

# Voluntary Action Leadership

SUMMER 1989

1. *Emphasize the importance of community-wide involvement, by encouraging a strong partnership between government, corporations and volunteer organizations.*
2. *Recognize and enhance the capabilities of the many programs already in existence.*
3. *Encourage creativity and diversity among programs so that citizens of all ages have an opportunity to serve, providing assistance to individuals and programs to help them achieve their goals.*

—NATIONAL GOVERNORS' ASSOCIATION, AUGUST 1, 1989  
(Continued on page 11)



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*Preview brochure available December 1989.*

# Voluntary Action Leadership

SUMMER 1989

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# Contents

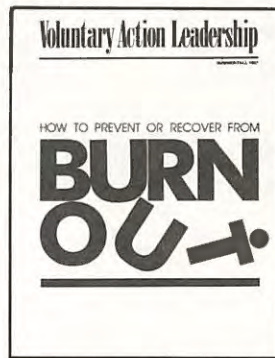
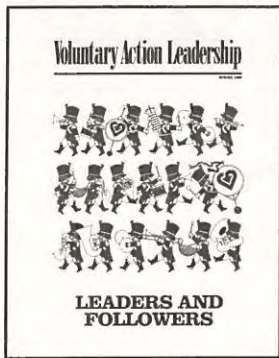
## Features

- 17 The 1990 President's Volunteer Action Awards Nomination Form**  
*The nomination deadline for this prestigious annual awards program is January 10, 1990.*
- 22 Managing Conflict**  
*By Nancy Macduff and Janie Millgard*  
*A new volunteer program or new direction could cause conflict for those involved, but a volunteer administrator can turn the situation around with very positive and beneficial results.*
- 24 Job Sharing for Volunteers**  
*By Susan M. Chambré, Ph.D.*  
*Teaming up compatible volunteers solves many practical problems of volunteer administration, but it needs to be done carefully in a context that encourages the development of a partnership.*
- 26 Lemons to Roses: Taking Charge When Disaster Strikes**  
*By Jerri Spoechel*  
*What happened when a large Volunteer Center burned down—how staff and volunteers coped and pitched in to continue business as usual.*
- 28 Ten Principles to Guide Successful Volunteer and Community Service Programs: An Effective and Sustained Program for Combining Service and Learning**  
*Published by The Johnson Foundation*  
*These principles were drafted by a group of leaders of service organizations, schools, universities and national associations convened last May by The Johnson Foundation to address the critical link between service and learning.*
- 30 The Facts about Pediatric AIDS**  
*As the national "Commitment to Caring Campaign" takes off to increase support and services for children with HIV infection and their families, the U.S. Bureau of Maternal and Child Health and Resources Development and the Association for the Care of Children's Health are disseminating information that will help in understanding and prevention of the disease.*

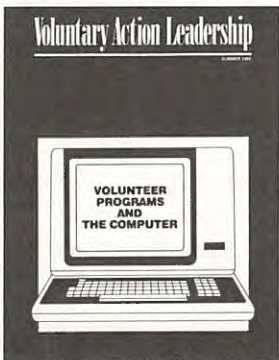
## Departments

- |                                |                    |
|--------------------------------|--------------------|
| <b>5 Voluntary Action News</b> | <b>35 Poster</b>   |
| <b>12 Advocacy</b>             | <b>36 Calendar</b> |
| <b>14 Research</b>             |                    |
| <b>32 Tool Box</b>             |                    |

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# Voluntary Action

# NEWS

## Volunteers for Peace Offers Unique Work/Travel Experience

by Judy Haberek

Everything from planting flowers to digging in archeological ruins can be in store for volunteers who take part in a network of international work camps that both benefit the communities where they are located and provide a low-cost, alternative tourist experience for travelers.

Through Volunteers for Peace, Inc., civic-minded tourists can choose where they want to visit and what project they want to tackle by thumbing through a 110-page directory that lists all the projects worldwide. Many choose more than one. They arrange their own transportation and pay an \$80 to \$100 registration fee that covers room and board.

Typical programs last two to four weeks. In addition to the 25 to 30 programs in the U.S., they are located in 36 countries, according to Peter Coldwell, director of the Belmont, Vermont-based nonprofit group that organizes the projects. "It's the least expensive way to travel and the best way for a person to get to know a country," Coldwell said.

Visitors to the U.S., for instance, are working with Habitat for Humanity, helping to build low-income housing in New Haven, Conn., Grand Rapids, Mich. and Philadelphia, Pa. Other U.S. projects help the homeless in Boston,

Burlington, Vt., New York City and Washington, D.C. These international volunteers help their U.S.-based counterparts with collecting and sorting food or cleaning and painting homeless facilities. "We work from the ground up," Coldwell said. "The community tells us what it needs."

The U.S. plays host to about 300 foreign volunteers a year, ages 18 to 35.

Americans traveling overseas number about 450 a year and range in age from 16 to 40. They can choose from among 700 foreign projects, Coldwell added. Most active in the program are Italy, Spain, France, West Germany, England, Czechoslovakia and Russia.

Americans in Spain, for instance, can spend the summer in Barcelona working in a recreation program for disadvantaged children to keep them off the streets and occupied during the summer months. Another popular Spanish project is the archeological program in Dona Blanca, an ancient village being uncovered near the seaport city of Cadiz. At the excavation site, volunteers



Belmont volunteers, from left, Mike (Czechoslovakia), Delhi (England), Italo (Italy), Laurence (France) and Jorge and Lewis (Spain) just back from a blitz weekend trip to Niagara Falls.

Photo by Peter Coldwell

Judy Haberek is a frequent contributor to *Voluntary Action News*.

help with cleaning, classifying and cataloging artifacts.

Other countries offer the chance to help restore monuments. Remagen, West Germany is the site of a bridge over the Rhine River that figured prominently in World War II. Built into its abutment is a peace museum now under restoration.

Old castles are also being restored in various locations, so volunteers are needed for maintenance, painting and working around the grounds. In Czechoslovakia, an old estate in Marianske Lazne—now state property—uses foreign volunteers with locals to do grounds maintenance, lawn cutting and flower transplanting. The site is now a spa/sanatorium with hot springs, mineral baths and special waters where people go to take the “cure.”

Back in Belmont, Vermont, West German Andreas Schier is spending three weeks painting the fire station and a town office and cut firewood for the firehouse. He has also done painting for a low-income woman. Schier, age 24, recently finished his civil service duty in West Germany, that country's alternative to military service. Next spring, he will continue his volunteer efforts possibly in Spain or the U.S. again. He will take part in a social or political volunteer project sponsored by the Church of the Brethren.

In Vermont, he joined 16 volunteers from nine countries including Russia, Czechoslovakia, Hungary, Austria, France, Spain, England, West Germany and the U.S.

“It's a great experience,” Schier said, although he admitted that it was strange to him that people asked how you were when they first met you, but then don't wait for an answer. “They don't really want to know,” he marveled.

Still, he found Vermont very peaceful and liked the fact that people did not spend all their time rushing around as they do in cities. “The quality of life is higher here,” he said. For entertainment, the volunteers enjoy what nature has to offer in Vermont and take part in typical small town American pastimes like swimming, games, music, potluck dinners and open houses.

Volunteers are placed on a first-come, first-served basis and are advised to register as soon as possible after receipt of the annual *International Workcamp Di-*



rectory, which comes out in April. “Eighty percent of our workcamp volunteers register early in May,” says Coldwell.

A copy of the newsletter, *The International Workcamper*, can be obtained free of charge from Volunteers for Peace, 43 Tiffany Road, Belmont, VT 05730, (802) 259-2759.

## Volunteering for the Veterans Bedside Network—An Act to Follow

Just imagine what your day-to-day existence would be like if you lived on a psychiatric ward of a veterans hospital. Although he's not a patient there, Henry Hart knows much about the monotony of the lives of these patients. That awareness comes from his work as a volunteer with the Veterans Bedside Network (VBN). Started in 1948, the network brings scripts to VA hospital patients who use them to act out the roles. The VBN records the performances for the patients.

“If you had to live for several months on the ward, you'd be depressed,” Hart said. “Think of those silly little gowns and ratty shoes. It would drive me crazy.”

But acting out a role is therapeutic for them and gives the patients a way to escape, he added. Hart usually volunteers once a week at the Kansas City Veterans Hospital, but sometimes takes his productions to a VA hospital in Fort Leavenworth, Kansas or occasionally to

a nursing home with veterans.

Listen to Hart tell about the effect taking part in a play can have on a disturbed patient: “A few years ago, we were ready to hand out scripts and begin taping a play when a young man came in. I've never seen a guy look so hunched over like when you're tied up inside. His head was down, he stooped and took small steps. If ever a man revealed on the outside what he feels like on the inside, it was this man.”

“When we started the play,” Hart continued, “I gave him a small part, but once we had the thing going, he wanted to do more than just read lines. He literally opened up. He raised his head. He spoke louder. That lasted for 15 minutes and then he folded up again. But it was the first time in a year that the young man had opened up. Inside that person was a very nice young man. It made you feel very good, even if it only lasted for 15 minutes.”

Hart has been bringing plays to veterans on psychiatric wards for the past five years. He is one of about 20 volunteers in his local VBN chapter who does so. Favorite scripts of the patients are “M.A.S.H.,” “Fibber McGee & Molly,” “Night Court,” “Get Smart” and “The Beverly Hillbillies.”

Hart is an “Army brat.” His father was in the Army for 24 years and his grandfather for 30 years. This volunteer project, he says, “is my chance to do my bit for the service as well.”

For the past two-and-a-half years, Hart has been an underwriting assistant II with CIGNA Corporation's Property and Casualty Companies in Overland Park, Kansas. Last February, a committee of CIGNA employee volunteers selected him as the company's volunteer of the month for his work with the veterans. (Since Connecticut General and the Insurance Company of North America merged to form CIGNA in 1982, that company has encouraged its 45,000 employees to do volunteer work.)

Patients on the psychiatric wards used to be there for long stretches, Hart continued, but now the hospital analyzes them for several months and sends them to another VA hospital in Fort Leavenworth if they need extended care.

Many of the patients have drug and alcohol problems, as well as psychiatric ones. “One woman showed me marks

on her arms where she tried to kill herself," Hart recounted. "One guy sincerely imagined himself as a hit man for the Mafia and an interior decorator." The man told Hart he had just "bumped someone off" for the Mafia. He was cast as Corporal Klinger in a M.A.S.H. episode.

Volunteers talk to the patients, but they are careful not to be too personal with them or to give out their phone numbers or where they live, so the patients will not take their interest the wrong way, Hart said. Most patients are really nice, Hart added, but some are not let out of the ward and the distance from the volunteers is also a safety precaution for the volunteers. Also, "there's a fine line between showing concern and violating the doctor/patient relationship," he said. "I'm not a psychologist; I'm a drama major, so we tend to talk about baseball and other such topics."

When Hart first started volunteering, he worried about what to say and whether the patients would become upset at some remark and pull out a grenade. But the patients are really not violent, he said, just disturbed. Their moods can change abruptly and they can get frustrated when trying to master a role, but Hart has never experienced an instance of violence with them. Patients seem to be getting younger, Hart observed. Many patients are now 20 to 22—too young to attribute any problems to Vietnam. He does see older, Korean War veterans, too.

After choosing who will play what role, there is a cold runthrough, a rehearsal, then the play is recorded, complete with music and sound effects. The public address system at the Kansas hospital hasn't worked in years, but in other hospitals where it does work, the plays are distributed in that way. Such feedback is important, Hart said, because they can realize they did a good job.

"I had a drama degree in college and never expected to work for an insurance company," Hart said. He also had a professor in college who emphasized the mental health aspects of the theater, so what he learned in college has been put to good use as part of his volunteer effort. Hart also gets a chance to direct, plus having a stimulating artistic outlet from doing the scripts.

They are "just so happy we came," Hart says is the most common reaction from the patients. In addition to the scripts, there are also monthly sing-alongs for the patients—everything from "Raindrops Keep Falling on My Head" to "If You Knew Suzy Like I Knew Suzy."

Hart is also on the board of directors of the Mid-America chapter of the Veterans Bedside Network and served briefly as its president. In this job, he sees the other aspects of volunteering: raising money, ordering supplies and scheduling. The group needs about \$200 a month to pay for rent, supplies and a monthly newsletter.

For CIGNA's part, through its Employee Voluntarism Awards Program, each volunteer of the month can select a charity to receive \$500 from the CIGNA Foundation, which makes a \$2,500 grant on behalf of the volunteer of the year. Also, the foundation donates \$100



CIGNA Volunteers

to any nonprofit group for every 45 hours of volunteer work a year from any CIGNA employee. If five employees worked that amount of time for one group, for instance, the group would receive \$500, explained Ruth Drake, assistant director for civic affairs at CIGNA.—*Judy Haberek*

**Mark Your Calendar!  
for  
1990  
NATIONAL VOLUNTEER  
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## New Study Questions Commitment of Community Foundations to the Disadvantaged

A newly released study of community foundations raises serious questions about their commitment to the disadvantaged. Conducted by the National Committee for Responsive Philanthropy—a philanthropic watchdog group in Washington, D.C.—the study examined six of the largest community foundations with combined assets of nearly \$1 billion.

"In most of the communities examined," the study concluded, "the community foundations are operating at too great a distance from their communities' most serious problems. Their focus . . . is not on what is ripping apart the fabric of their communities, not on helping to determine what would make their communities whole, not on placing priority where the needs are greatest and where other donors may fear to tread."

"We defined 'disadvantaged' very broadly," said NCRP Executive Director Robert O. Bothwell. "The poor, racial-ethnic minorities, women, the disabled, other victims of discrimination, consumer and environmental activists, and all others 'facing overwhelming odds in their pursuit of a better quality of life.'"

Only one of the foundations studied committed over half of its grant dollars to the disadvantaged. The other five committed only 2 to 28 percent of their funds for the disadvantaged. Yet, three of the sample of six were purposely chosen because of their known concerns for the disadvantaged.

Grants supporting advocacy for public or private policy changes to benefit the disadvantaged were rarely made, according to the study.

"Government and business play critical roles in creating and solving the disadvantaged's problems," said Bothwell. "Advocacy to influence government and business policies, therefore, should be an essential ingredient of any community foundation's responsiveness to

the disadvantaged.”

A study team of seven reviewed public foundation documents and other relevant materials and conducted an average of 48 on-site interviews in each city in compiling its report. Representatives of the disadvantaged comprised 179 (63%) of the 286 community people interviewed over a period of six months. Community foundations were studied in Atlanta, Boston, Cleveland, Los Angeles, Philadelphia and Seattle.

Entitled *Community Foundations: At the Margin of Change: Unrealized Potential for the Disadvantaged*, the study also found “many examples of commendable community foundation performance . . . some from each foundation in the study . . . [that] should point the way for improving all community foundations’ responsiveness to [the] disadvantaged.” The study recommended that community foundations commit at least 50% of their grant dollars to benefit the disadvantaged.

## ADMINISTRATOR'S CORNER

### New AVA Director

The Association for Volunteer Administration has selected David E. Tobin as its new executive director, effective June 1, 1989.

Tobin, a former VOLUNTEER staff member, most recently was assistant director for government relations at INDEPENDENT SECTOR. An advocate for nonprofit organizations, volunteering and social causes for more than 14 years, he is a founder and director of the Jewish Fund for Justice and The National Self-Help Resource Center.

AVA is a membership organization of individuals interested in strengthening and promoting the profession of volunteer services management.

### St. Louis DOVS Celebrates 25th

In April, the St. Louis Council of Directors of Volunteer Service celebrated its 25th year as a vital, effective organization serving the St. Louis volunteer community.

The council is a nonprofit organization representing a cross-section of

agencies and institutions ranging from the Red Cross to the Botanical Gardens. Members share information and educational opportunities and attend monthly meetings, which include a program on such topics as legal issues, team building and recruiting minorities. Each year they sponsor a major regional workshop featuring nationally known presenters.

The organization is part of one of the most unique partnerships in the country involving The Volunteer Connection telethon. The council shares the responsibility with the Voluntary Action Center of the United Way, the Corporate Volunteer Council and KMOV TV, the CBS affiliate. In 1988, partici-

pants contributed over 500,000 volunteer hours as a result of phoning in their pledges.

With close to 100 members, the council takes an active role in training new people in the profession and serves on most community boards in the St. Louis area. This is a tremendously important resource and of great benefit to member institutions.

For more information, call or write: Muriel Scarbrough, St. Louis County DOCHMC, 121 S. Meramec, Room 626, Clayton, MO 63105, (314) 854-6490.

—Submitted by Jeanne McGilligan, Member, Public Relations Committee, St. Louis Council of Directors of Volunteer Service

## Three Score Years and Ten of Volunteering

by Maude Copeland

It was 1917, when the world was at war. The feelings of most of my peers at Maury High School, in Norfolk, Virginia ran high, and the boys were eagerly leaving, to enlist. It wasn't fair, I remember thinking, that boys could make their contribution, but not girls. I wished I could DO something!

One morning, when the news was particularly distressing, I saw an advertisement on the street car. It was James Montgomery Flagg's picture of Uncle Sam, his piercing blue eyes staring straight at me, his bony finger pointing, and in big red letters his message, "Can you type? Uncle Sam NEEDS you. ENLIST in the United States Navy!"

Was this the answer, I wondered joyfully? Could girls help too?

I don't remember having any doubts. Leaving the street car at the Navy Recruiting Station I went in to enlist. My age, 17, seemed to be no problem, and as soon as a few papers were signed I was officially a Yeoman 3rd Class, United States Naval Reserve.

I rushed home with my glorious news, and was surprised at my Mother's anger. I could not understand it. Wasn't she working hard to get the laws changed, so that women could vote? She was so wrapped up in that cause, why couldn't she understand my ardor?

Thus began my first volunteer job.

The Navy duty was not hard, for I did



only clerical work at the Norfolk Naval Operating Base, commuting with workers every day. We did not wear uniforms, as the Waves in World War II did. But this first taste of volunteerism, the satisfaction of working for a great cause, gets in the blood, I found.

The feeling of being needed lessened, of course, with the end of the war, when people began to get back to their own lives. As a price for choosing to join the Navy I had to make up lost time at school, if I was to go to college, which I did. During the first year at the College of William and Mary I met a returned veteran. We married, and the next few years were filled with establishing a home in Hampton, Virginia, a first job, and babies. And so volunteer work was



limited to the programs undertaken by our church.

Many of the churches, then as now, did much volunteer work. According to a joint survey of Gallup Poll and INDEPENDENT SECTOR in 1989, "America's religious institutions are the major supporters of voluntary services . . ." Church members found time for tutoring, for making baby layettes, for serving church suppers. (And this was before the day of dishwashers and paper plates!) We made lots of money for worthy causes.

But we had no large organizations, such as the United Way, which was established many years later. And so our work was largely confined to our neighborhoods.

My grandmother had impressed upon me in early childhood the necessity of being my brother's keeper. Her ministry had been among neighbors in Isle of Wight County, Virginia, the rural community in which she lived, whether it was delivering a baby when the midwife did not get there—perhaps the midwife's horse had cast a shoe—or "laying out" (washing and dressing the corpse) of a friend when the family could not trust this intimate task to the "new-fangled undertaker." We showed gratitude for our existence, my grandmother believed, by helping others.

Some women in Hampton thought we should be of more service to our community, and the best way to accomplish anything was to organize. So an ad was put in the newspaper inviting all who were interested to form a Woman's Club. At that meeting Mrs. J.L. Blair Buck, later to be the president of the General Federation of Women's Clubs, was elected the first president.

Soon committees were formed to pinpoint the needs of the community, and to set about filling them. When our newly formed club found children who were not in school because they could not afford to buy clothes, their situation was alleviated. Many other works were done which I do not remember. We knew we could do more with more far-reaching organization, but we did our best.

A few years later, my husband's work moved us to Hopewell, Virginia. By that time our children were in school so I joined the PTA. But since it was a small elementary school, the number of PTA

members was unable to do much more than work in the library and help the teachers when needed.

There was a small select "book club" I was invited to join. I thoroughly enjoyed the fellowship and stimulating conversation. However, feeling that we should be of more service to the community, we invited others to join us and became part of the Virginia Federation of Women's Clubs. For a number of years many needs were met by these clubwomen volunteers. (It was thrilling



to me lately to hear that the dental clinic which our Club had established for children who could not afford dental care, was still operating, 50 years later!)

It was in 1937, as I recall, when the American Cancer Society appealed to the General Federation of Women's Clubs for help. At this time the word "cancer" was a dirty word, whispered, if spoken at all. There was a feeling among the general public that cancer was disgraceful, and sufferers from this dread disease must have felt abandoned by families and friends.

The American Cancer Society took the position that an education program was needed to teach people that there was nothing disgraceful about the disease, and that a knowledge of the early signs of the illness could lead to treatment and perhaps recovery.

Only a few surgeons were operating upon patients at this time, and more might have recovered, it was thought, if the patients, knowing the danger signs, had come to their physicians earlier. But some doctors took the position that such knowledge would "make hypochondriacs of our women," as one

prominent physician said to me.

The Virginia Federation decided to join the General Federation in sponsoring the American Cancer Society's proposal. We had learned that more could be accomplished by competent organization, and so the seven district presidents of the Virginia Federation were asked to call upon the clubs in their districts to distribute the educational materials and to persuade sympathetic physicians to give talks and to use every means possible to stimulate public awareness and hope.

The state organization was called "The Women's Field Army," which perhaps gives a clue to the women's determination and dedication.

It was amazing to see how quickly the public responded. More doctors became interested, and people talked about the disease with increased knowledge and awakening hope, making it a valuable cause to work for. Soon money was available for research, and it was gratifying to me to see—in merely 50 years—how the program had grown.

Then we became involved in World War II. To our shame, World War I had not been "the war to end all wars."

By this time there were many organizations in which volunteers were involved. But with the beginning of the war many of the volunteers went into war work, or took jobs left by the men, or went into the services themselves.

There were a lot of complaints from some people about rationing, about "war profiteers" and the "black market." But most people, I think, were anxious to do what they could, and those who had done traditional types of volunteer work cheerfully did more strenuous work, such as fire wardens, driving trucks, taking men's jobs, or going into the services themselves.

Our family life, along with many others, was disrupted. My husband was called back into the Army and we went to Camp Croft, at Spartanburg, South Carolina. It had a very active Red Cross Chapter, where we Army wives rolled what seemed like millions of bandages.

When my husband was sent overseas, my daughter, her infant and I returned to Hopewell, Virginia where Solvay, one of four war plants, needed workers. Its working men also had joined the services. I enjoyed my work there, feeling that although I was paid, I was help-

ing in the war effort. Volunteer job training was given by the government, to help housewives be more knowledgeable about plant work.

Soon after the war ended our family moved to Richmond, Virginia.

At Spartanburg, I had been exposed to the fine work of the Red Cross, so in Richmond I applied at their office. Their need was someone to interview prospective volunteers. Prepared by my work at Solvay, I was able to step into this slot. It gave me great satisfaction to see so many people offering their time and services just "to help." Many had taken their first volunteer jobs under the pressure of the war. When it was over, they remembered how good it felt to be giving just for the sake of giving, and came to the Red Cross to volunteer.

Later, I was sent to the Crippled Children's Hospital, where volunteers



helped the nurses in various ways. The nurses were instructed to pick up the infants, casts and all, and to hug them, tickle and laugh with them. It had been found by medical authorities that this love and attention made children more amenable to treatment. The volunteers could fit in here. And they played games and read to the older children.

Moving to our residence in Richmond, traffic problems prevented my continuing in this section of the City. At the Red Cross, I was told, they needed more Gray ladies. I took this training and began to work at the nearby McGuire Veterans' Hospital.

In the paraplegic wards we did many things to help these victims of war. The Red Cross had a splendid organization worked out so that the large number of

women could be of the greatest possible use. In the mornings we visited each patient in our assigned area. If a patient needed shaving cream or other articles, we took his order, to be purchased later at the Exchange. If they wanted letters written, we wrote them. Or we read to them if they wished. Or listened. After lunch we shopped, then went back and delivered the packages. It was tiring work, as the halls were long and the emotional strain of seeing so much suffering was great. But we felt it was a great privilege to do this important work, and our "hospital day" was an important day of the week for most of us.

I think—the time was so sad I can't remember—this work was interrupted by the death of my husband. That was in 1961. Almost ten years elapsed before my next, and I think, most important volunteer job.

One big event stands out in these years for me: that was earning a degree at the Presbyterian School of Christian Education at the age of 69. After this renewal of mind and spirit, I was ready for a volunteer job and so applied to the Virginia Chaplaincy Service. The director sent me to the Children's Reception and Diagnostic Center.

Here I must interject another personal note to explain why this particular assignment was of such importance to me, although I didn't know it at that time: My husband's work had been with the Department of Corrections of the Commonwealth of Virginia. One of his objectives was for the department to provide a place for the children who had come into contact with the law and were awaiting trial. At that time, they were kept in the jails of their respective cities and towns. He had applied to the legislature for funds to build a facility where children could be protected and segregated by age and sex. Accordingly, the Children's Reception and Diagnostic Center had been built, but not until after his death. In my state of bereavement, I was not aware of it.

And this is where the chaplain wanted me to go!

I found that the center provided physical and psychological examinations, dental care, and as much of a program of elementary education and sports as the staff, in addition to their other duties, could manage.

The need was evident. How were these children to be inspired and educated, shown love and compassion, when they were such a heterogeneous group of injured souls?

Some of these children had been thrown out of their homes, forced into thievery or prostitution. There were hardened boys—men, really—of 18, whose ways of crime had already been set. There was a little 7 year-old boy, jealous of his newborn sister, who had gotten rid of her by setting fire to the house, while the mother was away.

It would be hard to work here. I seemed to feel, though perhaps I was mistaken, some discouragement among staff, spending all their working hours in this environment. Many did not think a volunteer program "would work." Besides, I heard said, "Anybody who would work for nothing was crazy"! The theory of volunteerism was not universally understood, even 25 years ago! Lots of volunteer service had been given and was being given, of course, but there were still pockets of ignorance about it.

But work at this facility had to be done. So, speeches were made at nearby churches and clubs. "Volunteer Days" were arranged for prospective volunteers to see the need. The response was overwhelming.

Soon classes were going: in art and music, in Christian education, in reading and writing and mathematics, in dance and games. The athletic program was expanded, and men in the commu-



nity came on Saturdays and Sundays to coach the teams that were formed. Children were taken to a swimming pool for lessons. Parties and picnics were arranged. Most important of all though was the informal counseling that went on by these experienced, dedicated people with the usually angry and deprived children. An experienced Richmond psychiatrist gave his Sunday afternoons to work with children who desperately needed his expertise.

There was a meeting of an organization for volunteers—I forget its name—to which I went. How wonderful it would have been, I thought, to have had in the past the benefit of training that was now available! Young people could be trained to go into this work, without having to learn by years of experience, as I had.

I recommended to the Department of Corrections that they hire one of these young, trained people to head the program. They did, and gave her the status of staff member, which was necessary if she was to have the cooperation of the other departments that was needed.

It seemed, insofar as my own experience was concerned, that at last volunteerism had come of age!

The tremendous amount of work at the center had been tiring. But I found that living alone with no definite goal was not good either. A retirement home seemed to be the answer.

Living in a good retirement home, I find, gives one a sense of security which contributes to health of body and mind, as well as relief from household duties and responsibilities. Psychologists tell us that when old people are idle (and this may apply to younger people as well), they become inner-directed, which increases illnesses or tendencies toward self-pity and loneliness. And, therefore, at good retirement homes there is usually a volunteer director.

If one enters a retirement home when it first opens, as was my good fortune, there is a need for volunteer help. For instance, some early residents thought a residents' association a waste of time.

"I came here to enjoy myself, not to work," was often heard. Others thought an association of residents, who would be a liaison with the administration, a good idea.

And so our Residents' Association was formed, and soon we had commit-



tees functioning: the chapel needed people willing to be responsible for planning services; fresh flowers, arranged by former garden club members, are enjoyed by all; and individual gardens belonging to residents improve our landscape.

Some volunteer work is very strenuous, such as the work of putting on our annual bazaar. But there is great satisfaction in raising money for our Fellowship Fund, which helps financially those who otherwise could not afford to live here.

Less able residents can and do visit people in Health Care, helping sick people feel less alone.

And so volunteerism goes on, adapting itself to changes in our lifestyle, but always filling needs. And it is available to all individuals from teen years throughout old age. Whether one works in obedience to the injunction to be one's brother's keeper, or whether motivated by the simple joy of giving, the rewards are very great.

**Mark Your Calendar!  
for  
The 1990  
National VOLUNTEER  
Conference  
June 24-27  
San Diego, CA**

## Governors Adopt Position on Service

On August 1, the National Governors' Association adopted a position statement that encourages community service, pledging support for a national service program "that encourages a variety of meaningful service opportunities, reflecting real needs of our communities, our states, and our country."

After stating three principles (see cover), the NGA made the following recommendations for implementing a national service program:

- Promote the federal-state-local-private-nonprofit partnership.
- Establish a national structure using a nationally recognizable independent entity which would receive federal and private funding, operating with maximum flexibility and minimum federal regulations.
- Make this national, entity the focal point for information, promotion, technical assistance and publicity.
- Develop appropriate mechanisms for evaluating, monitoring, overseeing and researching volunteerism to ensure that paid workers are not supplanted and that volunteers are adequately protected from abuse or liability.
- Recognize the key role states play in promoting and providing service opportunities, allowing states to be the primary facilitator of service programs.
- Provide funding for states to encourage innovative, workable programs and to obtain state-private-nonprofit resources.
- Encourage states to develop public and private support and to utilize funds from existing, compatible programs.
- Keep programs diverse and open to individuals of all ages and skill levels.
- Enable individuals to participate in service opportunities by offering benefits, such as school credits, modest stipends and public recognition.
- Ensure proper training for program participants and supervisors and prepare community organizations using existing resources and programs when available.
- Include opportunities to enhance job skills, service learning, self-reflection, and remedial education as part of the service activities.

## A Volunteer's Thankless Task

By Lisa Green Markoff

**Y**ou couldn't pay Kevin Walker to scale the Sierras. A regional vice chairman for the Mountain Rescue of California, Walker volunteers his time to liberate climbers from mountain ranges in California and Nevada. His team has made hundreds of missions and claims to have brought every rescue target back alive.

On the night of October 24, 1983, Walker set out to save Craig R. Fredborg, who was stranded on California's Box Springs Mountain. As Walker tells it, his team aided a paramedic and doctor ministering to the man, who had fallen from a boulder and injured his spine, then coordinated a helicopter lift to the hospital.

Two years later, Walker got another call from the rescued man—this time through court papers. Fredborg, now a quadriplegic, and his family were seeking \$12 million in damages from the team and medical personnel, alleging that the volunteers' rescue methods were negligent and reckless.

Lawsuits against volunteers such as Kevin Walker are rare, but the threat of potential liability—and the recent skyrocketing cost of insurance protection—has scared some volunteers from their av-

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*Lisa Green Markoff wrote this article for The National Law Journal, which published it in September 1988. It is reprinted here with permission. Copyright © 1988, The National Law Journal.*

***Immunity is enjoying a revival that began in the mid-1980s, when the insurance crisis made it difficult for directors of nonprofit organizations to obtain coverage.***

ocation and curtailed some charitable activities. These concerns also have propelled state and federal lawmakers to propose legislation immunizing such people from liability.

Some organizations are taking prophylactic action—forming their own insurance companies or enrolling in training programs to reduce the risk of accident.

Nonetheless, the issue has led some volunteer groups and their advocates to take what might seem an ironic position: Charity may begin at home, but it abruptly ends when do-gooders accidentally do harm.

### **19th Century Doctrine**

Historically, volunteer organizations avoided responsibility for their acts through the 19th-century English doc-

trine of charitable immunity, which asserted that a charity that paid damages would subvert the purpose of its trust fund.

Ironically, by the time a Massachusetts court adopted the doctrine in 1876, it had been repudiated in Britain. In 1909, British courts had decided that a charitable organization was liable for the negligence of its workers in the same way as are private individuals, "notwithstanding that it is acting in the performance of public duties." (*Hillyer v. St. Bartholomew's Hospital*, 2 K.B. 820)

In this country, charitable immunity began to weaken in the 1950s, but through court-created exceptions, such as the notion that victims could recover if they had paid a fee for charitable services.

Liability insurance became another popular rationale for withdrawing charitable immunity. In 1942, a federal appeals court held a hospital, a charitable institution, liable for injuries sustained by a student nurse, saying that liability insurance, because of its "prevalence and low cost," could offset the loss of charitable immunity. (*President and Directors of Georgetown College v. Hughes*, 130 F.2d 810 [1942])

By 1986, at least 33 jurisdictions had abolished the concept altogether, according to Prof. Charles Tremper of the University of Nebraska College of Law.

Lately, however, immunity is enjoying a revival that began in the mid-1980s, when the insurance crisis made it difficult for directors of nonprofit organizations to obtain coverage.

"After a while, the analogy was made, if directors can be sued, what about the so-called direct-service volunteers—the trench workers who ladle soup, conduct outings or put out neighborhood fires?" says Professor Tremper. "A rash of filings and press coverage" of scattered suits against charitable workers has created the new-found concern about the liability of these unpaid personnel, he says.

The number of suits filed against such trench workers is difficult to gauge. Publicity-conscious volunteer agencies often settle claims, and many insurers don't keep separate records of claims paid to for-profit and non-profit claims.

One insurer that does keep track of direct-service volunteer claims, Corporate Insurance Management of Alexandria, Va., has processed about 10 of them annually, a rate that has remained stable in the past few years, according to Gary

Hurst, executive director of the insurance brokerage firm, which provides volunteer coverage for about 3,000 nonprofit organizations.

Nonetheless, some studies indicate the liability issue has frightened volunteers away from their pet projects. About half the officers of non-profit organizations participating in a 1988 Gallup Organization Inc. poll reported a drop in their volunteer rosters in the past few years, and 16 percent said they had curtailed their own activity as a result of lawsuit fears.

Of those polled, 14 percent have eliminated programs they believe are vulnerable to legal action.

"We have local units reducing the kinds of activities for children—from horseback riding to book fairs," says Arnold F. Fege, director of governmental relations for the National Parent-Teacher Association, who says his student advocate organization is currently involved in 30 liability-related legal actions.

But the real crisis may not be sparked by any increase in litigation or change in liability theory, but by a shift in who picks up the tab.

"What's happening here is anxiety about insurance, not an actual (legal) issue," says Prof. Harvey P. Dale, director of the newly launched Center for Law and Philanthropy at the New York University School of Law.

For example, the annual cost of liability insurance for a local Little League has risen from \$75 to \$795 in the past five years, according to Creighton J. Hale, president and chief executive officer of Little League Baseball, Inc. He recently told a congressional panel that some leagues, unable to meet the higher prices, have discontinued their programs.

Even when nonprofits carry insurance, individual volunteers may still find themselves potentially liable when an accident strikes.

When Joey Fort, a Little Leaguer in Runnemede, N.J., was hit in the left eye with a fly ball during the summer of 1982, his parents sued his coaches, claiming their son was improperly switched into an unfamiliar position. The ball bruised the boy's eye, an injury that required five separate surgical treatments. Although Joey has retained his sight, he wears a special contact lens and will need another operation when he's older.

Robert Aaron Greenberg, the Forts' attorney, says the family went after the coaches because the league was immune

***The threat of potential liability—and the recent skyrocketing cost of insurance protection—has scared some volunteers from their avocation and curtailed some charitable activities.***

from suit under state law and its medical insurance ceases payments 365 days after an accident.

The lawsuit ended in a \$25,000 settlement two years later, but the Forts haven't forgotten the community response to their legal action. Susan Fort, Joey's mother, recalls being chased at the local supermarket by a woman who pointed at her and screamed: "How dare you, how dare you?"

#### **Protective Legislation**

New Jersey lawmakers seem to have agreed with the woman. After the Fort suit was settled, the Forts and Greenberg testified before the state legislature, which subsequently passed a bill immunizing sports volunteers who participate in an annual training program.

Meanwhile, in 1987 Illinois Rep. John E. Porter revived his proposal for federal legislation—H.R. 911, a national Volunteer Protection Act—which would withhold 1 percent of the Social Services Block Grant of a state that did not grant immunity to all volunteers except those whose errors were willful or wanton.\*

Since 1986, at least 20 states have passed some form of volunteer-immunity legislation, many resembling the provisions in the Porter proposal.

\* First introduced in 1987 and then again in 1988, the Volunteer Protection Act (H.R. 911) encourages states to adopt legislation to protect both direct service and board member volunteers from civil liability suits. Even though the 1988 House bill gained more than 250 co-sponsors and hearings were held in the Senate for an identical bill introduced by Senator John Melcher (D-MT), there was no action on the bill last year.

The 1989 Volunteer Protection Act, introduced in February, is a modified version of last year's bill, reflecting the concerns of several voluntary organizations. Originally, the bill

Indeed, the federal bill "almost doesn't have to be passed," admits Robert H. Bradner, senior legislative assistant to Representative Porter.

Many of these states' bills, however, are designed to protect peculiarly local volunteer activities. Montana and Wyoming, for example, specifically immunize amateur rodeo volunteers.

And other states have placed restrictions on the volunteer immunity they do provide. Maryland, for example, requires organizations to carry insurance, while Indiana limits liability to the amount of insurance coverage an organization holds.

"The reason we have liability laws to begin with is to make people exercise care," says NYU's Professor Dale. "We should not, under the guise of doing good, change that rule. When I do a pro bono job, if I don't do a good job, you should sue me."

Supporters of volunteer immunity, however, argue the volunteer organizations merit extra protection for doing work others shun.

"It may be that for some types of activity, immunity must be provided or it won't go on," says Nebraska's Professor Tremper. "It's not the Little Leagues that are going to fold up because of volunteer liability, it'll be the high-risk services to the high-risk kids," AIDS patients or the mentally ill.

#### **Risk Management**

One positive outcome of the volunteer liability scare has been increased interest in better volunteer training.

Some organizations, either fearful of lawsuits or actually under legal attack, are taking preventive measures by turning to training programs in "risk management." One such program is operated by James Strickland, who founded Human Services Risk Management as a for-profit subsidiary of Child Inc., a nonprofit agen-

called for the reduction of one percent of the Social Service Block Grant funds of states that did not adopt legislation to protect volunteers. The 1989 version would provide states that do comply with a one percent increase in S.S. Block Grant funding.

Also under the new bill, volunteers would not be exempt from a suit brought by state attorney generals. In addition, the new bill offers states more latitude—for example, state legislation may require nonprofit organizations to provide insurance for volunteers to insure that all volunteers receive risk management training or other stipulations.

cy that operates preschool and Head Start programs.

Human service organizations are most vulnerable to lawsuits, says Strickland, when volunteers want "to over-help beyond the limits of their expertise," or when programs are willing to take on unqualified personnel.

For \$1.20 a day plus expenses, HRSM will teach a nonprofit staff how to reduce that litigation risk. Its advice includes reducing staff turnover and beefing up orientation programs for incoming personnel.

"Don't underestimate the severity of a suit," counsels Strickland. "Many organizations are astonished that any body would have the gall to sue them. After all, they are only there to do good. We tell them: You can't always do good, you have to do well."

At least one recent case has shown that doing well can provide a legal shield for an agency with an errant volunteer. The Court of Appeals of Georgia last year absolved the local Big Brother organization from liability when a male volunteer sexually molested a minor boy. The court said the organization's volunteer review policies, including an application, interview, three references and assessment by a clinically trained caseworker, "came as close as is practicable for a volunteer organization" in providing a careful selection process. (*Big Brother/Big Sister of Metro Atlanta Inc. v. Terrell*, 359 S.E. 2d 241)

To protect themselves should litigation strike, some government agencies and charitable organizations have formed self-funded insurance pools. These entities can reduce insurance costs for participating institutions by 25 to 30 percent, says Kent Rebeck, president of Southwest Risk Services, Inc., which administers a self-funding program for Arizona state agencies.

Municipalities are creating 10 to 12 of these insurance pools each week, says NYU's Professor Dale.

The added risk of a lawsuit, real or perceived, may deter some volunteers and make others more careful about the activities they choose. But some volunteers, especially those involved in perennially popular activities, are likely to keep donating their time. Indeed, even the Forts, who took on the Little League as plaintiffs, continue to volunteer.

"We just got back from chaperoning a band trip to Virginia," says Mrs. Fort. "We don't give up." ■

# Research

## The Forgotten Half: Pathways to Success for America's Youth and Young Families

A Summary Report by The William T. Grant Foundation  
Commission on Work, Family and Citizenship

*In 1986, the William T. Grant Foundation established the Commission on Work, Family and Citizenship in recognition of the special needs of older adolescents in a changing society. The Foundation's trustees felt this was in keeping with William T. Grant's original purpose for his foundation established 50 years ago: "to help children develop what is in them" so they would better "enjoy all the good things the world has to offer them." He considered education as a process extending far beyond the schools to embrace all human experience. The Commission, according to Foundation President Robert J. Haggerty, M.D., is "exploring the strengths of America's young men and women, their families, and the programs and community institutions that serve them . . . to learn the lessons of success."*

*The following is an excerpt from the summary of the Commission's final 208-page report. Single copies are available from The William T. Grant Foundation Commission on Work, Family and Citizenship, 1001 Connecticut Ave, NW, Suite 301, Washington, DC 20036-5541.*

**W**ho are the Forgotten Half? In non-statistical terms, they are the young people who build our homes, drive our buses, repair our automobiles, fix our televisions, maintain and serve our offices, schools and hospitals, and keep the production lines of our mills and factories moving. To a great extent, they determine how well the American family, economy and democ-

racy function. They are also the thousands of young men and women who aspire to work productively but never quite "make it" to that kind of employment. For these members of the Forgotten Half, their lives as adults start in the economic limbo of unemployment, part-time jobs and poverty wages. Many of them never break free.

This two-year study of 16-24-year-olds has convinced the Commission that, as young Americans navigate the passage from youth to adulthood, far too many flounder and ultimately fail in their efforts. Although rich in material resources, our society seems unable to ensure that all our youth will mature into young men and women able to face their futures with a sense of confidence and security. This is especially true of the 20 million non-college-bound young people we have termed the Forgotten Half.

The difficulties of adolescence, complicated by rapid social and economic change, can be overwhelming. Increasing numbers of adolescents are growing up in financially strapped, single-parent families or must adjust to the economic and emotional turmoil of their parents' divorce.

Opportunities for today's young workers who begin their careers with only a high school diploma or less are far more constrained than were those of their peers of 15 years ago. Typically, they cope with bleak job prospects by delaying marriage and the formation of their families. Many stop looking for work altogether. Disappointed in their ambitions

and frustrated in their efforts to find a satisfying place in their communities, an unacceptably high number of young Americans give little in return to their families, their schools and their work—institutions that have often shortchanged them. A kindlier society would support the Forgotten Half; a more gentle people would encourage them. A pragmatic nation would acknowledge that its very future depends on them.

### Caught in a Bind

Half of our youth are in danger of being caught in a massive bind that can deny them full participation in our society and the full benefit of their own talents. Indeed, *one of the cruelest myths of contemporary American life is the claim that our economy is healthy because unemployment is relatively low.* Employment data obscure the radical job market changes of recent years, the increase of one-parent families, the growing number of working poor and part-time workers, as well as the large numbers of people who have simply stopped looking for work. Non-college-bound young people, in particular, are beset on every side with a series of circumstances that severely limit their prospects:\*

- Their opportunities are shrinking for “a job with a future”—a job that provides personal growth, the chance to master new skills, and the opportunity to earn promotions. Wrenching change characterizes the job market.

- Young workers age 20-24 suffer extraordinarily high unemployment rates: 6.8 percent for whites, 11 percent for Hispanics, and 20.3 percent for blacks in 1988. Despite an economic boom for many other Americans, teenagers' unemployment rates remain catastrophically high: 15.8 percent in August 1988 for all teenagers, 32.4 percent for black teens.

- Their real income is in steep decline and has been for more than a decade. Young (age 20-24) male workers' real mean earnings in 1986 (\$9,027) were fully one-quarter less than the identical age group earned 13 years earlier (\$12,166 in 1986 dollars).

Young families have borne the weight of this economic dislocation. The institution of the young family has become dangerously unstable, besieged by shrinking rates of marriage, higher rates of single-parent households and absentee fathers, and increasing poverty. Evidence that the young family is losing ground is, by now, incontrovertible.

Early struggles have always been a predictable part of any family's life cycle. Today's young families, however, without the prospect of a growing economy before them, start out far behind the generation that preceded them. Many will never know the economic opportunities that their parents enjoyed. Nor is their plight likely to improve with the passage of time or the benefit of experience. Once behind, they tend to stay behind.

### The Foundations of Change

Pointing to specific, hopeful examples, this report recommends improved relationships with adults, increased family and community support, and better opportunities for education, employment and community service to achieve a more equitable balance in the Forgotten Half's odds for success. *These are necessary first steps to a fair chance for the non-college bound.*



Young people's experiences at home, at school, in the community and at work are strongly interconnected. Our response to problems that arise in any of these domains must be equally well integrated. Our society cannot be expected to deal successfully with just one aspect of a young person's life and hope to bring focus to every other.

*Efforts to produce success in school—without complementary efforts in families and communities—are unlikely to make a substantial difference for young people.* In addition, since the years before 16 powerfully affect the lives of children and adolescents, recommendations that only center on the needs of 16-24-year-olds are incomplete. All young people need:

- more constructive contact with adults

who can help them guide their talents into useful and satisfying paths;

- opportunities to participate in community activities that they and adults value, especially giving service to others;

- special help with particularly difficult problems ranging from learning disabilities to substance addiction; and

- initial jobs, no matter how modest, that offer a path to accomplishment and to career opportunity.

### Understanding Where We Are

*The world around us has changed, but our institutions have not responded with the flexibility required to help lay a new foundation under young families and their children.* We have never defined what we want for, or from, the young among us who do not attend college. We wish them to be “educated”—but we cannot define what that means in practical terms. We hope they will become “employable”—yet the typical employment made available to non-college graduates in the emerging service economy too often supports a family only at the poverty level. We want them to be “good citizens”—but we do not weave them meaningfully into the fabric of our communities.

Long after it had become apparent that our schools were being overwhelmed by the changes of today's world, we continued to insist they could do it all. As the major institution in the lives of children outside the family, schools have been seen as the essential agency in creating success for the young. They are essential. But they are not sufficient. In every practical sense, we have made schooling a synonym for education. And we have defined the primary purpose of schooling as entry into college. Both attitudes are a mistake.

### Restoring the Balance

We must remember that the purpose of all education is to create whole human beings and that schools and colleges are only one means of educating people for life. It is time we acted on our understanding that much learning takes place beyond the boundaries of schools—in youth groups, churches, volunteer activities and, especially, on the job. As Willard Wirtz, former U.S. Secretary of Labor, has observed in *The Boundless Resource*, “There aren't two worlds—education and work—one for youth, the other for maturity. There is one world—life.” Indeed, “experiential” learning,

i.e., learning by hands-on participation, by trying, making errors and gradually narrowing the margin between failure and success, should be at the heart of our educational perspective. Instead, the invaluable educational laboratories offered by community institutions—youth organizations, civic groups and the workplace—are often overlooked, underfunded and underutilized.

Our schools, moreover, have become distracted from their main mission. *Educators have become so preoccupied with those who go on to college that they have lost sight of those who do not. And more and more of the non-college-bound now fall between the cracks when they are in school, drop out or graduate inadequately prepared for the requirements of the society and the workplace.*

The Commission supports making the opportunities—and the rewards—of higher education more widely available to many more youth. Current policies wisely commit funds to improve elementary and (to a lesser degree) secondary education. Society is also willing to invest substantial sums to support students interested in earning a college degree. But there is a sharp disparity between what Americans do for college-bound youth and what they do for the Forgotten Half.

■ Each student enrolled in an institution of higher education can typically expect to receive a combined public and private subsidy of about \$5,000 per academic year—for each of four years or more—through scholarships and grants, subsidized and guaranteed loans, free or subsidized college tuition and other forms of aid.

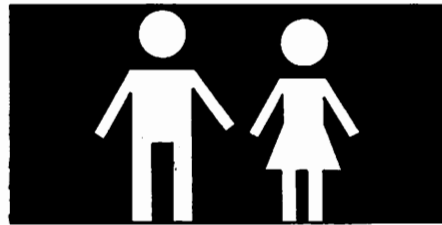
■ Youth not going to college are starved for support. Only about five percent of those eligible for federally supported job training receive it, then usually for only about four months, at a level of \$1,800 to \$2,300 per student—not enough training to adequately prepare for a career or to overcome a prior lifetime of neglect and deprivation.

The plain fact is that about half our youth don't go to college. Some don't want to; their learning needs are not well met by the academic training that most colleges offer. Others have not had access to the encouragement, information and financial assistance that make college attendance (and, frequently, even high school completion) possible. Particularly in major urban centers, these young people are dropping out of high schools at rates that are not just alarming but cata-

strophic—for them and for the nation.

Non-college-bound youth who complete high school have been saddled with the thoughtless expectation that they will readily “find their place” and need not be of further concern to the larger society. Whether they graduate from high school or drop out, these youth are often unprepared to take their places as responsible citizens, to start new families or to work in anything but the most menial, dead-end jobs.

The loss of the Forgotten Half's potential is unfair to them and wasteful to the nation. Yet, we allow it. In doing so, we violate the sense of fairness that is the cornerstone of America's social compact with its citizens. Equity and common sense demand that we must act now to create responsible policies—in the private and nonprofit sectors and at the local, state and national levels—to regain this vital half of our nation's store of young talent.



### The Responsible Forgotten Half

What are the Forgotten Half really like? Most of them, like earlier generations of Americans, are resilient and resourceful. They set goals and find a way to realize them. Like many adults, they sometimes lose their sense of direction. Fortunately, high percentages find their way back to the road ahead:

■ More students are staying in school longer, earning both high school diplomas and college degrees. By age 25, approximately 86 percent of our young people have earned a diploma or the GED equivalent.

■ 82.4 percent of 20-24-year-olds are in the workforce—although far too many are employed and underemployed in part-time, low-paying jobs which cannot adequately support a family.

■ At least one-third of all high school students responsibly hold part-time jobs in any given week, and fully three-quarters of all high school seniors work an average of 16-20 hours a week.

■ Studies on teenagers and the varied experiences of communities—from Boston to Seattle, from Indianapolis to Memphis—verify that, when offered the op-

portunity for constructive participation in school and community life, young people volunteer their talents with enthusiasm.

■ Young people also contribute at least 250 million hours of voluntary service to their communities each year through state, federal, and local community service programs.

Accomplishments like these challenge us to renew our commitment to young people as partners in America's future and to raise anew a fundamental question: *What can adults do to help these young people achieve the full blessings of their abilities and all they hope for in life?*

### A New Perspective Needed

Unlocking the human potential of the Forgotten Half requires an essential ingredient, adult respect, which welcomes youth as companions in the search for solutions rather than as part of the problem.

Too often, we think of the Forgotten Half as failures, simply because they do not attend college. As their employment opportunities diminish, so do their other chances—for establishing families, for becoming responsible citizens, and for avoiding poverty. This report makes many suggestions about the role non-college youth can play in our nation's future; it also recommends many specific actions we can take to help them achieve their real potential. But these ideas will remain only empty gestures unless we, as adults, genuinely hold the Forgotten Half in high regard and believe in their ability to succeed. It is not simply the mechanisms and the resources we bring to the aid of 20 million of our youth that finally count, but also the vision we have of them and their future. Adult respect for their accomplishments makes it possible for young people to dream. Adult attention to young people's needs provides practical ways to make those dreams come true.

The Commission's perspective is straightforward: As partners in today's world and shapers of tomorrow's, young people deserve our respect, as well as greater attention to their most pressing needs. The Forgotten Half particularly deserves greater public and private investments in its future—investments that will benefit all Americans.

Grounded in this perspective, several principles guide our Commission's programmatic thinking:



# THE 1990 PRESIDENT'S VOLUNTEER ACTION AWARDS

*Prosperity without purpose means nothing. Instead, you revere what matters: simple fundamental values like decency, goodness, self-discipline, compassion, caring. From now on in America, any definition of a successful life must include serving others.\**

President George Bush

From the early patriots striving to build a free nation to neighbors helping in community barn-raising to contemporary neighborhood and community groups, one common trait has continued to distinguish the American people — the desire to help one's neighbor through volunteer service. Today, nearly half adult Americans volunteer in their neighborhood or community. They work through their churches, social clubs and civic organizations . . . they help as individuals and in groups. They give their service on behalf of family, friends, neighbors and strangers. Volunteer service is such an integral part of the American way of life that it often goes unnoticed and unrecognized.

The President's Volunteer Action Awards were created in 1982 to honor those individuals and groups who make unique contributions to their communities through volunteer service and to focus public attention on these outstanding and innovative volunteer efforts.

The one hundred forty-eight recipients of the first eight President's Awards have included established national organizations with thousands of volunteers, grass roots movements with national scope, local organizations and groups of volunteers, individuals, labor union members and major corporate employee volunteer programs. Some of the award recipients are well known; others are known only to those with whom they work.

The 1990 President's Volunteer Action Awards will be presented at the White House during the spring of 1990.

Guidelines governing the nomination process are on pages two and three of this form.

The President's Awards Program is cosponsored by VOLUNTEER—The National Center and ACTION in cooperation with the White House Office of National Service.



VOLUNTEER—The National Center, a private, nonprofit organization, was created in 1979 to strengthen the effective involvement of all citizens as volunteers in solving local problems. Among the wide range of technical assistance and support services VOLUNTEER offers to volunteer-involving organizations are the National VOLUNTEER Conference, a variety of publications on citizen involvement, *Voluntary Action Leadership* (a quarterly magazine for volunteer administrators), information, consulting and training services as well as sponsorship of demonstration projects and national volunteer advocacy and public awareness activities. VOLUNTEER is the national sponsor of The Volunteer Connection, a national media volunteer recruitment campaign.



ACTION is the lead federal agency for volunteer service. It fosters and expands voluntary citizen participation by using public and private sector resources and by coordinating its efforts with other federal agencies. ACTION addresses current and emerging needs by utilizing to the fullest advantage the energy, innovative spirit, experience and skills of Americans to serve local communities and the nation. ACTION supports more than 400,000 volunteers through its Foster Grandparent, Retired Senior Volunteer, Senior Companion, Volunteers in Service to America (VISTA), the ACTION Drug Alliance and the Student Community programs.

\*Remarks, President's Volunteer Action Awards Luncheon, April 11, 1989

## General Information

- An individual or group may submit separate nominations for as many different individuals or groups as desired.
- Only nominations accompanied by a self-addressed, stamped postcard will be acknowledged. Because of the volume of nominations, the President's Awards screening committee will not be able to respond to any queries regarding the nomination form or the status of a specific nomination.
- A list of the recipients of the 1990 President's Award will be sent to those who include a self-addressed stamped envelope marked "WINNERS."
- Pertinent supplementary material may be submitted along with the nomination form. See "Procedures for Completing Nomination Form" (page 3) for guidelines. All nominations must be complete in one package when submitted. Separate letters, materials and other documents received later will not be processed or considered in judging.
- Nominations must be no larger than 8½" × 11". Detach the completed "Official Nomination Form" and staple it in the upper left corner as the cover sheet for the nomination packet. Do not put the nomination form, statement or supplementary materials into a binder, notebook or acetate.
- All entries and supplementary materials become the property of VOLUNTEER and will not be returned. Materials will be held by VOLUNTEER for six months following completion of the judging process.
- The screening committee may request additional information from nominators or references for the judges' consideration.
- All nominations must be submitted in English to be considered for the President's Award.
- Decisions of the judges are final. All entries for the 1990 President's Volunteer Action Awards must be postmarked before midnight, **January 10, 1990**.

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## Who is Eligible for the President's Volunteer Action Awards?

- Any individual, group or family actively engaged in volunteer activities that benefit the community, state or nation may be nominated.
- For those individuals or groups who are paid any amount for activities for which they are nominated (other than reimbursement for out-of-pocket expenses), the nomination statement must clearly indicate the extent of salaried or stipended activities.
- Individuals involved in "work released time" and student course credit are eligible but must clearly indicate that in the nomination statement.
- Except for the International Volunteering category, all volunteer activities must be performed within the United States or its territories.
- No employees of immediate relatives of VOLUNTEER or ACTION or members of VOLUNTEER's Board of Directors or ACTION's National Volunteer Advisory Council may be nominated for awards.
- Recipients of previous President's Awards are ineligible for the 1990 awards.

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## Submitting the Nomination

Send all entries to:

The President's Volunteer Action Awards  
Post Office Box 37488  
Washington, DC 20013

Do not send entries to VOLUNTEER or ACTION.

**ENTRIES MUST BE POSTMARKED BY MIDNIGHT, JANUARY 10, 1990.**

## Procedures for Completing and Submitting the Nomination Form

*In order for a nomination for the President's Awards to be considered, page 4 of the nomination form must be completely filled out and a statement of not more than 500 words describing the nominee's activities must be attached. In addition, a nomination may include appropriate supportive materials (described in C below).*

### (A) The Nomination Form

**Item 1.** Indicate the individual or group's complete name, mailing address and telephone number. If the nominee is a group, indicate the name of the appropriate contact person within the group along with his/her address and telephone number.

**Item II.** Awards will be made in the following categories:

- **Arts and Humanities**—cultural enrichment
- **Education**—pre-elementary, elementary and secondary education, informal and supplementary education services, literacy programs.
- **The Environment**—volunteer service resulting in significant enrichment and conservation of the environment; recreation
- **Health**—medical care, mental health and developmentally disabled services, community mental health, AIDS, infant mortality
- **Human Services**—volunteer services to youth, family and elders; employment, job creation and training, economic development; food and nutrition, clothing and furnishings, housing, transportation, consumer protection; areas not specifically covered by other categories
- **International Volunteering**—ongoing volunteer work performed by individuals or groups whose primary residence or headquarters is within the U.S. or its territories and benefiting the residents of foreign countries; or ongoing volunteer work performed within the U.S. or its territories and benefiting the residents of foreign countries.
- **Mobilization of Volunteers**—to address a variety of problems
- **Public Safety**—crime and delinquency prevention, justice services, protective services, disaster relief, fire protection; substance abuse programs
- **Youth**—volunteer services by youth to age 25
- **Workplace**—volunteer activities sponsored by or supported by either a corporation or labor union. NOTE: Nominations must be submitted on special Corporate or Union nomination forms.

Check the most appropriate category. Because some nominations can fit appropriately into more than one category, please choose the category you feel most appropriate. Categories are meant as guidelines for the selection process; thus, where appropriate, the selection committee may choose to put a nomination into another category.

**Item III.** Indicate name, address and telephone number plus title and organization (if appropriate).

**Item IV.** Since award finalists' references will be contacted for verification of the scope and extent of activities, it is important that this section be completed. Nominations with fewer than three references will be disqualified.

**Item V.** In the space provided describe the goals of the volunteer activity nominated.

**Item VI.** Enter the name of the individual or group being nominated and signature of the person making the nomination. Nominations not signed by the nominator will be disqualified. A person may nominate him/herself.

### (B) The Statement

Because nominations will be judged based on specific criteria, the statement of activities (of not more than 500 words) attached to the nomination must address the following items:

**Community need for the activity**—How important was the activity to the overall welfare of the community? For example, establishing an education and training facility for handicapped children in a town where there was none would be a more important contribution than expanding an existing recreation program.

**Recipients' need for the activity**—This may or may not be different from the community need. A facility which serves handicapped children may be equally important to both the recipients of the service and to the general public. In some cases, however, such as providing access to a kidney machine, the recipient's need for the service is total, while the community's need for kidney machines may be slight in relation to other needs.

**Achievement**—Actual accomplishments of the voluntary activity or service should be considered, as opposed to the stated goals or objectives of the project.

**Scope of the activity**—The concern here is with the potential impact of the activity or service. Something that is national or regional in impact is not necessarily "better" than something that is local. Projects of very limited scope, however, such as sponsoring an annual picnic for 50 senior citizens, would not be considered to have a major impact.

**Unusual challenges overcome**—Such challenges might include public apathy or hostility toward the project or program, a critically limited supply of resources, or a handicap on the part of the person or persons doing the volunteer work.

**Method**—Method relates basically to the way in which the activity or service was performed. Consideration should include the vigor, efficiency and overall organization of the effort; the extent to which the individual or group marshalled other volunteer resources in support of the effort; and, where appropriate, evidence of broad community or grassroots support for the activity or service.

**Innovation**—Innovation takes into consideration the degree to which the service or activity represents a new use of volunteers in a certain capacity and/or a significantly new approach to solving a particularly pressing problem.

### (C) Accompanying Materials

Not more than 10 pages of supplementary material may be submitted along with the nomination. Accompanying materials can include letters, testimonials, news clippings, pamphlets, etc. Do not submit tapes, cassettes, display materials, films, scrapbooks, etc. as they will not be considered in judging the nomination. All materials submitted become the property of VOLUNTEER and will not be returned; thus, when preparing accompanying materials, keep the materials cost to a minimum and submit photocopies when possible.

1. NOMINEE: Please specify if nominee is an individual \_\_\_\_\_, a group \_\_\_\_\_, or a family \_\_\_\_\_.

NAME: \_\_\_\_\_

If individual, indicate Mr., Ms., Miss, Mrs.;

If nominee is group, enter full name of group, organization and/or project.

\_\_\_\_\_  
(Area Code) Phone Number

\_\_\_\_\_  
If nominee is group, enter name of contact person.

\_\_\_\_\_  
(Area Code) Phone Number

\_\_\_\_\_  
Complete address

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip Code

II. CATEGORY: Check one. Some nominations will fit appropriately into more than one category. Please choose the category you feel most appropriate.

\_\_\_\_\_ Arts and Humanities

\_\_\_\_\_ International Volunteering

\_\_\_\_\_ Education

\_\_\_\_\_ Mobilization of Volunteers

\_\_\_\_\_ The Environment

\_\_\_\_\_ Public Safety

\_\_\_\_\_ Health

\_\_\_\_\_ Youth

\_\_\_\_\_ Human Services

III. NOMINATOR:

Name: \_\_\_\_\_

\_\_\_\_\_  
(Area Code) Phone Number

\_\_\_\_\_  
Title and organization, if appropriate.

\_\_\_\_\_  
Complete address

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip Code

IV. VERIFICATION: In order to qualify for consideration, a nominee must have three references who may be contacted to verify the scope and extent of the nominee's volunteer activities. References should be persons familiar with the volunteer accomplishments for which the person is being nominated and may not include the nominee or any person related to the nominee.

Name: \_\_\_\_\_

\_\_\_\_\_  
(Area Code) Phone Number

\_\_\_\_\_  
Complete address

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip Code

Name: \_\_\_\_\_

\_\_\_\_\_  
(Area Code) Phone Number

\_\_\_\_\_  
Complete address

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip Code

Name: \_\_\_\_\_

\_\_\_\_\_  
(Area Code) Phone Number

\_\_\_\_\_  
Complete address

\_\_\_\_\_  
City

\_\_\_\_\_  
State

\_\_\_\_\_  
Zip Code

V. SUMMARY: Please provide a one to two sentence statement highlighting the goals of the volunteer activity. Then attach a statement of up to 500 words addressing the criteria on the previous page.

VI. NOMINATION: I hereby nominate \_\_\_\_\_

\_\_\_\_\_  
Name of individual or group nominated for the President's Volunteer Action Award.

\_\_\_\_\_  
Signature of Nominator

\_\_\_\_\_  
Date

Nominations may be submitted on this form  
or a facsimile thereof.

■ **The major task at hand is to examine, evaluate, adapt and extend what already works.** Countless communities have developed promising, local strategies to support young people and their families and to provide opportunities for service, education, employment and training.

■ **Consolidation of existing delivery systems is long overdue.** Much of what we need is already in place. But it is scattered, fragmented and disconnected. We need mechanisms to consolidate these programs, particularly for those in greatest need.

■ **Targeted efforts are needed for many youth with special problems:** those with disabilities; rural youth; those in foster care, or who have run away from home; and "the truly disadvantaged," who bear the burden of an environment without hope in the concentrated poverty that characterizes many neighborhoods in our largest cities.

■ **It is never too late to make a difference.** Although prevention and early intervention efforts are the least expensive and most effective approaches to producing long-lasting results, effective intervention strategies can work at any age. For those with the most pervasive difficulties, continuous support from home, community and school may be required from childhood into early adulthood.

## **Recommendations: Pathways to Success**

Based on these principles, this report suggests four major strategies to help young people in the Forgotten Half regain hope for the future and make a successful entry into the adult world:

**1. Enhance the quality of youth-adult relationships.** Young people want adult support. The majority of young people cite parents or other adults as the first source of advice for troubling personal problems related to alcohol, substance abuse and their own sexuality. They consistently point to parents as the most influential adults in their lives. "Just talking" is the activity they most want to share with adults.

But today's families are changing dramatically. As of 1987, over half of all mothers with children under six and nearly 70 percent of mothers with children between six and 17 were working or looking for work. Nearly 15 million children and youth live in single-parent homes; almost 2.5 million children under 13 are unsupervised during a part of

the day; the competing demands of home and work are a major difficulty for working parents; and only half of all custodial mothers receive full payment of court-ordered support, with one-quarter receiving nothing at all.

In a time when the family as an institution is under siege, and when only 40 percent of young people born in the U.S. can expect to spend their entire childhood living with both biological parents, how can we strengthen youth-adult bonds?

*We recommend consideration of greater public support to ease the financial burden of raising children and adolescents and enhanced private sector understanding of the demands of family life. In particular, we suggest business and school practice that is more responsive to working parents, and greater community support to strengthen relationships between young people, their parents and other adults.*



**2. Expand community supports and opportunities for service to all young people.** When young people are asked to channel their idealism and energy into helping solve local problems, they build respect for themselves and acquire a stake in their community. When communities respond to young people with appreciation for their ideas and with resources for their development, young people feel both cared for and willing to care about others.

■ **Community-based activities.** We recommend that our schools and communities create and revitalize community-based activities that concentrate on the developmental needs of youth, respond to young people's opinions and ideas, and involve youth in the planning and implementation of programs that serve them.

■ **Service opportunities.** If all segments of the youth population are to have an opportunity for effective participation in youth service, public and private sector support is required. We recommend that schools and communities establish attractive service opportunities and make them available to all young people.

■ **Youth organizations.** Voluntary, privately supported youth organizations make a substantial contribution to more comprehensive services for young Americans. Yet their expertise is often overlooked. Foundations, churches, community centers, voluntary organizations, cultural and recreational organizations, unions, and the service delivery arms of local and state government all have a substantial role to play.

*We recommend that public and private leaders cooperate to tap the great potential of the many national and community-based youth organizations for improving the lives of youth and young families.*

■ **Coordinated community services.** Well-defined efforts to minimize bureaucratic red tape, ensure adequate staffing, provide timely evaluations, and locate services as close as possible to those in need are pivotal components of comprehensive service delivery. We recommend that communities, through public and private cooperation, develop comprehensive and coordinated systems to ensure that all young people and their families have access to a full array of developmental, preventive and remedial services.

■ **Targeted needs.** In this report, we target those youth with disabilities, those in foster care or who have run away from home, rural youth, and the "truly disadvantaged" of our central cities. The solutions to the problems experienced by these groups are most effective when they begin with the vigilant support of a concerned family. Therefore, the Commission emphasizes efforts that attempt to strengthen rather than diminish the capacity of families to help adolescents with special needs.

**3. Extend and improve employment and training opportunities.** If our young people have a responsibility to prepare themselves well for the demands of work and adulthood in the 21st century, policymakers, employers and community leaders have a corresponding obligation. We must concern ourselves with not just the quantity but with the quality of employment opportunities for our young people. The half of our youth who do not go on to college have a right to be able to compete for jobs that are adequate in numbers, that offer reasonable wage levels, that provide health insurance and other essential benefits, and that offer career advancement in return for diligence and competence. ■

# MANAGING CONFLICT

*A new volunteer program or new direction initially causes conflict, but those who are willing to deal with conflict are frequently pleased with the results.*

By Nancy Macduff and Janie Millgard

Adults rarely join a volunteer organization to be involved in conflict. But the chairperson of a volunteer committee, the president of a nonprofit board of directors or the leader of a citizen advisory group can tell you that managing conflict should be part of their job description.

Many adults are seeking some type of stability or normalcy. How many times do you hear, "When things get back to normal . . ."? Despite this search for calm waters, studies show us that individuals and organizations make dramatic growth at a time of crisis. Personal conflict, like a divorce, can often bring positive life change. A new volunteer program or new direction initially causes conflict, but those who are willing to deal with conflict are frequently pleased with the results.

The individual or organization with conflict management skills has the ability to focus the opposition in positive directions. Professional staff and volunteer leaders usually receive training in conflict management. Opposition is discussed openly. Resolution of the conflict comes about because there is a plan for dealing with it. Plus, the organization has the attitude of being flexible and open-minded.

None of this is accidental. The manager of conflict understands the nature of con-

flict, the different perceptions of power when there is conflict, what happens when conflict is ignored, what can be learned from the opposition, and the strategies to resolve the conflict.

The volunteer movement is largely a group effort. Boards and committees make decisions collectively that influence programs and individuals. Much of the force in group decision-making involves dealing with some strongly held opinions. That is the nature of conflict.

If a new idea is proposed and there is a resounding "Yes!" there will be a proportionate level of intense "Nos!" New ideas, or change, have the burden of proof. Examples of this include the introduction of a new hymnal in both the Episcopal and Methodist Churches in the United States. In both cases, the churches chose to deal with the conflict. The results were quite productive.

The nature of conflict is that the results can be productive or unproductive. Ignoring a problem insures an unproductive end.

Individuals and organizations involved in conflict have different perceptions about the power of the force of the conflict. The ostrich says, "What tension?" The turtle says, "The tension is real but it's not mine." The lemming says, "The tension is real and I will lose." The tiger says, "The tension is real and I will win." Any one of those positions is not useful for the resolution of conflict or harmonious relationships during the conflict management process.

What happens when a group turns away

from the conflict or the opposition? The ultimate outcome can be fragmentation or disintegration of the organization. When expressed opposition is ignored, individuals feel rejected and hostile, and as if no one will listen to them. They might withdraw, but with vengeance or extreme negativity about the organization. The opposition can then gain momentum and become more hostile.

Dealing with opposition or conflict can bring positive benefits to the organization or individuals. The resisters can point out threats to the well-being of the organization. They sometimes identify change that will influence the integrity of the group. Often the person who is in opposition to change is the "guardian" of the organization's value and belief systems. He or she is sensitive to factors which would change the value system and thus upset a fragile balance.

By accepting the opposer or resister the group is actually working with conflict. The individuals in conflict are involved in the organization, rather than being fragmented. The group is really strengthened by the presence of opposition. The cohesiveness generates positive feelings about the existence of opposition and how it can be incorporated into the overall change of the organization.

There are three basic principles to use in working with opposition or conflict:

1. Decisions should be made by consensus.
2. Insure freedom to express opposition.
3. Identify and analyze the underlying causes of conflict.

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*Nancy Macduff is a volunteer trainer, author of several books on volunteer management and publisher of the newsletter, Volunteer Today. Janie Millgard, editor of Volunteer Today, has assisted Macduff regularly in her publishing projects.*

## 1. Decisions Should Be Made By Consensus.

In the first principle, reaching the consensus can be achieved through the following steps:

■ **Establish "rules" related to resolution of oppositions.** This includes asking individuals to refrain from forming cliques or coalitions (no matter how informal), to avoid name calling or verbal attacks, and to be clear about the expectations.

■ **Try to establish agreement on minor points.** Identify those areas where the groups can agree. The more similarities found between people the easier to reach a compromise on the "sticking points."

■ **Stay focused on the mission/purpose of the organization or program.** It is helpful to start a meeting where conflict management strategies are to be used with a reminder of the reasons everyone signed on in the first place. If the organization was created to provide food for the homeless, the conflict may seem insignificant when compared to the plight of the clientele. It will often spur conflicted groups to reach a compromise more readily.

■ **Be very clear about the issue.** Identify specifically the point on which you are trying to reach consensus. The Episcopal Church is famous for the diversity of its membership. The clergy and laity of the church have agreed that some opinions and values are so diverse that no consensus can be reached. But likewise, they have agreed that the Church as an institution is large enough to respect this diversity and in fact encourages it. This requires clarity about the basic issues and a willingness to accept others with whom we do not agree.

■ **Use a group to reach consensus.** Decisions made behind closed doors by two people can cause more conflict than those made in a group setting where all facets of the issues are represented. Involve as many people as possible who have something to contribute. This includes representatives from opposing views, but include those who are neutral or skilled at reaching a workable compromise. This may involve an outside facilitator—a person seen by the group as totally neutral.

■ **Use inclusive language.** Words that solidify the group's identity are important. "We, us, our" are common group identification words. It is important to reach continually for consensus with such questions as "Can we agree?" If the answer is no, then ask, "Why?" Strive to show that the

group is moving in small increments toward a consensus decision.

■ **Be sure you have the facts.** The group should have complete access to all statistics, facts or research that can lead to more objectivity.

■ **Set time limits.** Conflict resolution is not an exercise in intellectualization. It has restricted beginnings, middles and ends. Anyone involved needs to know the time factors. Camp Fire Inc., a national co-ed youth organization, underwent a dramatic structural change in the mid-'70s. The opposition was substantial. The process began with reports to local units in writing. Then there were meetings to discuss the proposed plan all over the United States. The results of those meetings were shared with the local affiliates. The final decisions

**Studies show us that individuals and organizations make dramatic growth at a time of crisis.**

of the National Camp Fire Board of Directors were based on those meetings. There was a clear time line. Everyone knew the time line and how they might impact the decision-making process.

■ **Controversial material needs to be introduced.** When material is sure to bring conflict it is important to share it fully. It shouldn't be done at the end of a meeting or in a glib fashion. It is ideal to present the material in such a way that options about final decisions can be made later. Give people time to think and process information before "forcing" a decision.

■ **Avoid the "sand-trap" of side issues.** Unproductive conflict is often used by those "uncomfortable" with the discussion of the real issue. It also usually focuses on

people. It is critical to move the discussion back to the topic.

## 2. Insure Freedom to Express Opposition.

The second principle of conflict management relates to maintaining a free and open climate, where conflict is expressed and discussed. Research tells us that we cannot control how people react to change, but we can effect the process of implementing change. If leaders take risks and discuss conflict, that sets a tone for the entire group. Whenever change is discussed, there should be time set aside to address the issue of *potential conflict*. This "institutionalizes" the concept of conflict being out in the open for all to see and view and discuss. It sets a corporate environment.

Dialogue is a good word for dealing with opposition. Part of the root word for dialogue is a word which means "two." Monologues are out of place when resolving conflict. As an example, organizational change, which often brings conflict, always deals with the redistribution of power. There are always "winners" and "losers." An open dialogue helps those who perceive themselves as "losers" in the new structure to be able to continue participation. It is important to see the process of conflict resolution as one where consensus decision-making and dialogue are inseparable.

## 3. Identify and Analyze the Underlying Causes of Conflict.

The third principle is to clarify the issues through identification and analysis. The best method is to select a neutral position to restate the viewpoints and make sure that everyone is talking about the same thing. Do not assume that everyone is "hearing" the same thing. During this meeting, you can use all the suggestions on reaching consensus described above.

Keep in mind that individuals and organizations accept change when they see gain. It may be security, money, authority, status, working conditions or personal contacts. The acceptance of a new idea or program may come from a philosophical base, liking the new idea, respecting the person proposing the new idea, or feeling the time is right for change.

That acceptance of the new is not an accident. It comes from organizations and individuals who know how to manage conflict positively. Are you a conflict manager or someone to whom conflict happens? ■

# JOB SHARING FOR VOLUNTEERS

*Teaming up compatible volunteers enhances the success of jobs performed by people who work for free.*

By Susan M. Chambré, Ph.D.

Two recent articles on job-sharing in VAL ("Job-Sharing: Improving the Paid Staff/Volunteer Relationship," fall 1986, and "One Job, Two Contented Workers," winter 1988-89), point out many positive aspects of job sharing for paid workers (volunteer administrators). This method can also be used successfully for volunteer jobs. Pairing up two people, especially a veteran with a novice who has not done the job before, solves many practical problems of volunteer administration but needs to be done carefully in a context that encourages the development of a partnership.

These observations synthesize the perspectives of a volunteer who is also a professional. As a volunteer, I have worked on two- and three-person teams on four different occasions over the past three years. All of the assignments involved planning and executing a once yearly event, either a dinner or a luncheon. In my paid work, I am a sociologist and do research, teach courses, conduct training and engage in consultation on issues related to volunteering and volunteer administration.

National surveys conducted over the

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past 30 years, beginning with the first "Americans Volunteer Survey" in 1965 (conducted by the U.S. Department of Labor) and most recently the "Giving and Volunteering in the U.S." study issued by INDEPENDENT SECTOR in 1988, indicate that our society includes many potential volunteers, people who are interested in doing volunteer work but are not actually involved in it. While a number of reasons for this have been considered, none of the large-scale surveys or other studies based on smaller samples mentions a reason for not volunteering that might be significant: People are probably reluctant to volunteer because it may involve unfamiliar tasks and subject them to the risk of failing at a new activity. When a novice is paired with someone who has done the job before, the apprenticeship and partnership that are created address this barrier. A recruit can be told, "You'll do this job along with \_\_\_\_\_ who has done it before."

The apprenticeship created by job sharing reduces the need for orientation and training, components that are often less than adequate. In many volunteer-run organizations, training can at best be described as informal and is often unsystematic, chaotic or nonexistent. Volunteers are sometimes left on their own to identify the nature of their job and the appropriate tasks.

Discussions in staff training at a large religious congregation revealed that

many of their volunteers function in a totally unsupervised manner and find themselves "reinventing the wheel" when they do a job for the first time. This organization, which has a substantial paid staff but no one with training in volunteer administration, has created a situation where volunteers may in some cases actually orient and train themselves: They need to identify the tasks to be done, the sources of goods and services, and the role of staff in providing support services.

Job sharing is an especially appropriate strategy in organizations that provide volunteers with little training or guidance.

Research on volunteerism and descriptions of volunteer programs identify many of the motivations that lead people to work for free, the ways these motivations change over time and effective methods for rewarding unpaid workers.

Jon Van Til points out that our culture provides for two motives that might superficially seem to be contradictory, a blend of altruism and self interest. Volunteering provides an opportunity to help others and at the same time to receive satisfaction and gratification. Studies of human service volunteers point out that the relative importance of different motivations varies over the course of a volunteer's career.

Altruistic interests are more important in recruitment than in retention. Experienced volunteers are particularly sensitive to the job-like aspects of their work; burnout becomes more likely when a volunteer job is



difficult or frustrating and when the physical and social aspects of the job are not satisfying including contact with paid staff and with other volunteers.

Job sharing addresses many needs that people bring to unpaid work. If done properly, it can increase the chances of gaining gratification from doing a job well, especially the first time around when an experienced volunteer is paired with a novice. The new recruit simultaneously serves as an apprentice and a partner for the more experienced worker. Many tasks that can be time-consuming and frustrating can be performed with greater ease because the seasoned member of a team is familiar with them: key telephone numbers, responsibilities and personalities of paid staff, where supplies are located, where to purchase needed items, how many people can be seated at a table, where to order flowers, and many other details that can become overwhelming. The more experienced member of a team serves as an important resource, having knowledge and skills that two novices will need to gain for themselves at considerably greater effort.

A less often discussed, but especially important need of volunteers is also built into the partnership concept, a desire to have "good times" while doing "good works," an idea developed in Arlene Kaplan Daniels' book *Invisible Careers*. People engage in communal service because of a desire to help others and to be involved in philanthropic enterprises. At the same time, people can make and solidify friendships, thereby having "good times." Like paid work, volunteer work enables people to perform tasks that vary from mundane to highly interesting. It also serves as a context for socializing. There may actually be an inverse relationship between the two: less interesting volunteer jobs may require greater rewards in other areas including positive social contact.

Teaming up compatible volunteers builds in several key elements that enhance the success of jobs performed by people who work for free: It facilitates recruitment, reduces the need for training, increases the probability of success in performing tasks since one member of the team is more experienced, and addresses a need for sociability.

The more experienced member of a team also derives some important benefits. Today's volunteers combine an interest in self-actualization with a desire to do socially useful tasks. Training another per-

son can be a growth experience.

Job sharing combined with a system of rotation means that the veteran is training his or her replacement. This alleviates a little-discussed but probably important fear of some volunteers—that they will become stuck in a job because there will be no one to replace them, a circumstance that could reduce the quality of their performance and morale.

While some volunteers might come to view themselves as irreplaceable because it makes them feel important to an organization, a system of rotating volunteers has several positive consequences. Organizations create more and more committees and positions, not because they are needed but because existing arrangements may not be functioning properly. It is easier to create a new committee than to replace the members of an ineffective committee. Since the fear of getting stuck in a job may be a barrier to volunteering, specifying a term of office is one way that organizations can simultaneous-

**Job sharing is an especially appropriate strategy in organizations that provide volunteers with little training or guidance.**

ly address these fears and be able to replace rather than fire volunteers.

Some organizations combine job sharing with a rotation system. People who are new at a job make a two-time commitment, once as a novice and then as the more experienced member of a team. A system of job sharing combined with rotating jobs allows for promotion and circumvents the need to fire volunteers. If movement into and out of volunteer jobs is built into an organization's usual system of assigning tasks, then people who are inappropriate for particular jobs are less likely to get stuck in these assignments.

Partners need to share the same vision of how a job is to be done. The very same job can be performed quite differently depending upon the personality, needs and time constraints of the volunteer. One variable aspect of many volunteer jobs is that the amount of time they take can be expanded to fill the time a volunteer wants to devote to it. Often, particularly in volunteer-run organizations, job descriptions

are never formalized. People are familiar with the way jobs have been done in the past, tasks are described in an unsystematic or hurried fashion, or the volunteer is left to figure out how to do the job. Collaboration between two people is greatly enhanced when they share similar views about how much time and effort they want to devote to the tasks.

Greater autonomy also enhances the quality of a collaborative relationship. Overly close supervision might actually subvert the development of a true partnership between an experienced person and a novice, since the pair will not be fully able to develop a sense of defining what they wish to achieve and be free to collaborate on its completion.

Having a successful pair continue to work on a project year after year is also short-sighted. Rotation of team members in a veteran-novice type of partnership combines stability with innovation. The more experienced member of the team has knowledge of the ways tasks were done in the past while the newcomer can look at an event or project with a fresh viewpoint and help to reduce the tendency to duplicate past efforts, a fact that may, over time, lead to repetitive and uninteresting events.

Job sharing can only be successful with two people. The introduction of a third person complicates the relationship without necessarily reducing the burden. Two people can work as a team but coordination of three people's work is different; it becomes a committee, not a team. Research on groups and on organizations points out that there is a significant increase in the amount of effort required to coordinate the activities of each additional person. The nature of the social interaction becomes altered and the efforts needed to maintain clear communication are much greater. It is also possible that two people can form an alliance against a third and differences in workstyle can become intensified.

For volunteer administrators and for leaders of voluntary groups, pairing up volunteers and having them share a job has many positive virtues. It builds in features that address recruitment, training, motivation, supervision, retention and rotation issues. It is successful when two (not three) people with similar views are provided with an opportunity to work together effectively in a context where the expectations are clear and where supervision exists but their autonomy is not compromised. ■

# LEMONS TO ROSES:

## Taking Charge When Disaster Strikes

By Jerri Spoehel

**F**lames from my office window was the first sight I had of the burning building. A friend had seen the third-floor fire at the Volunteer Center of San Fernando Valley (California) where I was executive director. He called me at 9 p.m. My usual 20-minute drive seemed forever. With the street completely closed by 14 engine companies, I parked and ran past the barricades. A few staff members were already there.

We talked at length to firefighters; we met with media; we saw fire investigators; we spoke with the custodian who had reported the fire; we heard how one firefighter had been trapped but saved by a matter of only seconds; we observed the firefighters' shifts change; but most of the time we just stood and watched the building burn.

While the flames were still shooting through the roof, we began organizing for the coming day. Where could we go? Who would call the staff? What would our other priorities be?

By midnight the flames were no longer spectacular. The firefighters were certain we could not enter the building until morning. No reason remained to stay longer; we should try for what rest we could get at home. I thought I was handling everything well until I drove by my usual freeway exit.

As I went to bed, I thought about what I could say to the staff the next morning. What could I use as a symbol for our future? I recalled a plaque on my office wall: "When life gives you lemons, make lemonade."

Then I remembered that last week I had given a neighbor a huge bag of lemons. The next day she brought me a tremendous bouquet of roses. That was it. We would not only have lemonade; we'd turn lemons to roses. That would be my symbol.

As I lay awake, I remembered one thing

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*Jerri Spoehel was the executive director of the Volunteer Center of San Fernando Valley, Van Nuys, California, when the office was destroyed by fire.*

I had not done: Call the prayer chain at my church. I fumbled for the phone. I was extra careful to dial correctly, for I didn't want a wrong number at that hour of the morning. I stated my request to the answering machine, then slept for a couple of hours.

As early as possible, I called my husband who was traveling, notified the Board of Directors and prepared a sign to put up at the building. Then I went to the home where our staff would meet.

I reassured all present that they would still be working. There were 27 on our paid staff, operating five different programs which matched persons seeking to volunteer with five nonprofit agencies needing their help. Regular community members, young people and seniors, disabled and those referred through the court system were all among our clients. Our contracts wouldn't stop, even if the paper had been burned. We just had to figure out how to keep going.

We all shared how we had learned the news of the fire. We began planning and developing priorities of what to do next. Phones and space, both temporary and permanent, were considered primary. Each person compiled an individual inventory loss and developed a list of immediate needs.

The two phones stayed in constant use. Information was given to hundreds of people; many offers of help were received, including temporary office space for the next week. Our usual Friday farewells of "Have a nice weekend" were replaced with "Try and get some rest."

Saturday morning I felt I had to see again the fire's results. How strange it is to get sunburned while working in my office, I thought. But one seldom works in an office without a roof. Small wisps of smoke were still coming from one file drawer. I felt compelled to shovel the ashes and find some souvenir, no matter what it was. My blackened coffee mug and a charred paperweight sufficed. Nothing else was left.

At home I called another Volunteer Cen-

ter which had experienced a similar loss, and then wrote to VOLUNTEER—The National Center to ask for help. By return mail, I received a huge box of supplies for The Volunteer Connection (a nationwide volunteer recruitment media campaign), graphics to use on new stationery and replacement help for a new library. How grateful I was for the practical as well as psychological boost!

On Monday, there was little time to weep or to clean the ashes from my fingernails. The first priority was the staff. A mental health center, where I served as a board member, had offered help in crisis counseling. A session was arranged for Wednesday afternoon.

I asked all staff members to write how they found out about the fire and, if they wanted, how they felt. This was both for the record as well as a little therapy. One wrote, "It is quite difficult to reply to loved ones who comment, 'Why are you reacting so hard; it's only a building'." Others commented how this loss triggered the memories of many past losses. The "normal stages" of grief began.

Additional activities during the next week included showing a video and slides to those who could not get up to the third floor (now that there was no elevator), making numerous phone calls of reassurance to staff and branches, offering the staff a chance to express their grief personally, and writing each a letter. Every note was accompanied by "The Order of the Golden Ear," a quickly sketched and duplicated award which staff could give to someone who had listened when needed.

Our temporary conference room was not a cheerful place, but our spirits refused to be depressed. An outpouring of help had already begun. Several agencies in the building offered assistance—telephones, an area to meet, desk space, supplies, duplicating. A staff member contributed to a book to share: "Tough Times Never Last; Tough People Do." Others brought roses.

The immediate job of each program director was to continue operations. The

biggest burden rested with the Court Referral Community Service Program. Our office annually served over 20,000 clients who came through the court system. Incorrect procedures could mean people would go to jail. The director of the program managed permission for a temporary office in the hall of the Court House.

Another director chose to operate from her home; others, from their cars. One continued her calendar of presentations with a bit of irony. Her first after the fire was at the Coalition for the Homeless.

Normal business continued. The answering service had over 1,200 calls for us to return the first week. Time sheets had to be turned in, even though all the forms were burned.

Occasionally, a new pang of personal pain would hit unexpectedly. I went to take a casserole out of the pantry, but it wasn't there; it had been used the day of the fire.

I developed a mini-speech presentation for use at meetings. "Do you know how



much your office weighs?" I would ask. "I know mine weighs 18 pounds and I carry it in the trunk of my car. That's all I have now, so my paper work sure has decreased."

Staff members agreed the days got harder, not easier. Occasionally, depression seemed overwhelming, but then the phone would ring or a note would arrive with a friend's warm words to envelope us with encouragement. We had written letters to every Volunteer Center in California, requesting help to reestablish our files and library by sharing any duplicate material they might have; their responses proved both heartwarming and helpful. And every day someone on the staff brought roses.

One day was particularly bright. We managed to retrieve the office safe which had been buried in a huge pile of rubble from the fallen ceiling. Its contents were severely waterlogged, but included a considerable number of checks from a fundraising event. The office manager took everything home to try to salvage what she could. She returned the next day with these notes: "RECIPE FOR BAKING MONEY. Preheat oven to 150 degrees Fahrenheit. Place 10 soggy bills or checks at a time on a cookie sheet. Put gently in middle rack of oven. Leave oven door ajar and bake 4 to 6 minutes. Remove and stack neatly in piles of \$100 each." She had baked about \$3,000.

Space remained the biggest challenge. We had established criteria for new quarters and viewed eight properties within 24 hours of the fire. Some were too glitzy; another was crumbling. One building seemed to meet all the criteria, though it stretched the budget considerably. But

lease negotiations moved slowly. After six weeks all approvals were completed and we were able to move to the new quarters. The firm which had formerly occupied the premises left a great deal of furniture and even the phone system, which they donated to us.

The time of moving proved to be the same as the date scheduled six months previously for our annual staff retreat. We held the retreat as planned, then the entire staff came in to the new quarters together.

Plans began immediately for an Open House. We were able to combine the event with the presentation of a very large donation from a local health organization. The local chamber of commerce participated with a ribbon cutting ceremony for our new location.

A member of Congress sent a flag which had flown over the capitol. Local legislators participated with warm words of commendation. Every desk was covered with bouquets of roses. We issued over 175 awards to friends who helped in some way. With each award went a small rose.

We paused to count blessings. The Court Referral Program had operated so successfully in the hall that space was given them in the new courthouse. The other programs occupied offices in the new, larger headquarters. Insurance funds would enable the replacement, even betterment perhaps, of the computer systems. Staff had learned much about their own individual inner strength. Many, many friends both locally and throughout the country, had shown they cared. We had been able to cry and to laugh together. The lemons had turned into roses. ■

## PREVENTING DISASTER

Prevention is far better than a cure, especially in case of destruction, but here are some suggestions which would help you meet a disaster:

1. Maintain adequate insurance. Ask what you would need to furnish if you ever had to file a claim.
2. Keep a current list of all furnishings, along with approximate cost if donations and actual cost if purchased. Make a photo record of your entire office, too.
3. If you have a computer system—back up, back up, back up! Keep at least one set of disks in a location off the premises.
4. If you collect money or keep a lot of stamps, purchase a small, fire-proof safe. Remember, that does not mean it is waterproof, so establish a habit of slipping everything in the safe in a big plastic envelope.
5. Keep at your home a list of all employees, board members and other important contacts, along with their phone numbers.
6. Have duplicates of forms stored at a secondary location.

And if a disaster occurs to another agency which you want to help, offer to provide telephone space, photocopying or a few replacement items such as pencils, paperclips and a pound of coffee. Your kindness will be remembered forever.

# TEN PRINCIPLES TO GUIDE SUCCESSFUL VOLUNTEER AND COMMUNITY SERVICE PROGRAMS

## An Effective and Sustained Program for Combining Service and Learning

**O**n May 10-12, The Johnson Foundation convened a group of 17 leaders of service organizations, schools, universities and national associations to draft a set of "Principles of Good Practice in Combining Service and Learning," which would address the critical link between service and learning.

More than 75 organizations from around the country had been involved in this effort for several years under the auspices of the National Society of Internships and Experiential Education. The final group drew extensively from that work in identifying a set of ten key principles that could apply to all levels of service programs—school-based programs for youth, community-based programs, service corps programs, campus-based programs and volunteering in the private sector. The group grounded its Principles in assumptions about American life that it expressed in a preamble (see box).

The ten Principles drafted by the working group address such key components as the worth of the service experience to both the individual doing the service and the constituency receiving the service; the importance of building in structured opportunities for reflecting on the service experience; the need for building service partnerships involving mutual respect and mutual benefit for all involved.

The Johnson Foundation plans to publish the Principles, with amplified descriptions and appropriate examples, for broad distribution to service programs, schools and

national organizations throughout the country in late summer.

The Foundation noted that the Principles are intended to be guidelines only, and to serve as benchmarks by which service programs can examine their mission, goals, activities, and participation to insure that the learning component of the service experience is an integral part of the activity. The writers of the Principles, together with the representatives of the many organizations that contributed to their development, state clearly that they should be used in the context of each local organization's particular needs and purposes.

\* \* \* \* \*

*The Johnson Foundation, Inc., is a private operating foundation headquartered in Racine, Wisconsin. The Foundation functions principally as a convenor of educational and international conferences, which, with few exceptions, are held at Wingspread, the Frank Lloyd Wright-designed former home of H.F. Johnson, grandson and founder of S.C. Johnson & Son, Inc. (Johnson Wax). (The following Principles were drafted at Wingspread). The Johnson Foundation operates in several principal program areas including international affairs, education, the family and society.*

## **PRINCIPLES OF GOOD PRACTICE IN COMBINING SERVICE AND LEARNING**

### *PREAMBLE*

As a nation founded upon active citizenship and participation in community life, we have always believed that individuals can and should serve. It is crucial that service toward the common good be combined with reflective learning to assure that service programs of high quality can be created and sustained over time, and to help every person appreciate how service can be a significant and ongoing part of life. Service, combined with learning, adds value to each and transforms both. Those who serve and those who are served are thus able to develop the informed judgment, imagination and skills which lead to greater capacity to contribute to the common good.

1. Engages people in responsible and appropriately challenging actions for the common good.
2. Provides structured opportunities for people to reflect critically on their service experience.
3. Acknowledges that those with needs define their needs.
4. Has genuine, active and sustained organizational commitment.
5. Articulates clear service and learning goals for all parties involved.
6. Clarifies the responsibilities of each person and organization involved.
7. Incorporates an ongoing process for matching resources and needs for the mutual benefit of all concerned.
8. Insures that the time commitment for service and learning is flexible, appropriate and in the best interests of all involved.
9. Includes training, supervision, monitoring, support and evaluation to meet service and learning goals.
10. Is committed to program participation by and with diverse populations.

# PEDIATRIC AIDS

## National 'Commitment to Caring Campaign' Takes Off to Increase Support and Services for Children with HIV Infection and Their Families

October has been designated "HIV and AIDS Awareness Month" by the Department of Health and Human Services.

"It is essential that we convince young people to stop or modify behaviors which place them at risk of contracting the virus," stated Mary Sheila Gall, assistant secretary, Office of Human Development Services, Department of Health & Human Services. "We need to understand, show compassion and help those who have not been exposed."

"When an infant is found to be HIV positive, it is not simply a child's problem, it is a family problem. Frequently, this is the mother's first indication that she is positive. The child, siblings, the mother, her partner, and the extended family may all be involved in efforts to remain together."

"When the child is abandoned, or the parents are unable to care for the child, placement in a warm, nurturing family environment where the child can achieve permanency is essential. Parents, foster parents and adoptive parents may need training, respite care, and help in providing specialized care for children with AIDS; and service systems may be pressed to find new ways to serve this population."

"We must all help. We can help to promote prevention, we can help to improve the quality of life for those who become infected, and we can help those who are helping others."

Sources: Centers for Disease Control, May 1989; Secretary's Work Group on Pediatric HIV Infection and Disease, U.S. Department of Health and Human Services, November 1988

### Facts about Pediatric AIDS

■ AIDS is already a leading cause of death among children—it ranks as the ninth leading cause of death among children 1 to 4 years of age and seventh in young people between the ages of 15 and 24. If current trends continue, AIDS will move into the top five leading causes of death in the next three or four years.

■ The majority of children with HIV infection acquire it perinatally from their infected mothers. Diagnosis is hampered by the fact that children born to infected mothers can test positive for HIV antibodies for as long as 15 months, yet just a portion of those children will remain HIV positive. Pediatric AIDS specialists estimate that 30-50 percent of infants born to women who are HIV infected will remain HIV positive.

Children can also be infected by contaminated blood products or blood transfusions (a rare occurrence now because of blood screening tests). Adolescents can contract the infection through intravenous drug use or unsafe sexual practices.

■ As of May 1989, there were a total of 97,193 reported AIDS cases in the United States. Of that number, 1,569 cases involved infants and children under age 13; another 381 cases involved adolescents 13 to 19 years of age.

■ Reported cases of pediatric AIDS severely underestimate the true scope of the problem. For every child who actually has AIDS (as defined by the Centers for Disease Control), another two to ten children are infected with the HIV virus.

According to the Centers for Disease Control (May 1989), the 25 metropolitan areas with the highest incidence of pedi-

atric AIDS (0-12 years) are as follows:

New York City, NY	441
Miami, FL	100
Newark, NJ	89
Los Angeles, CA	57
San Juan, PR	46
Washington, DC	38
Nassau-Suffolk, NY	34
West Palm Beach, FL	32
Jersey City, NJ	31
Philadelphia, PA	29
Chicago, IL	28
Baltimore, MD	27
Boston, MA	26
Bergen-Passaic, NJ	24
Houston, TX	24
New Haven, CT	21
Fort Lauderdale, FL	19
Atlanta, GA	18
Middlesex, NJ	18
Tampa, FL	16
Detroit, MI	14
Monmouth-Ocean City, NJ	13
New Orleans, LA	12
Riverside-San Bernardino, CA	12
Bridgeport, CT	12

■ HIV infection among adolescents is much greater than the official count suggests. This is due, in part, to the unusually long latency period between the time a person is infected and the time the symptoms appear. Of the more than 14,000 persons in their 20s who now have AIDS, many must have been infected as teenagers.

■ HIV infection in adolescents will have even greater repercussions as young people with the infection become parents and transmit the virus to their children. Moreover, the current proportion of the U.S. population between 11 and 24 years of

age is unusually small. If AIDS were to make serious inroads in this group, the long-term consequences could be disastrous for the nation's economy.

■ No one knows the life expectancy of a child born infected with the virus. Children who show symptoms before the age of 2 have a poor prognosis and may die within a year of diagnosis. Other children do not become sick until they are 5 or 6, and with aggressive medical treatment, may live for a number of years.

■ Most children with HIV infection are cared for at home. They visit an AIDS outpatient clinic once or twice a month and require hospitalization two or three times a year.

■ Pediatric AIDS differs from AIDS in adults in several important respects. In infants, the illness often produces severe bacterial and lung infections not seen in adults. An estimated 93 percent of children with HIV infection suffer developmental disabilities that result in some degree of mental and/or physical impairment.

■ Pediatric AIDS takes a particularly severe toll on minority children. Black children constitute 15 percent of the nation's children, yet account for 60 percent of all childhood AIDS cases. Hispanic children, who represent 10 percent of children in the United States, account for 22 percent of all childhood AIDS cases. More than half of the adolescents with AIDS are of minority origin.

■ Caring for children with HIV infection is often difficult because of family circumstances. A child's natural parents may be ill with the HIV virus themselves, and in addition, may be struggling with drug dependency and poverty. Other children with HIV infection are cared for by extended family members, foster families, or adoptive families who may not have access to needed services and resources.

■ The availability of comprehensive services to support families caring for HIV infection could result in significant reductions in the cost of their medical care. According to one study over 20% of the cost of caring for these children results from social rather than medical factors (Heagarty, Abrams, Hutchinson, Nicholas, Suarez and Heagarty, 1988, *JAMA*).

### Families of Children with HIV Infection—What They Want

Although the identification of HIV infection in children is a relatively recent occurrence, its impact on a child and family is similar to that of many childhood chronic

illnesses. Much of the understanding that we have about the concerns of families caring for children with special health needs can be applied to these children as well.

At a "Family Meeting on Pediatric AIDS" held in July 1988, family members caring for children with HIV infection consulted with federal officials about the design of service systems that are most supportive of these children and families. Brief descriptions of the most important service system characteristics are provided below. (The meeting was sponsored by the Association for the Care of Children's Health, with support from the Bureau of Maternal and Child Health and Resources Department.)

### THE COMMITMENT TO CARING CAMPAIGN

This campaign is designed to increase community support and services for children with HIV infection and their families. A major activity of the Campaign is the development of resource materials for the general public, community groups, families caring for children with HIV infection, and service providers.

A documentary film, *Pediatric AIDS: A Time of Crisis*, is available for purchase or rental in 16mm and video formats. Checklists for communities, hospitals, early intervention programs, and child care programs will be available after December 1, 1989.

To order these materials, or to receive more information about the Commitment to Caring Campaign, contact the Association for the Care of Children's Health, 3615 Wisconsin Ave, NW, Washington, DC 20016, (202) 244-1801.

Families of children with HIV infection want:

■ **For others to see them first as a family and, second, as a family caring for a child with complex needs.** Families of children with HIV infection want recognition that they love and care about their children and, like any other family, want what is best for their children.

■ **Family-centered care.** Families caring for children with HIV infection deserve and need recognition that they are the constant in their children's lives while the service systems and personnel within

those systems fluctuate. Therefore, the families should have a voice in making informed decisions about the care their children receive. This requires an assurance that families have access to complete, accurate, and ongoing information about their children's diagnoses, treatment choices, and programs.

■ **Comprehensive, coordinated services.** Families of children with HIV infection are under enormous stress from the medical, physical, financial and emotional demands of caring for their children and family. Such families need a wide array of services and support—support that is both *comprehensive* and *coordinated*. Families benefit most when a *single, identified person* is available to help them.

■ **Services that are consistent and predictable.** Currently, where a family lives largely determines the scope of services available to them. Families living in some communities have access to a wide variety of medical and support services that are both comprehensive and coordinated. Other communities offer no comparable services.

■ **Services that are available to all kinds of families.** The families of children with HIV infection need an extensive range of support services and resources. Health care professionals, service providers, and the community-at-large need to recognize that these services and resources must be made available to a broad range of "families," including birth, foster, and adoptive parents and extended family members.

■ **Access to support groups.** Because of shared experiences, family-to-family support groups can be a primary source of comfort and support for families caring for children with HIV infection.

■ **Understanding.** Public misinformation about the HIV virus and the attendant fear have devastating repercussions for families of children with HIV infection. These families often lose the support of extended family members and friends and encounter other difficulties. Their children frequently are denied admission to school and day care. Family members are often ostracized at work and at church; and they also may be treated with fear or suspicion by service providers.

■ **Respect for their privacy and confidentiality.** Families caring for children with HIV infection are divided on the issue of who they should tell of their children's condition. However, these families all strongly believe that it is *their* decision to make. ■

# Tool Box

**Volunteerism: A Directory of Special Collections, 1988.** The Working Group on Special Collections in Volunteerism, 1989. Free. Write or call Jane Janey, Center for Volunteer Development, 207 West Roanoke St., VPI & SU, Blacksburg, VA 26060, (703) 961-7966.

This first-of-its-kind directory identifies collections of volunteerism materials maintained by academic and organizational libraries in the U.S. and Canada. It details entries of 102 collections, organized by state or province, which describe organizations with substantial holdings of books, periodicals, articles, audio-visual materials and other items related to volunteers and volunteering. An appendix includes an additional 52 organizations which have smaller collections. The *Directory* is the product of a unique collaborative effort by ACTION, The Canadian Centre for Philanthropy, Center for Volunteer Development at Virginia Polytechnic Institute, Energize Associates, Foundation Center, INDEPENDENT SECTOR, Minnesota Office on Volunteer Services, United Way of America, Virginia Department of Volunteerism and VOLUNTEER—The National Center. Scott Paper Company provided the funding to print the *Directory*.

**From Here to There. Management Techniques for Volunteer Programs.** Voluntary Action Center of the United Way, 184 Salem Ave, Dayton, OH 45406, (513) 225-3056. \$10 + \$2 shipping/handling (make check payable to: United Way of the Greater Dayton Area).

First published in 1984, this manual is designed to help put together a volunteer program from development through supervision. It provides sample forms and supportive materials to complement chapters on program development, directing the volunteer program, recruitment, interviewing/placement, student volunteers, volunteer development, recognition, evaluation and firing volunteers.

**Handbook for Auxiliary and Volunteer Leaders.** PANPHA (Pennsylvania Association of Non-Profit Homes for the Aging), 3425 Simpson Ferry Road, Camp Hill, PA 17011, (717) 763-5724. Revised Edition. 1989. 58 pp. \$9.50.

Step-by-step instructions for implementing a volunteer program in a long-term care facility, including guidance on recruiting, interviewing, placing and training volunteers; sample job descriptions, applications, staff request forms, volunteer time sheets and evaluations; sample auxiliary bylaws; tips for volunteers in working with physically or mentally impaired residents.

**Drugs and Crime Resource Package.** National Institute of Justice/National Criminal Justice Reference Service, Dept. F-AIW, Box 6000, Rockville, MD 20850, 1-800-851-3420 or (301) 251-5500. 1989. \$38 (\$44 Canadian orders).

A collection of more than two dozen documents discussing drug research findings, program evaluations, statistical analyses and more, assembled for easy reference. Compiled to provide insight into innovations in drug enforcement, treatment, prevention, education and control policies as well as information on methods and drug-testing policies.

**Learning Management: Emerging Directions for Learning to Learn in the Workplace.** Sylvia Downs, Howard S. Barrows, Mark E. Cheren and Robert M. Smith. National Center for Research in Vocational Education, Ohio State University, Publications Office, Box N, 1960 Kenny Road, Columbus, OH 43210-1090, (800) 848-4815 or (614) 486-3655. 1987. 57 pp. \$6.00.

This paper suggests new models for attaining learning management skills in the workplace. It includes a self-assessment checklist covering introductory learning techniques, management content, orientation programs, learning resource centers, supervisory training and organizational climate.

To have your resource listed, send information to VAL Tool Box Editor at VOLUNTEER.



**Public and Nonprofit Marketing, 2nd ed.** Christopher Lovelock and Charles Weinberg. The Scientific Press, 507 Seaport Court, Redwood City, CA 94063, (800) 451-5409 or (415) 366-2577. 1989. \$37.50 + \$3.50 shipping/handling.

Written by experts in nonprofit marketing and management, this book is based on the premises that public and nonprofit organizations face hard times and their managers/board members need all the help they can get. The authors present ways to "strike a balance between achievement of mission and the need to achieve financial stability, tailor programs and services to specific markets, develop profit-making retail and catalog sales operations, establish a formal marketing function," and more.

**Governing Boards: Their Nature and Nurture.** Dr. Cyril O. Houle. Jossey-Bass, Inc. Order from: National Center for Nonprofit Boards, 1225 19th St., NW, Suite 340, Washington, DC 20036, (202) 452-6262. 223 pp. \$19.95 + \$2.00 shipping/handling.

This handbook covers more than 40 major topics divided into easily readable subtopics. Six chapters cover boards in general, the nature of board members, board structure, relationships among board, chief executive and senior staff, dynamic processes of boards and the relationship between boards and the public. Also includes a bibliography and rating scale to assess a board's performance. The author is a senior program consultant to the W.K. Kellogg Foundation, which has long encouraged citizen involvement on community governing boards.

**Strategic Planning Workbook for Nonprofit Organizations.** Management Support Services, Amherst H. Wilder Foundation, 919 Lafond Avenue, St. Paul, MN 55104, (612) 642-4025, (612) 642-4025. 1989. \$25.00 + \$1.00 shipping.

A step-by-step guide for developing, implementing and updating a strategic plan to determine where you want your organization to be and how to get there. Includes action steps, tips/techniques/shortcuts, worksheets and a sample plan.

**Planning: An Orientation for Social Agencies.** Dr. Eleanor Hannon Judah. Catholic Charities USA, Communications Dept., 1319 F St., NW, Washington, DC 20004. 1989. 60 pp. \$7.00.

Discusses what planning is, planning in Catholic Charities agencies and the planning process. Also includes reviews of planning resources, a bibliography and planning worksheets designed especially for nonprofits.

**Laying the Foundations: A Parent-Child Literacy Training Kit.** PLAN (Push Literacy Action Now), Inc., 1332 G Street, SE, Washington, DC 20003, (202) 547-8903. 1989. \$24.95/kit.

This educational resource for programs that work with low-literate parents and their children contains "Like Parent, Like Child," a booklet explaining the urgent need for and purpose of parent-child literacy programs; informative, thoroughly researched guidelines on understanding the basics of child development and reading skills, teaching a non-ready to read a children's book; writing to reach parents; a bibliography and resource list; and "Read to Me," a simple-to-read story in booklet form accompanied by an audio cassette.

**A Look at Illiteracy Today: The Problems, The Solutions, The Alternatives.** Mike Fox. PLAN (Push Literacy Action Now), Inc., 1332 G Street, SE, Washington, DC 20003, (202) 547-8903. 26 pp. 1986. \$6.25.

This paper suggests that, given the complex dimensions of illiteracy, the most effective approach for dealing with the problem is to create a wide range of literacy support services. Specifically recommended are parent-child programs to halt intergenerational transmission of illiteracy; the development of networks and helping services that assist persons with immediate, specific problems connected with their low reading ability; making materials more readable; and grassroots political action for a "working literacy."

**The Ladder.** PLAN (Push Literacy Action Now), Inc., 1332 G Street, SE, Washington, DC 20003, (202) 547-8903. \$20/six issues.

A bimonthly newsletter on issues, events, practices and ideas in the field of adult literacy. Regular features include "Plain Talk"—editorials on policy and politics; "State of the Art"—articles on literacy training techniques written by experienced teachers and volunteers; and "What If You Couldn't Read?"—interviews with literacy program students, expressing their perspectives, goals and advice for improvement.

**Dropout Prevention Series.** National Center for Research in Vocational Education, Ohio State University, Publications Office, Box N, 1960 Kenny Road, Columbus, OH 43210-1090, (800) 848-4815 or (614) 486-3655. Write or call for free descriptive brochure which includes purchasing options.

Developed for "all who work and live with young adolescents and teenagers," the dropout series offers a schoolwide intervention program ("The Helping Process,"), two sets of classroom materials ("It's Your Life . . . Take Charge" and "The Student's Choice,") and two school resource guides ("A Guide for Dropout Prevention" and "The School's Choice").

**Service Opportunities for Youths.** Children's Defense Fund, 122 C Street, NW, Suite 400, Washington, DC 20001. 1989. \$4.50.

Provides a useful overview for educators, social workers, business and labor groups, religious congregations, community organizations and others interested in establishing youth service components. Includes brief profiles of a number of highly successful local youth service programs around the country, provides the names of national organizations that can provide additional information, and summarizes major provisions of pending federal legislation for national youth service.

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# Calendar

- Nov. 5-10 **Boulder, CO: Volunteer Management Program Third Level Workshop**  
The 42nd national conference for volunteer administrators sponsored by the University of Colorado, this creative and unusual learning experience features a faculty of Marlene Wilson, Michael King, Arlene Schindler and Elaine Yarbrough and four subject tracks: Creative Problem Solving, Managing Conflict, Marketing Magic for Volunteer Programs and Training Trainers. (Next Second Level: February 19-23, 1990; First Level: July 9-13, 1990.)  
Fees: \$285-\$300 for course; \$219-\$339 for lodging at The College Inn Conference Ctr.  
Contact: Office of Conference Services, Campus Box 454, University of Colorado at Boulder, CO 80309-0454, (303) 492-5151.
- 1990**
- Jan. 8-12 **St. Petersburg Beach, FL: National Conference on Foster Care for Children and Youth Service Providers**  
This third annual conference will address the theme, "The Foster Care Professional: Confronting the Challenge of 1990 . . . and Beyond." Displays and 48 workshops are planned for foster parents, managers and direct service workers in the field of foster care. CEUs can be obtained from Eastern Michigan University.  
Contact: Vicki Yaney, Conference Coordinator, 10100 Elida Road, Delphos, OH 45833, 1-800-532-7239.
- Feb. 5-8 **Washington, DC: National Council for International Visitors National Conference**  
"Challenge, Change, and Partnership in the New World Community" is the theme of this ninth triennial meeting, which will feature an issues symposium, workshops for information sharing and audience participation, skill-building clinics, internationally and nationally distinguished guest speakers, embassy receptions, visits to Capitol Hill, USIA, AID and program agencies.  
Contact: Mary Seng, NCIV Conference Coordinator, 1623 Belmont St., NW, Washington, DC 20009, 1-800-523-8101 or (202) 939-5579.
- April 5-6 **Rochester, NY: National Compeer Training Conference**  
This conference is intended to generate interest in establishing a Compeer-type program in local communities with start-up information and ongoing program management procedures. Compeer is a cost-effective program, which matches community volunteers in one-to-one friendship relationships with children and adults who are recovering from mental illness as an adjunct to their therapy.  
Contact: Bernice Skirboll, Executive Director, Compeer, Inc., Monroe Square, Suite B-1, 259 Monroe Avenue, Rochester, NY 14607, (716) 546-8280.
- April 22-28 **Nationwide: National Volunteer Week**  
Sponsored by VOLUNTEER—The National Center.
- June 24-27 **San Diego, CA: The 1990 National VOLUNTEER Conference**  
Sponsored by VOLUNTEER—The National Center. See our ad on page 2.



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