free.

A brochure listing publications and audiovisual aids available through AAHPERD. Each listing includes a brief description, rental or purchase price, and length. Order form included.

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

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

Career Kit for the '80s. Clayton Jones. "Reprints," The Christian Science Monitor, PO Box 527, Back Bay Station, Boston, MA 02117. 50 cents.

Describes trends shaping the jobs of the future, and provides information about the tools necessary to launch a career.

Women in America. Consumer Services, The Sperry and Hutchinson Co., 2900 W. Seminary Dr., Ft. Worth, TX 76133. 1976. 30 pp. Free.

Dozens of women of achievement in all fields—arts, science, government, industry, women's rights—are profiled in this brief history.

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

A catalogue listing several hundred projects and placements for volunteers. Includes names and addresses of organizations to contact. Lists 26,000 openings available in 1980.

Directory of Organizations Interested in the Handicapped 1980-81. International Year of Disabled Persons 1981, People to People Committee for the Handicapped, Suite 1130, 1575 I St., N.W., 4th floor, Washington, D.C. 20005. 1980. 55 pp. $3.00; $2.00 for handicapped families.

An annotated listing of national organizations involved with the handicapped. Entries include address and phone number, as well as the organization's officers, a statement of purpose, principal programs and publications. Address and phone numbers of state agencies included.

Readers' Advisor

Defining "Volunteer"

IN ORDER TO PRESENT A SATISFACTORY response to Mary Bryant of the Monroe Developmental Center in Rochester, N.Y., who requested a definition of "volunteer," *VAL* consulted two conference reports and a leading member of the volunteer community. While Bryant's concern that individuals accepting stipends, academic credit, or travel reimbursements for their services are not volunteers is not specifically addressed in any of the definitions, the thoughts presented below should help.

- A December 1979 conference cosponsored by the National Council of Jewish Women and Adelphi University Center on Volunteerism (see "Education for Giving," spring 1980 *VAL*) considered several definitions, including Ellis' and Noyes' in *By the People: A History of Americans as Volunteers:* "One who chooses to act in recognition of a need, with an attitude of social responsibility and without concern for monetary profit, going beyond what is necessary for one's physical being."

The volunteer leaders and members of the academic profession who attended the conference agreed upon an abbreviated version of that definition: "A volunteer is a person, *professional* or *amateur*, who serves *without monetary profit*."

- Ken Allen, VOLUNTEER's executive vice president in Washington, D.C., used a similar definition of "volunteering" in an earlier issue of *VAL* (see "Is Volunteerism in Trouble?", summer 1978 *VAL*). He defined "volunteering/volunteerism" as "the acts of one or more people, not monetarily compensated, usually toward what they believe is solution of a pressing human, social or environmental problem or toward the general improvement of community life."
- The recent National Forum on Volunteerism (excerpts of the final report to be published in fall *VAL*) accepted Ivan Scheier's definition, which describes "volunteering" as "any relatively uncoerced work intended to help without primary or immediate thought of financial gain." Volunteering in that context includes not only the involvement of citizens in the direct delivery of human and social services but also citizen action groups, advocacy for causes, participation in the governance of both private and public agencies, self-help groups and a broad range of informal helping activities.

While all of these definitions state that a volunteer does not receive monetary remuneration for his/her services, phrases such as "without concern for monetary profit" and "without primary or immediate thought of financial gain" do not seem to prohibit the minimal compensation or reimbursement Bryant suggests. Rather, these definitions stress the responsibility the individual feels toward society as the primary impetus for volunteering.

These Readers Need Your Help

Organizational Death

I am interested in finding out what resources are available related to the termination or death of organizations. Specifically, I would be interested in material that would provide an understanding of some of the causes for organizational death.

I would also be interested in finding out how volunteer organizations deal with closing their doors.—***David Premoe, Director, Zionic Relations Office, Outreach Ministries Commission, Reorganized Church of Jesus Christ of Latter Day Saints.***

Volunteer to Paid Staff

Has anyone had experience in dealing with problems that arise in connection with the transition of a volunteer to a paid staff position?

In our situation, the scope of the new paid job included the former volunteer assignments as well as new duties in the same area. Problems have included the work expectations of the supervisor and communications with the remaining volunteers who were not offered the paid job.—***Name and organization withheld upon request***

Skills Banks

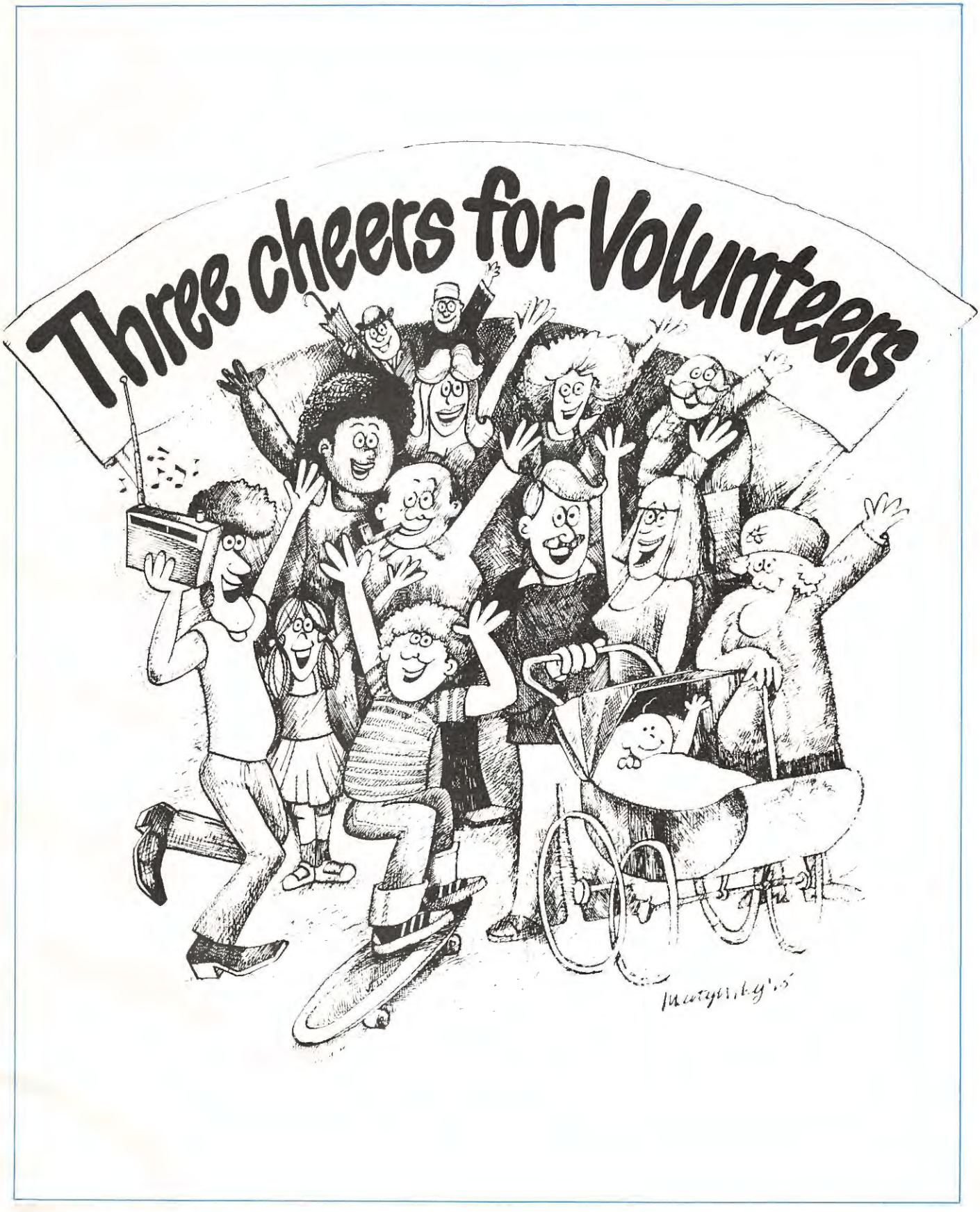
We are writing for any guidance you can give us in starting a volunteer skills bank in Poughkeepsie, New York. In the absence of computer arrangements, we are planning a manual card system and wonder how others have set up such a method. Can skills bank computer codes be adapted successfully to a manual operation?

Then there is the question of recruiting volunteers for the skills bank. What methods have been found most successful?—***Arthur W. Browne, Voluntary Action Center of Dutchess County, N.Y.***

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.

P O S T E R

The summer VAL's poster is brought to you courtesy of The Volunteer Centre, the United Kingdom's national advisory agency on volunteer and community involvement. The Volunteer Centre produced this poster on behalf of, and for use by, the 214 volunteer bureaus throughout the UK. You may reproduce this camera-ready art for your volunteer-related publicity purposes.



Calendar 80

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

October 9-11 — **Hartford, Conn.:** *Annual Conference of Literacy Volunteers of America*
Program will include training for managers of adult reading tutorial programs, workshop leaders and board members; small group sessions on materials for adults, comprehensive and study skills, teaching English as a second language, and more.
Fee: $15 (members preregistration), $25 nonmembers; or $20 (members at conference), $30 nonmembers.
Contact: Jinx Crouch, Director of Field Services, LVA, 700 E. Water St., Room 623, Syracuse, NY 13210, (315) 474-7039.

October 12-15 — **Minneapolis, Minn.:** *AVA/AVAS/AVB National Conference*
A joint conference of the Association for Volunteer Administration, Association of Voluntary Action Scholars, and the Association of Volunteer Bureaus for volunteer leaders and directors and voluntary scholars in the U.S. and Canada. Purposes: to increase the skill level of participants, to increase the understanding of the primary issues related to contemporary volunteerism, to provide a forum for action on issues in volunterrism, to focus attention on the future of volunteerism, and to conduct annual meetings of the three sponsoring organizations.
Contact: Laura Lee Geraghty, Conference Chairperson, Governor's Office of Volunteer Services, 130 State Capitol, St. Paul, MN 55155, (612) 296-4731.

Oct. 12-15 — **Minneapolis, Minn.:** *National Forum on Volunteers in Criminal Justice*
Sponsored by the National Association of Volunteers in Criminal Justice, this annual meeting will be held in conjunction with the AVA/AVAS/AVB national conference. Content to be determined.
Contact: Dick Hodgkins, Director, Volunteer Services, Hennepin County Court Services, A-506 Government Center, Minneapolis, MN 55487, (612) 827-6241.

Oct. 22-24 — **Washington, D.C.:** *National Conference on Philanthropy*
Continuing the tradition begun by The National Council on Philanthrophy, INDEPENDENT SECTOR (the successor organization to NCOP) will sponsor this annual conference on current philanthropic concerns.
Contact: INDEPENDENT SECTOR, 1828 L St., NW, Washington, DC 20036, (202) 659-4007.

Nov. 14-15 — **Blacksburg, Va.:** *Conference on Philosophical Issues in Volunteerism*
A conference to provide clarification and focus of the ethical, legal, strategic and tactical issues confronting voluntary associations. Organized around eleven panels. Topics include "Professionalization of Voluntary Organizations," "Social Responsibility of Business and Voluntary Organizations," "Altruism and Voluntary Action."
Fee: $18
Contact: Adult Registrar, Donaldson Brown Center for Continuing Education, Virginia Tech, Blacksburg, VA 24061, (703) 961-5182.

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