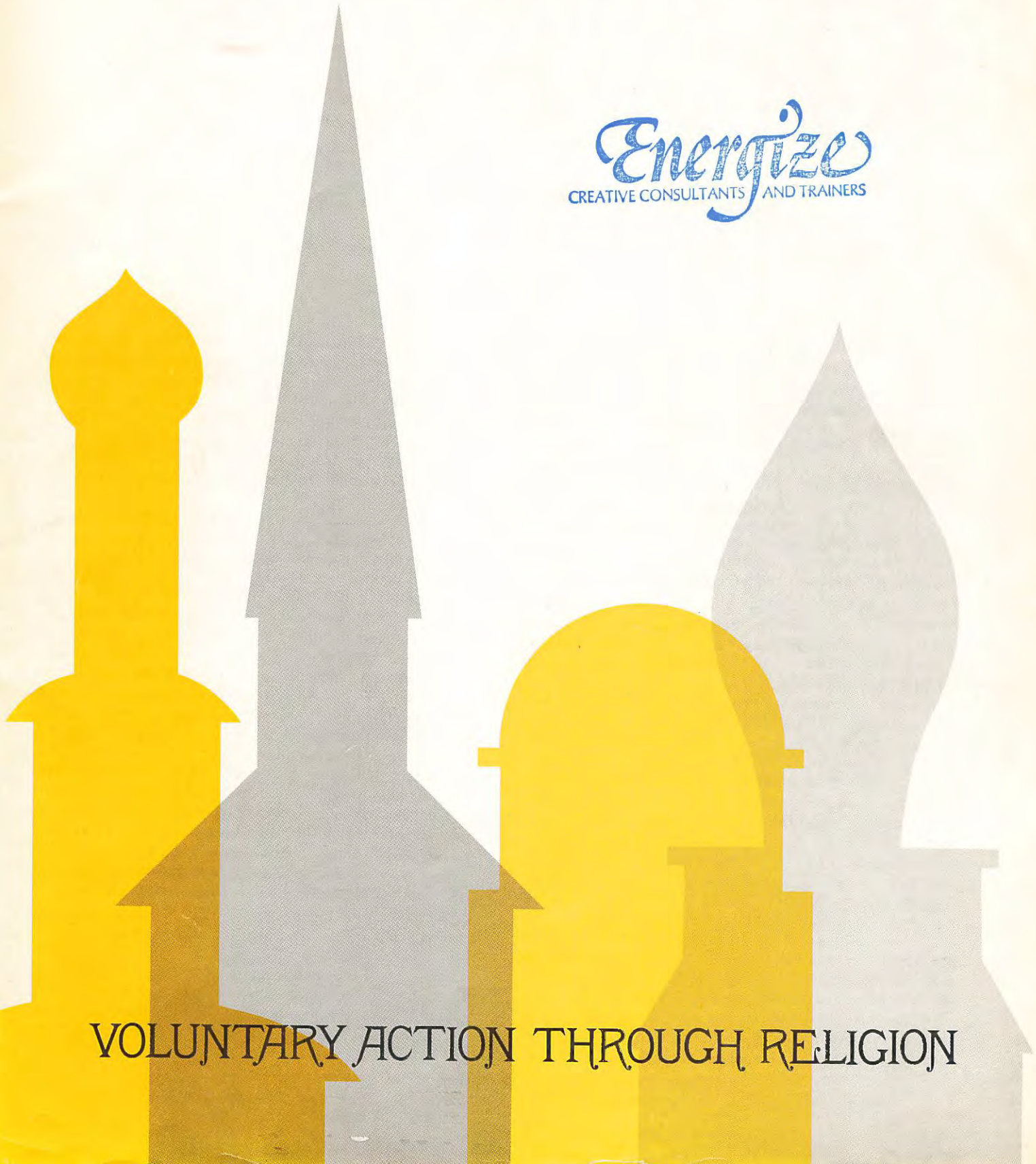
p. 26 —

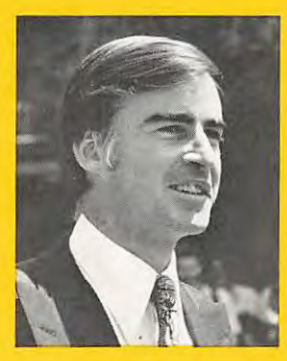
voluntary action
leadership
WINTER 1978

Energize
CREATIVE CONSULTANTS AND TRAINERS



VOLUNTARY ACTION THROUGH RELIGION

AS I SEE IT



The Importance of a Voluntary Society

By Edmund G. Brown Jr.
Governor of California

Governor Brown was the guest speaker at NCVA's first Salute to Corporate Volunteers dinner held in New York last October. We are pleased to share with you his address to the 500 corporate executives, employees and guests who attended the ceremony.

POLITICIANS HAVE MULTIPLE OBJECTIVES. ONE OF mine is voluntarism. In this society, with its great progress and tremendous wealth, liberty, and freedom, we are beginning to lose that part of the quality of life. Last Christmas eve, for example, I stopped off at a state mental hospital in Los Angeles. The institution was having some problems and scandals with injuries and untimely deaths. I walked through the ward and spent most of the afternoon there, but I talked with very few people. There were mental patients, most probably on some kind of sedation, sitting in front of television sets talking to themselves. I thought that in addition to all this psychiatry and all our technical bureaucratic efforts, a missing ingredient was just simple human contact One to one—one human being to another, being available, being there, listening. I saw that it is very hard to generate a spirit of compassion out of the central bureaucratic structures that our state and national governments provide.

As I read the program tonight, I was very impressed with what corporations are doing. They are engaged in telephone reassurance for sick and elderly people. They give their employees released time to volunteer in public schools to encourage students to graduate. If we could get an outpouring of this across the country, the whole quality of life would be enhanced. Government and individuals by themselves can only do so much. We have to come together in a collective effort to try to solve the problems we face. That collective effort doesn't have to be, and I don't think it ought to be, solely determined by government structures and certainly not by the federal government.

We have heard about the government as the employer of last resort. What is happening is that the government is becoming the family of last resort. Whether the problem is depression or despair, whether it is old age. whether it is child care, displaced homemakers, battered wives or drug abuse—it is now finding its way out of the private sector into the public sector. It's an expansion of the central bureaucratic state fed by a public dialogue that looks to public leaders for the answer to all our problems from A to Z. I don't want to minimize for a moment the responsibility of the national and state governments to cope with such problems as unemployment, poverty, capital formation, pollution and all the other things we have to do. But I think it would be very dreary if most of the social and human decisions of this society were completely determined by a central bureaucracy.

Some people ask what you are doing about the drug abuse problem, about unattended children, or about old people in nursing homes. You can't very well say that we are looking for volunteers. They laugh at you. The significance of the whole concept is illustrated by the amount of newspaper space the city of New York has given to the Son of Sam compared to what it gives to voluntary action. In so much of our public discussion we compete to identify more and more areas of public deficiencies and good. Let's find more areas to work on, but as we do let's be able to sum up the optimistic, human parts of our society. Sure there is a lot of evil or a lot of bad. There is a lot of class conflict, ethnic conflict, regional conflict. And I am snre in another ten years, after the Democrats, Republicans, liberals and conservatives have tried their hand at it, we are still going to have class conflict, ethnic conflict, and regional conflict because that's part of life. But we ought to give at least equal time to the efforts of people who are trying to make their neighborhood, city, community and country a better place in which to live.

When you read the newspapers in this country, what do they normally report on other than crime and various deficiencies? It is basically on how the government's mechanism of coercion is operated. By that I mean more laws imposing penalties of jail or fines and a tax system taking more or less depending on what the story is. But the

(Continued on p. 45)

CONTENTS

Features

Departments

voluntary action leadership

WINTER 1978

Our New Look

Neon signs—those colorful twisted glass tubes of gas—are enjoying a revival. They light up store windows, fashion shows, apartment balconies, living rooms—even the National Gallery of Art's new cafeteria. And now *VAL* is redecorating with neon. We like to think that *VAL*—like the neon sign—represents a native American vernacular. And we hope our neon signs will reflect our efforts to keep up with the times in the changing world of volunteerism—while not losing the perspective of past tradition.

Voluntary Action Leadership is published quarterly by the National Center for Voluntary Action, 1214 16th St., N.W., Washington, D.C. 20036. Bulk postage paid at Lebanon, Pa. **Subscriptions:** $8.00 one year; $14 two years. Outside U.S., $9.00 one year; $16 two years. AAVS membership subscription $4.00 one year. **Change of address:** Send both old and new addresses, including zip code, to CIRCULATION, *Voluntary Action Leadership*, 1214 16th St., N.W. Washington, D.C. 20036. Allow at least six weeks for change to take effect. **All other correspondence** should be directed to the editor.

Postmaster mail form 3579 to National Center for Voluntary Action, 1214 16th St., N.W., Washington, D.C. 20036.

COMMENT

Volunteers involved in religion-oriented activities make up the largest portion of our country's volunteer force—almost 50 percent, according to the 1974 ACTION survey. Even though this figure might be inflated—the survey was conducted during the Christian Holy Week as well as the Jewish Passover—the high volunteer percentage rate probably would hold. This is because, the report points out, the usual church-related activities, such as teaching Sunday school, playing the organ, serving as altar boys and ushers, singing in the choir, etc., continue to take place throughout the year.

The study documents another interesting finding: The income and education levels of religiously oriented volunteers are the reverse of the secular volunteer pattern. With income, the survey found a higher rate of volunteer participation in the lower income brackets (below $10,000). The education level of volunteers in religious work also was found to be lower than that of conventional volunteers. (Fifty nine percent had less than four years of high school.)

There are other revelations about volunteers in religious work that go beyond the scope of the ACTION study. In this issue, we take an in-depth look at **religious-based voluntary action.** In "Volunteering by Religious Groups: The Half-Awake Giant," Alice Leppert first describes its diversity, then examines a trend of the past decade: the emerging independence of local volunteers from the directives of national religious leadership. "The whole area of leadership development is enjoying a well-deserved revival," she says.

An example of this movement is the seminar for religious leaders and lay volunteers sponsored by the Iliff School of Theology in Denver last summer. It is the focus of "NICOV Takes a Look at . . . **Religious Volunteer Program Management.**" Nancy Root, one of the lay participants, describes this experiment in discussing problems and working out solutions to achieve an effective and fulfilling voluntary effort.

Elsewhere in this issue, we continue to explore the area of corporate volunteerism. A closer look at the **Involvement Corps** reveals three models from which corporations may choose as their program for community involvement. Often the **corporate volunteer fair** is used as a way to get started. In "Bridging the Gap," Michael Ritchey describes how several companies used the fair as their entry into social service—with good results.

Because of their contributions toward improving their community, 29 corporations headquartered in New York City were singled out by NCVA at its first **"Salute to Corporate Volunteers" dinner** last fall. Highlights appear on the front page of "Voluntary Action News."

The dinner's keynote address was delivered by California's **Governor Jerry Brown on voluntary action and the quality of life.** We are pleased to present the entire text of his remarks as our guest editorial ("As I See It").

Another area of emerging importance to the volunteer world is **advocacy.** In the past couple of issues, we have devoted the column to information on areas in need of advocacy—insurance and legislation for volunteers. Here, we present an extensive "how-to" on citizen action-research by Bill Burges. Our "Research" department (the case for volunteer researchers) and "Communications Workshop" (writing tips) supplement Burges' article.

CANDID COMMENTS

"I am an ardent, committed believer in the women's movement. I have campaigned for the Equal Rights Amendment and for women candidates. But for me to reject the value of the woman volunteer is for me to repudiate the vast majority of my life's work."—*Joan Mondale in a speech at Brandeis University after receiving the first Eleanor Roosevelt Commemorative Medallion.*

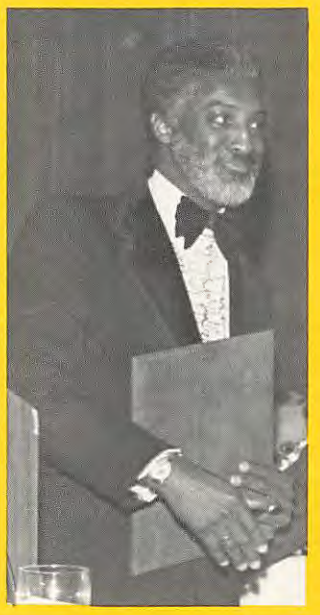
"Public human service agencies have a moral and legal responsibility to do everything necessary to meet the needs of clients. Since volunteers are a cost effective, proven and dependable way of meeting needs, agencies have an obligation to make full use of their potential."—*Milton Benoit, director of volunteer services, New York State Division for Youth, on the volunteer rationale for the Division.*

"One of the most important unwritten goals for the Volunteer Services Team is to assist volunteers in meeting their own personal needs and goals through being a volunteer. This is important for at least three reasons: The volunteer's 'pay' is personal satisfaction. A satisfied volunteer is our best recruiter. A satisfied volunteer helps the organization to meet its purpose."—*Ted Larrison, director of volunteer services, Elkhart, Ind., Courts Volunteer Program, from "No One Volunteers for Nothing" in the October 1977 issue of* The Bridge Builder.

Edited by Helen DuPont

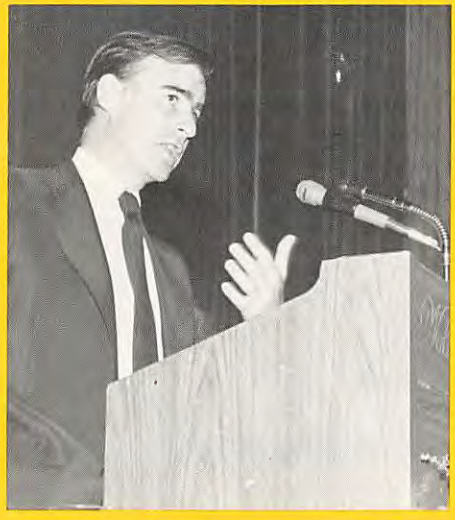
NCVA HONORS N.Y. CORPORATIONS

Sponsors First 'Salute to Corporate Volunteers' Dinner



On October 24, 1977, the National Center for Voluntary Action honored 29 New York-based companies for their pioneering efforts in corporate volunteerism. Five hundred business and civic leaders and their guests attended the reception and dinner at the Waldorf-Astoria. They were greeted by NCVA Chairman George Romney, who presided over the dinner, New York City Mayor Abraham Beame, and ACTION Director Sam Brown. After the presentation of awards, Governor Romney introduced the guest speaker, California Governor Edmund G. Brown Jr.

The corporations were honored for improving the quality of life in their community by encouraging employees to volunteer their time. The following dais guests received the award on behalf of their corporations: Winsor H. Watson, executive vice president, American Stock Exchange; John D. deButts, chairman, American Telephone & Telegraph Co.; Robert B. Stecker, vice president and general manager, American Telephone & Telegraph Co.-Long Lines; J.A. Wakefield, vice president for personnel, Avon Products; Charles C. Smith, executive vice president, Bankers Trust Co.; Geoffrey C. Seligman, co-chairman, Becker Warburg Paribas Group; Donald W. Thomas, executive vice president, Bell Telephone Laboratories; Norborne Berkeley, Jr., president, Chemical Bank; William I. Spencer, president, Citicorp; Marvin Loewith, senior vice president, Connecticut General Insurance Corp.; John T. Fey, chairman of the board, Equitable Life Assurance Society of the U.S.; J.G. Clarke, director and senior vice president, Exxon Corporation; Dr. E.J. Gornowski, executive vice president, Exxon Research and Engineering Co.; Thomas C. Sloane, senior vice president, Federal Reserve Bank of New York; John S. Street, president, Germaine Monteil Cosmetiques Corp.; John Mack Carter, editor-in-chief, Good Housekeeping Magazine; Jack Trostle, regional manager, Honeywell; David E. McKinney, director for personnel plans and program, International Business Machines Corp.; Arthur Malsin, chairman, Lane Bryant; Richard H. McCarthy, senior vice president, Manufacturers Hanover Trust Co.; Harold W. McGraw, Jr., chief executive officer, McGraw-Hill; Montagnie Van Norden, vice president, Merrill Lynch, Pierce, Fenner & Smith; Arthur I. Sternhell, vice president, Metropolitan Life Insurance Co.; Robert Longley, Morgan Guaranty Trust Co.; George Kennelly, assistant vice president, New York Telephone Co.; Donald C. Lum, vice president for personnel, Pfizer Inc.; James N. Hills, director for organization planning, Philip Morris; Lawrence S. Phillips, president, Phillips-Van Heusen Corp.; David Finn, chairman, Ruder & Finn.



Kenn Allen, NCVA executive director, and George Romney greet Mayor Beame (top r.). Below, Gov. Romney and Joyce Black, NCVA board member and coordinator of the dinner, chat with Norborne Berkeley, Jr., president of Chemical Bank, at reception. Gov. Jerry Brown (bottom r.) visits with Mr. and Mrs. Laurance Rockefeller at their table before his address (middle l.). J.A. Wakefield, Avon Products' vice president for personnel (top l.), accepts award for Avon's community affairs program.

Medical Sleuths Track Disease

By Rod Clarke

The following article is reprinted, with permission of United Press International's Vermont bureau, from the Oct. 8, 1977, edition of the Lebanon, N.H., Valley News.

BURLINGTON, Vt. (UPI)—Just as major crimes are often solved by tedious, routine legwork, a team of medical detectives and volunteers are working methodically here trying to crack one of the great scientific mysteries of the decade.

Not much is known about Legionnaires' disease, which got its name and notoriety by striking 189 people—29 fatally—who attended an American Legion convention in Philadelphia in July 1976.

The experts say it is caused by a bacterium, which was isolated and identified last December by the Atlanta-based national Center for Disease Control.

But although they can diagnose the illness, and have had some success in treating it, they still don't know what causes the bacterium to develop.

They do know, however, that it proves fatal about 15 percent of the time.

Since the Philadelphia convention, sporadic outbreaks have occurred in at least 19 states. But, for the most part, Vermonters this fall were too busy getting ready for winter or worrying about the Red Sox pennant hopes to pay much attention to some obscure ailment.

Until Sept. 23, that is.

On that date, officials at the sprawling Medical Center Hospital in Burlington reported two cases of Legionnaires' disease had been confirmed and several others were suspected.

The CDC dispatched two doctors from its epidemiological intelligence service to help hospital and state Health Department officials with the probe.

During the next few days, the Vermont toll rose slowly with a string of additional confirmations from Atlanta.

Rod Clarke is the editor of the Vermont bureau of United Press International.

On Sept. 25, doctors confirmed the first death attributed to Legionnaires' disease—a woman patient who died at the hospital Sept. 15.

Within a few days, two more deaths were confirmed by the CDC.

Then on Oct. 3, the bombshell hit; hospital officials reported that since Aug. 1, 16 people had been stricken with Legionnaires' disease.

A dozen had died.

That made it the second biggest outbreak since Philadelphia and this bustling city of 40,000 on Lake Champlain the center of national attention, as national network television crews and big city newspaper reporters swarmed into town.

The night of Oct. 2 promised to be much like any other Sunday for Elizabeth Keough, the Medical Center Hospital's volunteer director, as she settled into a new apartment.

And then the telephone rang . . . .

"I was excited when I got the call from the Health Department to see if my volunteers could help," she recalled in a recent interview.

The job, she was told, was to mobilize a team of telephone interviewers to contact former patients. Some were suspected of having had Legionnaires' disease and been cured, while others were to act as a "control" group to make the probe scientifically valid.

"The CDC wanted people who had a great deal of tact, who could reassure those they called and could maintain strict patient confidentiality," Keough said.

"My volunteers have had a great deal of experience in patient interview studies."

Monday morning, a battery of telephones were installed in the hospital's board room and, after a training session, the team of volunteers got to work.

While Keough was organizing her volunteers, the team of medical detectives was pouring over patient records, looking for anyone who had pneumonia or showed signs of Legionnaires' disease: malaise, muscle aches, a slight headache, abdominal pain and rapidly rising fever.

The names and telephone numbers of the "suspects" were listed, along with the control group, and passed on to the telephone interviewers.

"They don't know if they're calling a suspect or a control person," Keough said.

The interview begins: "Hello, we're conducting a telephone survey of people who were recently hospitalized at the Medical Center Hospital. This survey is being conducted to gather background information to assist in our investigation of the recent Legionnaires' outbreak.

"Have you heard of this outbreak?"

She then asks for basic biographical data and information about medical symptoms.

"Have you had any fever? How about chills?"

Other questions on the four-page questionnaire deal with activity, travel and contacts within 14 days of the outset of the illness; whether or not there is any excavation near the person's home; what kind of heating system is used in the home; and whether it is air-conditioned.

"Do you have any household pets?" the interviewer asks. "Do birds roost within 100 yards of your house? What kind of birds? Chickens? Pigeons? Starlings? Jays? Wrens? Robins?

"Are there rodents, droppings or

burrows within 100 yards of your house?"

The ex-patient is also asked if he or she smokes, what brand of cigarette and how many, and whether they have traveled to Philadelphia in the past two weeks.

When it is over, the caller asks if the person interviewed will come to the hospital or go to their own doctor to have a blood sample taken. If travel isn't possible, a Public Health nurse will take the sample at home.

The interview takes between 20 and 30 minutes—sometimes longer because the caller writes down every comment and every aside.

"You never know what will turn out to be valuable," Keough says.

Although the interview is long and complicated and somewhat personal, no one has refused to respond.

"They seem awfully eager to help. At first, they say, 'Do you think I have Legionnaires' disease?' even though they only came into the hospital with a broken toe.

"Then we put them at ease and tell them how important it is to the hospital, and maybe to the world," she says.

"They've been fantastically cooperative."

According to Keough, the person being interviewed sometimes turns the tables on the caller and starts asking questions.

"One woman said, 'My husband belongs to the Legion. Should he go to the meetings?' "

With its battery of telephones, piles of papers, and ever present cups of coffee, the third floor board room resembles a cross between an election campaign headquarters, a war room and a detective bureau.

It is, in fact, a bit of each.

The CDC doctors, meanwhile, working out of a tiny cluttered cubbyhole, pore through reams of papers while two blocks away at a laboratory in another unit of the hospital, technicians and doctors conduct preliminary tests on samples before sending them to Atlanta.

The probe is two-pronged.

On one hand, it is trying to locate anyone who may have, or have had Legionnaires' disease.

On the other, the medical sleuths are making a concerted effort to track down, once and for all, the source of the illness.

The excitement of the chase isn't lost on the volunteer workers—who are more used to entertaining patients, pushing wheelchairs or staffing information desks than they are to playing Kojak.

"They get the feeling that they're part of something outside themselves—in another world—and may be part of something that is very important," Keough says.

"They're performing a very valuable service," she says. "Someone has to be on this assembly line, gathering information."

Outside of the immediate work areas, there is little evidence that there is a major crisis at the hospital.

Hand-lettered signs warn that visits to patients are limited to the immediate family, and a bulletin board listing surgical conferences refers to a "Legionnaires' disease update."

There is a feeling among some that the outbreak is due, at least in part, to better techniques for tracking down and diagnosing Legionnaires' disease.

But the hospital's veteran public relations director, Robert Burger, concedes the outbreak is real.

"I don't think it's entirely a result of better detective work by the CDC," he says. "I think this place has been hit harder by this thing."

Burger quotes Dr. David Fraser of the CDC, who has said as many as two per cent of all "atypical" pneumonia cases—those for which the responsible bacterium has not been determined—may turn out to be Legionnaires' disease.

"It's not a new disease," Burger says. "It's an unrecognized disease. You find it when you look for it . . . .

"It's kind of like a detective story."

ACTION Plans for Change

ACTION Director Sam Brown has announced plans to redirect federal volunteer programs to meet basic human needs.

On April 12, 1976, President Carter met with representatives of 10 citizen review panels and management consultants from throughout the country who were invited by ACTION to participate in a six-week review project.

During July and August, groups of employees from regional, state and headquarters offices reviewed the findings and made recommendations for organizational changes and program emphasis. On August 17, 18 and 19, ACTION's policy staff met in Harpers Ferry, W. Va., to formulate new directions for the agency that traces its roots to the creation of the Peace Corps by John F. Kennedy in 1961 and the creation of VISTA in 1964. ACTION was set up as the umbrella agency for federal volunteer programs in 1971.

The primary finding of both the citizen's review and the management consultants was that the agency lacked a unified mission. There was no clear statement of why ACTION existed as a separate agency.

As of August 22, ACTION adopted the following mission statement:

ACTION's mission is to mobilize people for voluntary action at home and abroad to change the conditions that deny fulfillment of human needs by calling on the best and most creative instincts of the human spirit.

Brown called for Peace Corps programs that will focus on meeting the basic human needs of health, nutrition, food and water; VISTA programs that will mobilize people to work in their own communities to help eliminate the problems of poverty and powerlessness; and for older Americans volunteer programs that will stress advocacy, such as helping keep people out of institutions by providing them with alternative care, in addition to providing direct services for disadvantaged people.

The key to the reorganization of the

agency is the relocation of decision-making authority away from Washington and the 10 regional offices to ACTION's state offices.

"It is the sense of those of us who have worked at the community level that decisions about a community should be made by that community," Brown said. "We want to move the real decision-making from the capital to the community. We're seeking to encourage participation from every neighborhood, and from every urban, suburban and rural community in the decisions that affect them."

Other changes planned by ACTION include:

- Upgrading the statewide grants program to provide greater assistance to states to establish or strengthen statewide offices of volunteer coordination and to encourage more citizen involvement at all levels of governmental processes.
- Expanding ACTION's mini-grant program. Mini-grants—relatively small amounts of seed money—are awarded to neighborhood and local groups for volunteer projects that meet human needs.
- Proposing legislation to create an Office of Voluntary Citizen Participation to administer the statewide and mini-grants and to work with the private volunteer sector at home and abroad.
- Establishing a Task Force on Innovation and an Office of Demonstration Projects to develop and supervise experimental volunteer programs.

VA Volunteers Get Priority At Top Level

The Veterans Administration (VA), the third largest agency in the federal government, has placed top priority on its 31-year-old voluntary service program under the leadership of Administrator Max Cleland. Cleland, who credits a 93-year-old Spanish-American War veteran volunteer with helping him through his ordeal as a Vietnam War triple-amputee, calls services by volunteers "one of the most meaningful contributions by Americans to their fellow citizens." He has initiated a volunteer development project nationwide to place priority on volunteerism within the VA.

The VA's Voluntary Service (VAVS) was established in 1946 by then VA Administrator General Omar N. Bradley. The VAVS plan was simple: Local veterans and community groups would establish committees in VA hospitals. Through the groups volunteer recruitment and coordination could be accomplished. Groups which became involved in a large number of local VAVS programs could also participate on a national VAVS advisory committee and advise on national policies and projects. From eight groups in 1946, VAVS now has 45 groups on its national committee, and over 400 groups involved locally in one or more of the 172 VAVS hospital volunteer programs.

Through community organizations, and an almost equal response by individual, nonaffiliated volunteers, VAVS has recorded over 200,000,000 hours of volunteer service in VA hospitals, clinics and homes for the elderly since its inception. In 1976 alone, almost 110,000 volunteers contributed over 10 million hours of service and over $7 million dollars for hospital equipment. Volunteers were involved in virtually every aspect of health care in the VA's national department of medicine and surgery.

The new volunteer development project is designed for promotion, management analysis, program expansion and priority development. A new VAVS national public awareness campaign was launched last fall, with the slogan "Volunteers Make a Difference," and the "A-OK" symbol to

stand for the difference volunteers make. With a blue/white/yellow color scheme, the campaign features brochures, posters, volunteer handbooks, buttons and media items.

A nationwide evaluation program, consisting of five different surveys, will help in the development of a new data base for VAVS program review and recommendations. Coupled with the VAVS nationwide automatic data processing for volunteer records, comprehensive information on the program will be compiled. Conducted by Paul Weston of Cleland's staff and Wilson Schuerholz, VAVS director, the volunteer development project benefits from Administrator Cleland's personal involvement and the support of Chief Medical Director John D. Chase, M. D.

Why is the VA placing such top-level priority on its voluntary service? According to Weston, former state volunteer coordinator for Georgia's corrections and chairman of Governor Jimmy Carter's 1972 Commission on Volunteerism, it has one of the oldest and largest self-contained volunteer programs in the U. S. "With the effectiveness and meaningfulness that VAVS has demonstrated for three decades," Weston says, "it has proven that volunteerism merits top attention. With the VA, volunteers make a difference."

Trail Volunteers Mix Hard Work With Pleasure

"PATC asks you to be considerate of others, of the land, of future generations." So reads a brochure published by the Potomac Appalachian Trail Club, an all-volunteer organization which follows its own request. The Appalachian Trail is the longest marked recreational footpath in the world, stretching 2,000 miles from Maine to Georgia. The PATC maintains a 500 mile-long segment of the trail between Pine Grove, Pa., and Rockfish Gap, Va.

In addition to keeping the trail clear of underbrush and fallen trees and repairing the damage due to erosion and overuse, the club publishes maps and guidebooks, constructs and maintains cabins and shelters which it rents to hikers, evaluates hiking and maintainance equipment. It also solicits donations to its Land Acquisition Fund. The money enables the club to buy land containing segments

of the trail, as much of the Appalachian Trail is on private land.

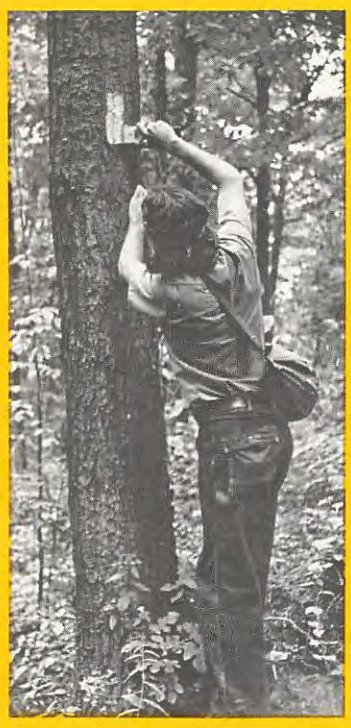
The club, founded in 1927, numbers about 2,700, though the membership roll is quite fluid. "Between 15 and 30 people join each month," says President Ray Fadner. "But we have a heavy attrition rate. One-half to one-third drop out after the first year. Partly this is due to the heavy turnover of people in the Washington metropolitan area, but also people just turn to other interests."

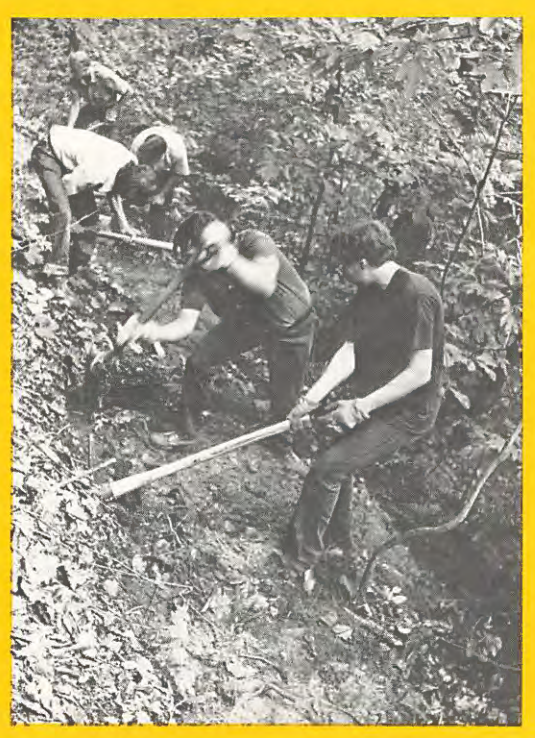
Club members receive a monthly newsletter, *The Potomac Appalachian*, which lists hikes of varying degrees of length and difficulty, clean-up trips, and construction projects. The announcements list required gear and the name and telephone number of the volunteer leader who has planned the trip.

Irene Patterson is one of the many club members who works at PATC headquarters, which is open four evenings per week. "Usually three people are here each night," she says. "One handles the cabin reservation desk, one the information desk, and one sells maps and PATC publications. A paid staff of two handles secretarial and membership responsibilities."

The PATC is one of 62 clubs working to protect and improve the trail. All are members of the Appalachian Trail Conference, headquartered in Harper's Ferry, West Va., which coordinates their efforts.

For futher information, a copy of *The Potomac Appalachian* or the publication catalog, write PATC, 1718 N Street, NW Washington, DC 20036.





Photos by Dede Bauer

PATC members use skills to blaze a trail (top l.), construct the Big Blue Trail (top r.), and work on new outhouse pit at Hermitage Cabin (bottom).

MICHIGAN COUNCIL ADOPTS STANDARDS

"We will not be considered professionals unless we present a professional approach," says Helen Lewis, vice president and newsletter chairperson of the Michigan Council of Directors of Volunteer Services in Health Care Facilities. "A statement of standards was adopted by our organization over a year ago. Since we're emerging professionals, we needed this stage of development."

After World War II some Veterans Administration hospitals began appointing a director of volunteers. Until very recently, however, there have been very few individuals holding this position in the private sector. "It's only been in the last 12 to 15 years that our numbers have grown," says Lewis. "And in the last five years we've become more professional. Now everyone tries to upgrade themselves."

"The volunteer services department," she says, "is usually the second largest department in a hospital in terms of personnel. It is probably one of the few departments that interacts with every other department. Most people underestimate the detailed work that goes into the department and that it is a very important part of the administrative staff of the hospital."

Founded in 1972, the Michigan Council is concerned with the education of hospital volunteer directors and improvement of their office's services to the hospital and community. Since no specific training or experience is required for the job, the Council's standards, adopted in 1976, provide a measure for volunteer directors and serve as a guideline for administrators in hiring and evalu-

ating them. They are divided into organizational, professional and academic, administrative, and community and public relations categories.

In the academic area, for example, the minimal standards call for a director to have completed a master's degree in the social sciences with at least one year of relevant job experience, or equivalent combinations of education and experience ranging down to a two-year associate degree with at least four years of experience in volunteer administration.

The following list outlines the administrative standards adopted by the Council:

The volunteer director will:

- Serve as a liaison between volunteers, administration and community
- Be responsible for communicating and interpreting hospital policy
- Set department goals and develop and implement program policies
- Develop, justify and administer the Department of Volunteer Services budget
- Organize the department, including planning for space, staff needs
- Maintain the administrative manual
- Be cognizant of current trends in volunteer services administration, relevant legislation and trends in health care delivery
- Maintain the strict confidentiality of all records
- Develop written job descriptions for all volunteer services
- Maintain effective methods of recruiting, interviewing, selecting and placing volunteers
- Develop a mechanism for evaluation of volunteers and volunteer program
- Develop creative programs to orient, train, retain volunteers and provide access to continuing education
- Initiate and maintain accurate records of hours, activities and vital statistics on all volunteers
- Develop recognition techniques which challenge volunteers to constant self-improvement
- Develop a mechanism for maintaining good volunteer/staff relationships

For further information, contact Council President J. Lee Spyke, Director of Volunteers, Ingham Medical Center, 401 W. Greenlawn, Lansing, MI 48910.

Volunteers and Video Help Patients

Picture a room in which 12 or 14 people are engaged in video taping. Their roles seem to be interchangeable. As one person steps from behind the camera to take a place in front of it, another actor takes over the filming. Later, they look at their product. Comments, criticism and praise flow freely. What are they producing? A commercial, a movie, a television serial?

It is none of the above. Half of these people are patients; half are volunteers at Chicago-Read Mental Health Center, a state-operated institution. They are participants in a unique video arts project. According to Deborah Faktor, volunteer services coordinator, video equipment is often used in a psychiatric setting to provide patients with visual feedback as an alternative to traditional verbal expression. What is new here, she says, is the integration of the arts in the closed circuit television system, the use of volunteers, and the egalitarian atmosphere.

Faktor, who has a combined degree in theater and education, developed the 18-month-old project, which took four months to plan. "I presented the format to the staff of a particular unit," she said. "They approved its use for the patients who are adults aged 19 to 65, diagnosed as acute severely-emotionally disturbed."

The video equipment is used for a multitude of tasks, she says. "For example, we develop situations and take turns role playing—say, in a work situation. Someone plays an employer interviewing someone else who may be playing an employee. They may change roles. Then we'll stop and play it back. Often we find a tremendous discrepancy between the feelings the person meant to express and the feedback on the screen. Sometimes we film without sound. Each person stands in front of the camera expressing an emotion. Then we play back the individual portraits and see what the group thinks."

Faktor stresses the equal participation on the part of both volunteers and patients. "In the beginning the volunteers directed—they told the patients what to do. The results weren't as successful. If you're not personally involved, it's difficult to criticize or appreciate what someone else is doing. Now we're all learning so much about ourselves."

Faktor points to another feature of the project: the fresh viewpoint of the volunteers toward the patients. The volunteers' "expectation level differs from most of the staff's and is catalytic to patient behavior change," she says.

For further information about the Volunteer Video Arts Project, contact Deborah Faktor, Volunteer Services Coordinator, Chicago-Read Mental Health Center, 4200 North Oak Park Ave., Chicago, IL 60634.

Ana Sánchez Demonstrates Dignity In Hispanic Community

When Ana Sánchez took a part-time job as a nutritional program aid, she did not expect to become so involved that she would want to volunteer another 30 to 50 hours per week. Nor did she anticipate that eventually she would receive an award from the governor of her state as well as national recognition for her efforts. The job was with the University of Massachusetts' Extension Program in Boston. Sánchez was hired to assist low-income, Spanish-speaking residents with nutritional budgeting.

As a former resident of Colombia, South America, and a welfare mother with three sons, Sánchez had some background on the problems faced by her clients. However, she was frustrated by the narrow limits of her job. "I felt that the families needed much, much more," she said. "In fact, we couldn't even accomplish what we were supposed to do unless we helped them with their basic needs."

Gradually, Sánchez added one volunteer project after another to her busy schedule. Her first major effort was the establishment, in 1973, of a Family Youth Center in the community of Everett, Mass. Staffed by volunteers, the center offered classes in English as a second language, babysitting services, a newsletter for the Hispanic community, and craft lessons. Sánchez also developed an outreach component to educate the community on the dangers of their children eating peeling flakes of lead-based paint from the interior walls of the old buildings in which they lived. After receiving training at the Boston City Hospital, she taught volunteers how to test children for lead poisoning levels in their blood in a door-to-door campaign.

Another project which Sánchez initiated was the establishment of a Spanish language corner at the Everett Public Library, which had special books and a story hour. She also found low-income, Spanish-speaking women to serve as translators for young teenagers who needed to talk with hospital social workers

As her commitment to the Spanish-speaking community grew, Sánchez was asked to participate on several advisory boards. She became a member of the Tri-City (Medford-Malden-Everett) Mental Health Board, where she lobbied successfully for a Spanish-speaking mental health counselor to serve those communities. She also

served on the boards of the local Office for Children and the Public Welfare Advisory Commission and was appointed by the governor to the state Advisory Board on Public Welfare.

In 1977 Sánchez was recipient of the local Voluntary Action Center award and a special citation from the Mayor and Board of Aldermen of Everett. In addition, she was a runner-up for the National Volunteer Activist award.

Elaine Kohn, director of volunteer services for the Massachusetts Department of Public Welfare, is a close friend and colleague of Sánchez. "Ana has demonstrated how continued association with the Hispanic community can make these people feel really important," she said. "It helps them learn to do things for themselves, to do something really well, to feel less isolated and alone, to work, and to achieve a status of dignity and self respect."

Still serving in a volunteer capacity, Sánchez recently turned to a different medium to extend her efforts in the low-income, Spanish-speaking community. "Spanish people respond almost more to films than they do to direct personal educational efforts," she says. "Through Elaine Kohn I met a producer, Paul A. Peterson, and he and I conceptualized a series of 12 films. They are designed to aid the urban Latin American family in understanding and coping with their new environment." The films cover practically every aspect of daily living from "Food and Household Shopping" to "Best Practices for Dental Health." Sánchez described them in a funding proposal which produced enough money to finance the one on mental health. She hopes that this film, which should be completed this spring, will persuade funding sources to underwrite the balance of the project. "The films will be distributed through Public Welfare's volunteer unit," she says.

"If these films do in fact become a reality, it will truly be a first," says Elaine Kohn. "Not only are we planning to involve the Hispanics that are experts in the field we are attempting to film, but also we plan to have input from the low-income, Hispanic consumer." In the past, she says, "Films of this nature have been translations of the English middle-class idiom and have met with little success with the low-income Hispanics."

Along with all of her other responsibilities, Sánchez attends Bunker Hill Community College part-time to obtain an associate in arts degree in human services. Once she completes her studies she plans to continue doing the same types of things for the community as she has in the past, but she feels the credential will help her.

"I find myself so frustrated at times," she says. "No matter what you do, it's difficult to show that it's needed. Some people are willing to listen only if you are a professional, with professional education. After all these years of working with the Spanish-speaking community, of responding to the values and needs of the people, of knowing just what a struggle it is for them to survive, I am still asked, "How do you know that such and such is what they need?"

"And another thing," she adds, now talking about the future, "I'd like to make sure that the social service agencies actually deliver what they're supposed to."

Hispanic Ldrs. Share Board Skills

A board training program for the Hispanic community of Worcester, Mass., has produced "a prodigious increase in social agency board participation," according to Dr. Melvin Delgado, one of the key sponsors of the program.

The city of Worcester, located 40 miles west of Boston, has a population of almost 200,000, of which approximately 9,000 are of Hispanic origins, predominantly Puerto Rican. Worcester has seen a rapid expansion in the number of Puerto Rican residents, from approximately 2,500 in 1971 to over 9,000 in 1975.

Four Worcester agencies played instrumental roles in developing, funding and implementing the Hispanic Board Training Program: The Association for Latin American Progress (ALPA), an Hispanic social service agency; the Worcester Youth Guidance Center's Hispanic Mental Health Program; the Community Outreach Division of the Quinsigamond Community College; and the United Way of Central Massachusetts.

Funded by the Allan Fund of the United Way of Central Mass., the program began in July 1976. The Worcester Youth Guidance Center designed the structure and content of the program, coordinated the recruitment of workshop instructors, and handled various administrative tasks. Quinsigamond Community College helped develop the model and assigned academic credit (a minimum of two semester credits) to participants. ALPA recruited program participants, provided technical support, administered the grant, and in collaboration with United Way, channeled trained Hispanics to agencies recruiting for board membership.

Training consisted of 36 hours of classroom instruction on organizational bylaws, parliamentary procedure, how to conduct a meeting, program planning and evaluation, budgets, fundraising and proposal writing, staff evaluation, community organization and the political process, and using the media.

Hispanic leaders from Worcester and other cities in the Northeast, with expertise in planning, administration, fundraising, etc., provided the instruction. They taught in Spanish, with English translations where necessary, and used a multi-faceted approach: lectures followed by workshop exercises and role-playing.

"In a typical exercise," says Delgado, director of Spanish programs at the Youth Guidance Center, "participants must plan a community program with a funding ceiling of $100,000. After they develop the program, members comment on the strengths and limitations of their plans. Then, after learning the principles of budgeting, they are asked to develop a budget for their program. At the end of the exercise, participants perform a short role play of a board meeting where the topics of program planning and budget are on the agenda."

During training, a pre- and post-test was administered to participants to detect their attitudes, expectations and knowledge of subject material. The trainers also conducted a role-playing exercise at the beginning and end of training to note the development of group skills.

Nineteen members of the Hispanic community completed the training program during the first year. Prior to the training, nine had had some board experience. After the training, 17 of the 19 members were on a total of 34 boards of directors.

"Although the United Way grant was instrumental," says Delgado, "some of the principles on which the program was based can be put to use with a minimal amount of funding. The pooling of expertise, for example, and multi-agency programming have endless possibilities. This is particularly the case in Hispanic communities. Once a cadre of leaders has been trained, they, in turn, can serve as trainers and role models for future generations of Hispanic leaders."

Delgado believes that advocacy at the board level has far reaching impact on program development and staffing patterns. "Hispanic leadership with board level training will serve as a catalyst for change in social welfare systems," he says.

For further information, contact Melvin Delgado, Ph.D., Worcester Youth Guidance Center, 275 Belmont St., Worcester, MA 01604.

Volunteer Week: April 16-22, 1978

National Volunteer Week represents a special time each year for local and national groups to honor their volunteers as well as publicize their programs.

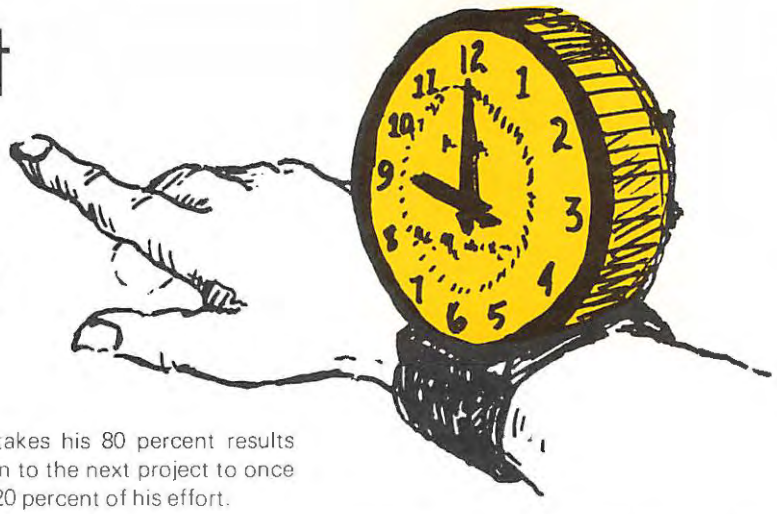
The National Volunteer Activist Awards highlight the week with special ceremonies for the finalists.

"Make the Most Wanted List—Volunteer" is this year's slogan. It will appear on the 1978 National Volunteer Week Poster and may be used by Volunteer Week sponsors to promote their activities.

Volunteer Week kits, containing "how-to" materials for honoring volunteers and publicizing special events, are available from NCVA. This year's kit includes two posters (one for National Volunteer Week; the other a reprint of the popular "Wanted" poster for year-round promotion); a ready-to-nse press release and radio spot in Spanish and English; a review of "the state of volunteerism," including the latest on legislation, insurance, trends; a camera-ready certificate of recognition; idea sheets; and more.

To order a kit, send $5.00 (must be prepaid) to National Volunteer Week Kits, NCVA, 1214 16th St., N.W., Washington, D.C. 20036.

Make the Most Of Your Time (Management)



By Anthony Arnieri

THERE ARE LITERALLY THOUsands of techniques for a manager to become more time effective. To the extent that the manager incorporates more and more of these techniques into his daily activities in a coordinated manner, he will become bit-by-bit more time effective. Unfortunately, no manager has the time available to develop skill in so many techniques. Practically speaking, the time effectiveness techniques available to the manager are unlimited, and his time available to work on such techniques is very limited. What is needed, then, is an approach that will allow the manager to identify and concentrate on the vital few techniques that will produce the greatest results. Such a concept does, in fact, exist. It is called the Pareto Principle, after Vilfredo Pareto who developed it.

The Pareto Principle states that 20 percent of the activity (the vital few) will produce 80 percent of achievable results. This has been found to have many practical applications in daily business situations. For example, 80 percent of sick leave is taken by 20 percent of employees. Eighty percent of daily file usage is in 20 percent of the files, and 80 percent of all telephone calls come from 20 percent of the customers.

Understanding the Pareto Principle allows the manager to leverage his effort. Once he realizes that he can achieve 80 percent of results by applying 20 percent of effort, he then realizes that if he applies the remaining 80 percent of effort, he only has 20 percent of results left to gain on any particular undertaking. So the results-oriented manager invests his 20 percent effort, takes his 80 percent results and moves on to the next project to once again invest 20 percent of his effort.

Anthony Arnieri is assistant professor and training program coordinator with the Department of Business, University of Wisconsin-Extension and the School of Business, University of Wisconsin-Eau Claire. A specialist in the field of time management and executive effectiveness, he runs training seminars in these fields regularly.

The Vital 20 Percent

If the manager relates the Pareto Principle to his effort of becoming time effective, he should identify the vital 20 percent of his activities and concentrate on them.

There are six major areas—the vital few—where the manager should concentrate his efforts to become time effective. They are:

- Personal organization
- Reducing task time through planned activity
- Eliminating unnecessary tasks
- Delegation
- Increasing personal output
- Understanding key time management techniques

If a manager understands these vital few techniques and practices them every day, he will greatly increase his discretionary time.

Let's look briefly at each of these six areas as an overview to make the manager aware of what they are.

The first of the vital few areas for the manager to concentrate on is personal organization. The manager must be personally organized and be able to manage himself before he can hope to extend his span of control to other people, ideas and things. There are three activities the manager should concentrate on to keep personally organized. First, he should know what activities he has to accomplish each day when he starts work. He should prioritize these activities so that he does the most important first, the second-most important second, and so forth. Second, he should keep his desk top clear and his personal work area, materials and files organized for efficient daily activity. Third, he should have a plan sheet, a "to do" list or calendar which will allow him to keep track of daily and future activities and ideas. If the manager concentrates on these three areas of personal organization, he should be able to make his 20 percent of effort achieve 80 percent of the results.

The second major concern of management time is to reduce his overall time to complete tasks in the long run through planning. Seneca, the Greek philosopher, once said, "No wind is the right wind for the sailor who knows not to which port he is going." In order to be successful at planning, the manager must first establish short and long-term goals and objectives and put them into writing. The short-term goals must then be converted to activities because one cannot accomplish goals, only activities related to those goals. The manager must continue planning consistently. Through this type of consistent planning the manager will be able to achieve significant reductions in the time needed to accomplish his activities over the long run.

The third vital area the manager should concentrate on is eliminating unnecessary tasks. It is the nature of management for the manager to be constantly under pressure to become involved in doing unimportant activities. The manager must constantly resist these pressures and concentrate on managing rather than doing. Even with a strong effort at resisting these pressures, many unnecessary tasks will creep into the manager's daily activities. Therefore, he must have a system to periodically identify and eliminate these unnecessary activities. Two approaches can be used here.

First, the manager should take a log of his time for a one- or two-week period, once or twice a year. Every activity performed during the day during this period should be accurately listed. At the end of the period, he should study the log and ask pointed questions of himself as to

why he is doing each activity and whether it is a management activity that contributes to his objectives. By using this approach many unnecessary tasks will be identified. Secondarily, he should comb his weekly calendar each week to see if he is doing any activities that he should not be doing.

Identify Unnecessary Tasks

Delegation is the fourth major area where the manager should expend his 20 percent of effort to become time effective. Every manager knows about delegation, but there are many barriers that cause the manager not to delegate. Some of these barriers are: upward delegation, overworked or incompetent subordinates, fear that the subordinate is after your job, and the feeling you can do the job faster and better yourself. The manager should be aware of these barriers and take necessary steps to overcome them. Once these barriers are eliminated, the manager should ask three questions: First, am I delegating everything that people reporting to me should do, can do or can be trained to do? Second, are my better people deployed full time on a few tasks? Do I avoid spreading them too thin over too many assignments? Third, do my people know before they start on an assignment what the signs of a job well-done are?

The fifth vital area the manager should concentrate on is increasing his personal output. This is one of the latest areas of development in time utilization. It is necessitated by the fact that business technology and the time demands on managers are accelerating almost at a geometric progression rate. These increased demands make other techniques such as delegation and elimination insufficient by themselves. The manager must use the delegation and elimination techniques in conjunction with increasing his personal output. The revolutionary and exciting techniques discussed here in increasing personal output were developed by James McCay in his book, *Time Management.*

McCay points out that, in order to increase personal output, the manager must first increase his frequency of periods of alertness during the day by winning back his time from preoccupation with daily habits. During these increased periods of alertness the manager is able to get results quicker by making faster mental pictures of what is involved. The second step is developing the necessary energy to increase output. This entails eliminating the negative factors that drain energy in vast quantities. The third concept is to continuously increase one's levels of knowledge about a subject which will allow him to be able to perceive and act on any situation related to the subject more quickly.

Use the Time Techniques

The sixth and final major area of concentration is the area of time techniques. As stated earlier, there are hundreds of techniques available. Of these, there are certain key areas where managers should invest their 20 percent effort. They are: running effective meetings, decision-making, communicating, controlling paper work and the manager/secretary team. If the manager can become effective by using the available time techniques in these areas, he will reap the benefits of increased discretionary time.

In summary, in order for a manager to implement a practical day-to-day time utilization improvement program he must recognize the three keys of what makes management time tick. First, he must understand time and its importance to his job and life. Once he recognizes this he must then recognize that putting effort into time management will benefit him personally by increasing his discretionary time. This is the motivation the manager needs to implement a personal program directed at improvement. Finally, the third key to what makes management tick is to leverage efforts by using the Pareto Principle and by concentrating on the vital few time utilization techniques that will produce the greatest results.

Reprinted from the July 1977 issue of The Toastmaster, *the official publication of Toastmasters International, the organization devoted to improving a person's listening, thinking and speaking abilities.*

A Time Management Reading List

(Note: Jesús Domínguez, the NCVA intern who compiled this list, found all of the books in a university library and most of them in a public library.)

Getting Things Done: The ABCs of Time Management. Edwin C. Bliss and Malcolm Hancock. Scribner's Sons, 597 Fifth Ave, New York, NY 10017. $6.95.

Concise and amusing entries, arranged alphabetically, containing direct advice for the best use of limited time for managers at all levels.

How to Get Control of Your Time and Life. Alan Lakein. New American Library, PO Box 999, Bergenfield, NY 07621. $1.75 (Signet paperback).

Written for executives and managers, this book covers the relation of time to work productivity, delegation of authority, organized decisionmaking and self-development.

Managing Your Time. Ted W. Engstrom and R. Alec MacKenzie. Zondervan Publishing House, 1415 Lake Drive, SE, Grand Rapids, MI 49506. 1974. 207 pp. $1.75.

Practical suggestions for making the most of your day—whether you are a fulltime housewife, student, businessman or volunteer administrator. Includes charts and outlines.

New Time Management Methods for You and Your Staff. A Training Kit. R. Alec MacKenzie. Dartnell Corporation, 4660 N. Ravenswood, Chicago, IL 60640. 1975. 314 pp. $47.50.

This training notebook, divided into 13 sections, identifies more than 100 reasons "why all the time there is not enough" for control or elimination. Also explains how to be more effective in managing time.

Organization Change—Perceptions and Realities. Wilber M. McFeely. Conference Board, Inc., 845 Third Ave., New York, NY 10022. $10.00.

A Conference Board report on the time frame for implementation of required changes in the attitude, outlook and behavior of various individual managers and groups.

The Time Trap. R. Alec MacKenzie. AMACOM, 135 W. 50th St., New York, NY 10020. $9.95.

A practical guide for setting short and long term goals as well as for keeping those goals on target.

ADVOCACY

Citizen Action-Research: A Tool for Change

By Bill Burges

The following article is excerpted, with permission, from Facts for (a) Change, *published by the Institute for Responsive Education in Boston, Mass. I.R.E. is a nonprofit organization that studies and assists citizen participation in educational decision-making.*

Facts for (a) Change *is an introduction to what I.R.E. calls "factual politics"—or citizen action-research. Although its emphasis is on citizen action-research for better schools, the book presents many examples of citizen involvement in other community issues. It is one of a five-book set resulting from an I.R.E. project funded by the Edward W. Hazen Foundation of New Haven, Conn.*

The complete factual politics series can be obtained for $14.00 from the Institute for Responsive Education, 704 Commonwealth Ave, Boston, MA 02215. The books also are available separately at the following prices:

Facts for (a) Change by Bill Burges—$5.00

Words, Pictures, Media: Communication in Educational Politics by Lloyd Prentice—$4.00

Facts and Figures: A Layman's Guide to Conducting Surveys by Bill Burges—$4.00

Collecting Evidence: A Layman's Guide to Participant Observation by Joseph Ferreira and Bill Burges—$2.00

You Can Look It Up: Finding Educational Documents by Bill Burges—$2.00

Bill Burges is a research associate at the Federation for Community Planning in Cleveland, Ohio. In addition to Facts for (a) Change, *he wrote* You Can Look It Up, Facts and Figures *and co-authored* Collecting Evidence *while working at the Institute for Responsive Education.*

Traditional school politics and the alternative of militant confrontation turn many people off. They discourage widespread, informed, and sustained citizen involvement. What is needed is a new set of tools for involving parents and other citizens. Tools that:

- Enable people to define issues that concern them
- Increase the level of knowledge and quality of communication about those issues
- Stimulate face-to-face interaction among people and between the people and their schools
- Develop and apply community leadership, talent, and resources
- Provide experiences that increase community capacity to understand and cope with tough problems.

Citizen action-research is one such tool. In an action-research project, local citizen and community groups . . . investigate community-defined issues. Action-research is geared to help people think clearly about an issue and find the resources they need to face it. In an action-research project, citizens develop skills in organizing, finding resources, gathering data, and analyzing the facts. They learn to evaluate data objectively, propose solutions, and act collectively to bring about change.

Action-research narrows the gap between social research and social change. Too many studies wind up in yesterday's newspaper because there has been no involvement by citizens in fact-finding or follow-up. Participation by the people who will be affected by policy and those who must act to make it happen is a form of community action that leads to change.

The process can be an effective one:

Item: In Springfield, Virginia, students and parents worked on curriculum evaluation projects that led to the creation of a permanent parent-student watchdog organization.

Item: In Gloucester City, New Jersey, senior citizens did their own survey of elderly needs. In cooperation with the school system and the state, they assessed problems and developed recommendations for policy-makers.

Item: In Takoma Park-Silver Spring, Maryland, fact-finding led to the formation of a local foundation to foster new approaches to community problem-solving.

Item: In Dedham, Massachusetts, a three-year League of Women Voters study of the public schools inspired the initiation of a town-wide, interagency coalition on public education.

You can do an action-research project on almost any problem in your community. Whether you are interested in the effects of local zoning policies, methods to stabilize taxation, the impact of highway contruction, or any imaginable issue, action-research is a valuable tool.

Four Approaches to Fact-Finding

The four methods most applicable to action-research are:

- Participant-observation field techniques
- Depth interviews
- Document research
- Surveys

Basic information about each of these methods is presented here. More detailed explanations of each are available in the following I.R.E. action-research publications: *Collecting Evidence, You Can Look It Up,* and *Facts and Figures.*

PARTICIPANT-OBSERVATION

Participant observation (P-O) is at once the most natural and unnatural, the simplest and most difficult of research methods. We are participants every day—in grocery lines, at work, in crowds and on buses. Sometimes we even closely observe what happens around us. But learning to observe in a systematic and reliable way, and to observe the right things, takes practice and skill.

A Variety of Field Techniques

The participant-observer uses a variety of field techniques including careful watching and listening, checking potentially relevant documents, and using unobtrusive measures . . . . This style of research is useful because it is realistic. You are immersed in the situation. The methods are flexible. Working hypotheses and questions can be shaped, discarded, reshaped, or developed as necessary. Naturally, these qualities make P-O methods particularly valuable in conducting exploratory, preliminary studies.

P-O is also of great value as a tool for gathering evidence about processes, the circumstances surrounding various events, or other observable conditions. P-O helps to answer such questions as:

- How are things happening?
- What is happening that we don't or can't usually measure?
- Under what conditions are things happening?
- Why are things happening the way they are?

In order to look at the value of these techniques, consider the idea that the quality of education is not only influenced by what is being taught, but also by how it is being taught. Some would argue, for instance, that a "hidden curriculum" operates in each school. This hidden curriculum, they would say, determines the ways in which schools most affect kids. The hidden curriculum of some schools might train the kids to be compliant, rigid, dull and obedient. At other schools it might be helping kids become independent, self-disciplined, active and curious.

How Do Things Happen?

- If you want a profile of your community, use census data. But also spend time on the streets, in the shops, and with the people.
- If you want to measure teaching quality, it's more important to observe than to check test scores.
- If you want to see a school day through the eyes of a student, spend a few days in the student routine. Then interview or survey other students to make sure your experience was typical.
- If you want to study discipline and student/teacher conflict, look for it. Watch the halls, passing doors, lavatories, assistant principals' offices and other key "switchboards" of conflict. All the action isn't in class.

In short, any time you want to know how things happen, why, and under what circumstances, use P-O. We seldom use it alone, but your project may require no more than first-hand observation. On the other hand, you may want to use P-O as a prelude to something more extensive. To paint a complete picture of any situation, you may need more than one technique.

Investigators Gathering Evidence

A participant-observer is like an investigator gathering evidence. Like Columbo and Woodward and Bernstein, s/he amasses facts by:

- Carefully recording observations
- Searching for clues
- Following leads
- Interviewing key informants
- Poring over relevant documents
- Building theory from fact, not molding fact to fit predetermined ideas

Facts rather than general impressions are the most useful observational data. The participant-observer strives to describe the costumes and settings accurately, record quotes verbatim, and detail individual and group behaviors thoroughly. Prejudgment is scorned; judgment flows from the facts. The goal for the participant-observer is to construct an accurate, plausible explanation, to build a persuasive case.

The Access Case

Getting access to information can be a serious problem for action-researchers. The problem is especially acute if you want to use P-O. You may find that the only way to do field research at a school is to "get in" through the eyes of student observers or cooperative teachers. Unfortunately, many school administrators are reluctant to open the doors to outside observers, especially parents and/or evaluators.

The alternative is to demand access by "standing up for your rights." But access based on demand can lead to a climate of mistrust and/or hostility. Collaborative efforts at reform with school officials may be impossible as a result of bad feeling. You'll be on the lookout for "negative facts." School officials will be defensive and protective. Meshing hostility and objectivity is an almost impossible task. The only way to avoid this problem is to counteract it before it begins.

Invite school officials into your research process from the start unless you are sure they will obstruct it. By inviting them to share in the research you can develop more trusting relationships with school officials. Make no mistake about it, you may have to move more slowly when you're working through official channels.

On the other hand, the collaborative approach can involve the people who open doors. In the long run you get things done more quickly and thoroughly than you could on your own. You also build support for change among those who must implement it.

DEPTH INTERVIEWING

Depth interviewing is a field technique that falls under the participant-observation umbrella. Depth interviewing can be used with P-O, as a complement to surveys, or alone.

We know of one group in Maryland that used depth interviewing to great advantage. They interviewed two hundred community leaders about local problems and potential solutions. At the close of each interview, they asked the respondent for names of others they felt should be interviewed. (This is called a "snowball" sample.) Soon the respondents became committed to helping the interviewers. The interviews and the report that followed resulted in the creation of a small foundation to fund local attempts to solve local problems.

The depth interviewer knows in advance what s/he wishes to cover during a thirty-minute or two-hour conversation. The best approach is to have prearranged but flexible questions. Then compare responses from several respondents. The strength of this approach is in the researcher's ability to discover and explore matters s/he had not even considered iu advance. So the interviewer must remain flexible.

Using Informants

Some people have access to information that is otherwise unobtainable. Others have special skills and knowledge about particular situations. The best informants are "insiders" who know things that are not public, and who are willing to "leak" information.

Reliable informants often have either broad access to total situations or specialized access in one area. Custodians, for instance, generally have a picture of what is happening in a school. They have contact with the students, teachers and administrators. Secretaries, bookkeepers, and committee vice-presidents have access to knowledge about specific areas.

"Experts," "decision-makers," and "leaders" are usually poor informants. Too often they have a narrow, biased, or defensive point of view.

Look for the "switchboard": someone who is at a key point in the flow of communication but without any axe to grind.

Probing

Finding out what happened at the secret meeting or executive session or what's inside "the books" is not easy.

The behind-the-scenes facts of the matter emerge only after careful probing. Informants may be reluctant to tell too much or to reveal "hard facts" until you've built an atmosphere of trust.

Working with informants can be frustrating and painstakingly slow, but the potential payoff is high.

- Be patient.
- Question carefully.
- Don't ask too much too soon.

Some journalists use this technique very well. In *All the President's Men*, Watergate investigators Carl Bernstein and Bob Woodward provide many vivid examples of the delicate, persistent probing that is required with reluctant informants.

Depth interviewing is not always as exciting as it was for Woodward and Bernstein, or as it is for Columbo and other TV detectives. It requires perseverance, imagination, flexibility, sensitivity to hints and clues, and willingness to ask tough questions. It is among the most productive aud efficient action-research methods.

USING DOCUMENTS

Books, articles, court decrees, public and semipublic documents and other written information can be valuable. These are especially good sources for background information, informed opinion, and problem-solving ideas. Many people may have done prior research on your researchable problem. Finding the research that has already been done will prevent you from reinventing the wheel.

Prescreening

It is important to prescreen literature by asking for suggestions from well-read resource people. Librarians, advocacy planners, university professors, graduate students, community workers, and school professionals may be helpful. Spending an hour or so with someone who knows the literature will help you zero in on the most important material.

Find out what's available in local libraries. University libraries usually have the best collections of literature on education. They are more extensive than all but the largest public libraries. On the other hand, public libraries may have local news, picture files, or subject files that can't be found at the university. It's worth your while to develop a road map to relevant readings.

Don't use libraries exclusively. Find out what bookstores stock up-to-date material on your subject. Check to see where public documents are located, and how to get access to them. Look for films, slides, recordings, and other audio-visual materials. Libraries may be the most extensive source of information, but there are other possibilities too.

Where You Can Look It Up

The following list highlights the array of written sources on education. These are explained more fully in *You Can Look It Up*.

- **Current books and periodicals** provide information on many topics in education. Large libraries and university collections have the most material on education. Another excellent source is the "professional library" maintained by most local school systems. You'll also want to check bookstores for current paperbacks.
- An **index** tells you where to find books, articles, and reports. The *Education Index*, the *Reader's Guide to Periodical Literature*, and the *New*

York Times Index will be helpful.

- **Periodicals** are the best sources of current studies, facts, statistics, and professional opinion.
- **Bibliographies** list books. Some are general, such as *Books in Print*, which is available at almost any library or bookstore. Others are specific, such as Don Davies' *Citizen Participation in Education: An Annotated Bibliography*. Annotated bibliographies have a capsule description and/or critique of each listing.
- **Newspapers** are a rich source of information about local issues and problems. They have current files on news events. They help sort out the personalities, issues, backgrounds, and decisions that relate to local news events and developments.
- **Government documents and reports** are excellent background material. The *U.S. Census* report on your area will help you answer socio-economic and other population-related questions. Your town or city report, and those of various other local agencies, can also assist you. Federal and state government offices (e.g., U.S. Office of Education, State Department of Education) publish and list reports that may be related to your researchable problems.
- **Public and quasi-public records** include valuable facts. Annual reports and financial statements, legislative documents, court transcripts and decrees, minutes of meetings and hearings, city and county codes, and charters and bylaws are several sources of facts you may need. The list is long. The trick is to become familiar with agencies and people whose business it is to know what's available. By working with them you'll develop your own mental inventory.

Advantages of Document Research

The following example demonstrates how using documents helps build community skills and teamwork:

I.R.E. worked with an inner city neighborhood organization in Boston that recently solved a "flooding problem." Basements of local homes had mysteriously flooded, causing substantial inconvenience and property damage to poor and working class residents. Nobody was willing to take responsibility for the flooding. And nobody in the area knew the cause.

The organization's community organizers developed a group of thirty residents to investigate the problem. They pored over underground maps and engineering reports in city offices and public works agencies. It was a demanding and time-consuming process, but it worked.

These action-researchers found evidence which (they believe) demonstrated an underground stream was rerouted unintentionally during a public construction project. Because this informal action-research group dug up this evidence, residents are now negotiating a settlement with government agencies.

They also undertook a subsequent project—monitoring the quality of food at local markets—in cooperation with the Massachusetts Attorney General's Consumer Protection Division.

SURVEYS

Of all research methods, the survey is the one most people are most familiar with. Surveys employ questionnaires administered by mail or interviews conducted by the action-research group. Interview surveys can maximize human contact and interaction around an issue that can create an atmosphere conducive to change. Widespread participation and advocacy for change can be blended into a citizens' survey.

The Gloucester City Elderly Project

In Gloucester City, New Jersey, senior citizens surveyed the needs of the elderly. Led by a volunteer committee and assisted by the local school department, they recruited and trained interviewers, prepared questionnaires, conducted the interviews and analyzed the facts. The survey reached over half of the city's 2,000 elderly residents. That **sample** is far larger than necessary in most cities or towns. (A *sample* is a segment of any population taken to represent the whole population.)

According to local officials, the survey increased local awareness of elderly problems and concerns. It stimulated face-to-face discussion among the elderly themselves about the issues. It drew the attention of local and Philadelphia newspapers, and of local public officials. Citizens from other parts of the country have inquired about the project.

The project provided an important example for other groups who want to use surveys seriously. First, the local schools and the elderly procured a small grant from the State of New Jersey. Then the local elderly, assisted by the Adult Continuing Education Center of Montclair State College, developed the instrument itself. The school system and the local Masons provided meeting space and other resources.

The project proved that concerned citizens can attract the support from the "outside" to help them tackle tough problems.

A Survey Is a Way to . . .

Surveys are the best ways to gather data from a population sample, such as randomly selected students in a school or voters in a community. By compiling the responses to the questions in a survey, you can get useful information about:

- Attitudes and opinions
- Levels of public knowledge
- Social and economic characteristics, such as income, education levels, ethnic background
- Stated behavior (what people say they are doing, or have done in the past, or plan to do in the future)
- Relationships between various phenomena, called **variables** in the

language of researchers. (A *variable* is a factor, event, thing, or phenomenon that can be measured. "Age of teachers" is a variable, for instance, as is "ability to relate to students." Each can be measured in a survey as can the relationship between them.)

"Testing" Relationships

Measuring or "testing" relationships between variables is the most difficult form of surveying you are likely to try. Relationships that are suggested in exploratory studies or formulated in your mind should be tested, however. One good way to do so is to state the variables in hypotheses.

Say that your researchable problem deals with improving the level of citizen participation in school affairs. Your exploratory study leads you to believe that the highest participation is found among people with the greatest number of years of education. If the survey is to be a guide for future action, you might test some hypotheses about maximizing the high potential involvement among the well-educated. Similarly, you could test the relationships between less well-educated people and various methods to involve them.

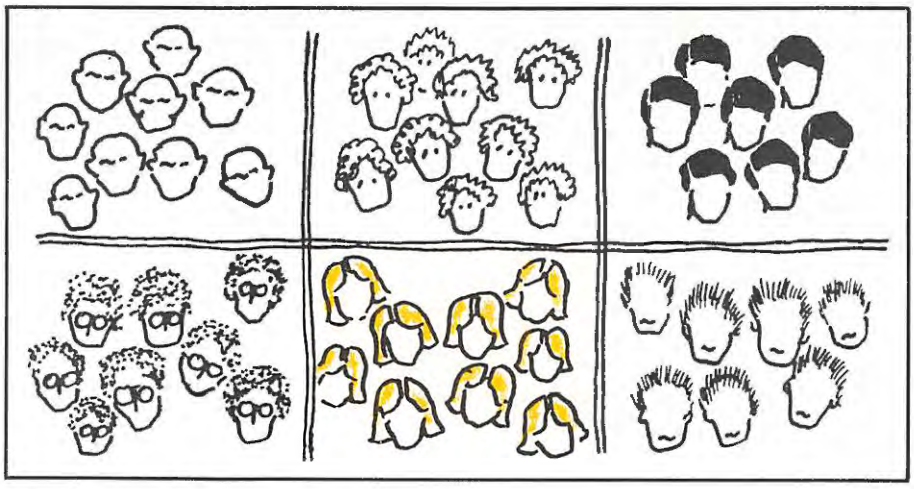
Here are some possible hypotheses:

- We can involve more well-educated people by asking those already involved to recruit their friends.
- Less educated people will become involved on a wider scale if we can identify the issues that concern them.
- Issues don't really matter; people will become involved in projects and organizations if we can get their friends involved.
- Less educated people aren't involved because local parents' organizations project an upper middle-class image.
- Less educated people aren't involved because they are satisfied with the schools.

Selecting the Sample

One of the first steps in survey research is to define the population you want to learn about. Is it all citizens in the community? All property taxpayers? All parents? All high school seniors? All people over 65? All parents of elementary school students?

Typically, that population is too large to survey completely. Interviewing every member of it would be too time-consuming and complex. Data analysis would be an impossible and endless task. Fortunately, you can draw a sample of the population. Properly done, a **random sample** yields excellent results. (*Random selection* means that each member of the population has an equal chance of being chosen for the sample. In other words, it means chance selection.)



The easiest way to draw a sample which adequately represents the larger population is from a complete list of that population (a list of all teachers, all parents, all students, etc.). To some extent, the question of what population to study is answered by the question, "What lists are available?" One could obtain accurate lists of all teachers, students, or parents from the schools. You could obtain accurate lists of all property taxpayers from the tax rolls, of all attorneys from the phone book.

But some lists are harder to come by. Say you're looking for a list of all people over 65, or under 25, in your town. In some locales, the street listings include ages of the residents. In others they do not. It may be difficult to get a population list, much more to take a sample.

Furthermore, be aware of bias in lists. It may look like a telephone book comprises a total listing of community residents. In fact, it excludes those who cannot afford phones. Voter lists include only those who register to vote, not all parents or taxpayers.

How to Pick the Sample

Assuming that a reliable list is available, a random sample can be selected in the following way. Decide how large a sample you need. The more homogeneous your population, the smaller the sample. Divide the sample size into the total population. You will get a numerical answer "N." Then, starting with any number, choose every "Nth" name on the list. Those chosen become the recipients of the questionnaire.

In a field test involving a community school council in Worcester, randomness was not used in drawing the sample. In order to administer its survey, the council held a series of "block coffee hours." Everyone was notified; anyone could attend. Anyone who attended received the questionnaire and participated in discussing the issues after answering it. Since a major goal of the Worcester project was to bring together people with an interest in the community school's activities, randomness was not a prime consideration.

As you can see, action-researchers can face some difficult sampling problems. These are compounded by the fact that most citizens have limited time and no budget with which to overcome these problems. Get the best, most random sample possible within the bounds of practicality.

Questionnaire Construction

Questionnaire construction should be approached with great care. Although most citizen groups are able to construct excellent question naires, this is an important step and certain rules should be followed. The questionnaire, of course, represents the action-researchers' best guesses about what factors are relevant to the researchable problem. If key factors are missed, there is no way to recoup them after the survey is complete.

The questionnaire must be comprehensive—yet not so long that it discourages the respondent. In Wareham, hundreds of possible questions were brainstormed and then condensed into a list of thirty. Your group can be just as successful at synthesiz-

ing its concerns. Summarize your concerns. Then write the questions.

The following rules of questionnaire construction should be helpful:

- **The early questions should be the least difficult, threatening, and personal on the list.** Ask very personal questions only after the respondent is feeling comfortable, well along in the survey. A respondent may be more willing to reveal the family income after s/he is "warmed up" to the survey.
- **Strive for clarity.** Write, rewrite and edit all questions with an eye for confusing words, double meanings, and other sources of misunderstanding. If a question means different things to different people, then responses will be based on different perceptions. That question, then, is worthless.
- **Use close-ended questions whenever possible.** Close-ended questions have fixed-alternative answers such as yes/no, ranking, rating scales, multiple choices, etc. Despite the fact that open-ended questions add richness to your survey, they are very difficult to categorize and tabulate.

A few open-ended questions bring a "human dimension" to the responses. But they are primarily for in-depth interview work with small samples. The larger the sample, the more pronounced the need for closed questions.

- **In constructing the answer choices for close-ended questions, be sure that the categories are exhaustive and mutually exclusive.** Suppose the question is, "How many years of schooling have you had?" The answers—(a) 1-9 yrs., (b) 10-12 yrs., (c) 13-16 yrs.—are not exhaustive. The categories exclnde all those with less than one year and more than sixteen. But the categories are mutually exclusive: No person can fit into more than one of them.
- **A questionnaire should guarantee the anonymity of the respondent.** The obvious means of identification should be absent. And no questions so specific that they reveal the respondent's personal identity should be asked. Always assure the respondent in writing (and during the course of the interview) that no personal identification is being recorded.

Methods of Conducting the Survey

The three most common ways to conduct a survey are:

- Face-to-face interviews
- Telephone interviews
- Mail-out questionnaires

In general the mail-out questionnaire is least useful. It fails to stimulate face-to-face discussion. It doesn't require much volunteer assistance. So there are fewer opportunities for involvement. It usually yields a low rate of return.

Nonetheless, if your group is small or trying to reach a very large sample, the mail survey may be for you. If you can't expand your group or get enough volunteer interviewers, the mail survey's efficiency of distribution is a big advantage. Other advantages of the mail survey include anonymity and lack of bias due to the style of different interviewers.

Mail surveys invariably suffer from the low response rates, so anything you can do to motivate the recipients to respond will be a plus. You should:

- Make the survey neat and attractive in format.
- Be sure to inclnde a full statement about your group and its purposes.
- Publicize the fact that you are doing the survey.
- Send an advance notice to each member of the sample.
- Enclose a cover letter.
- Include a stamped, self-addressed return envelope.

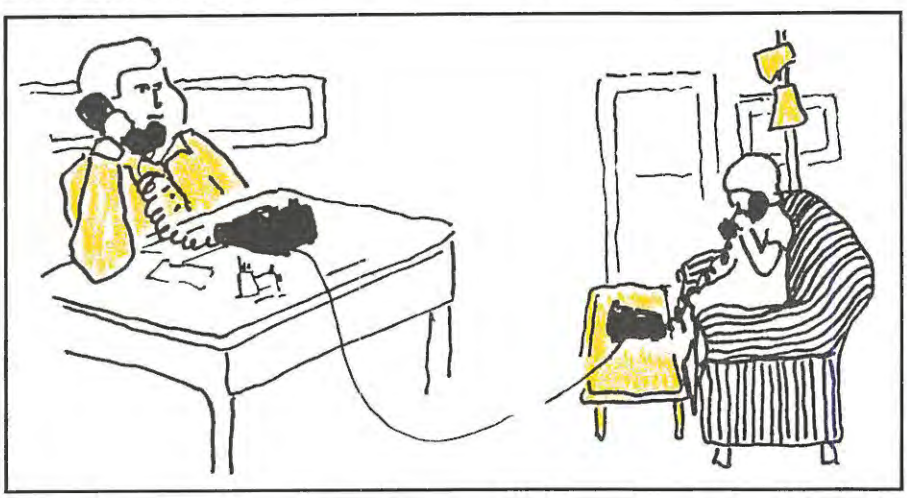
Be prepared to send cards or make calls to those who do not respond. As a rule of thumb, expect 10% to 20% of the sample to respond after the initial mailing. Another 10% to 30% may respond after one or two follow-up requests. So, although the mail-out is easy to distribute, it is not particularly easy to retrieve.

One variation of the mail-out survey compensates for many of the weaknesses listed above. Deliver the surveys by hand, and explain the purpose and importance to each member of the sample. Ask respondents to complete the survey within a few days. Then remind them by telephone. A week or so later, pick the surveys up (or have them mailed back in a prestamped, self-addressed envelope.) This variation requires fewer volunteer surveyors, creates public contact, and improves your response rate.

In action-research the quality of action is as important as the quality of research. Thus, the one-to-one discussions, personal contacts, and wide range of volunteer opportunities provided by personal and telephone interviews fit best for action-research. They take longer to administer than the mail-out. Face-to-face interviews take from fifteen minutes to over an hour; telephone interviews ten minutes to half an hour.

The phone interview omits those who do not have telephones (usually low-income people) from the sample. But it has positive qualities you shouldn't ignore. It generates personal contact. It is relatively flexible and quick. It does not require the interviewer to leave home. Advance appointments are usually not required. Many people seem to feel more comfortable being interviewed at a distance; and most interviewers would rather call than knock on doors. Several attempts can easily be made to contact each respondent.

Once you decide on the appropriate method, you can develop your own research instrument. This is another point in action-research where you have great opportunities to involve people. By involving people in building the instrument you can increase their commitment to the project and the issue. More important, you'll be giving them a sense of involvement and influence that is so missing in today's world.



RESEARCH

Volunteer Researchers Pay Off

By Ronald Lippitt

• Most grants for a special project to develop a volunteer activity require some type of evaluation of the project's success or call for a needs assessment procedure.

• Increasingly, agency boards are asking for information about the pay off of various program activities in making their program and budget decisions.

They ask, "Were attitudes toward the teenagers' work affected by the 'older friend project'?" "Did the tutorial project improve the motivation to learn?" "Were the retirees helped by the preretirement sessions presented by the volunteer team of retired persons?" "What evidence is there that this service is actually needed?" "Was littering actually reduced by the squad of 'litter awareness' volunteers?" The answers to such questions are urgently needed by every program leader and every policy board.

The great dilemma for most program leaders is that they lack the funds "to do a real evaluation," and "very few respond to those questionnaires." Almost all significant needs assessment and evaluation efforts require human, rather than paper-and-pencil, instruments. What is needed are interviewers, observers and analyzers of records.

A great stumbling block, however, is the myth that such data collection and analysis activities require the skills of professionally-trained research personnel. The evidence is to the contrary. Volunteer researchers are a great resource!

In a number of projects I have discovered that:

• Research activity is a very attractive opportunity for many volunteers, ever more appealing than direct service functions.

• There is a very high motivation to learn research skills and "become a researcher."

When we think of potential roles for volunteers in our organizations, we tend to think of direct service activities with clients, or administrative functions, or policy-making responsibilities on boards and committees. I urge you to think of research volunteers as another important part of the team.

• Most who volunteer for research opportunities become very competent in carrying out the needed function after two or three training sessions with supportive supervision.

• Participation as a volunteer researcher generates very high involvement in the program of the organization and in getting the data utilized for program improvement.

Here are a few snapshots of volunteer researchers at work:

Community Survey

An interagency committee wanted a diagnosis of community attitudes toward the nature and adequacy of youth services and perceptions of the causes of prohlem behaviors. The committee decided to interview a stratified sample of youth and adults representing all areas of the city, ethnic and racial populations, education levels, etc. Three hundred volunteer interviewers were recruited so that every person was interviewed by someone of the same sex, race and approximate age level. The committee recruited volunteers by having announcements made in churches, service clubs, schools and newspapers.

In three weeks they had plenty of recruits and a very enthusiastic participation in the first training session. Orientation included review of the interview schedule, role-playing demonstrations and sessions in small teams. Volunteers were asked to make a commitment to try out one interview before their next meeting. At their next training session each interviewer received an assignment (a quota of two or three interviews). He or she was linked to a volunteer helper responsible for reviewing the interviews as they were turned in and serving as part of the analysis team. Several professional researchers judged the quality of the interviewing and the coding highly proficient. Motivation of this "community research team" was tremendous, as indicated by its desire to follow up on the findings presented in feedback sessions to community leaders.

Organizational Effectiveness

In another project research was needed to discover the reasons for effective and ineffective functioning of parent-teacher associations in a variety of communities. A group interview procedure was selected in which a pair of interviewers conducted group interviews with the executive committees of each of the associations. Volunteers were recruited from the leadership of other associations. Several pairs from the same geographic area were trained through listening tapes and role-playing practice.

Within a three-month period all of the interviews were completed and coded by a professional research or-

Ronald Lippitt is chairman of the executive committee of the Alliance for Volunteerism and retiring president of the Association of Voluntary Action Scholars. He is professor emeritus of sociology and psychology at the University of Michigan and was a program director in the Institute for Social Research for 25 years.

ganization. Again, the professionals stated that the quality of the data was comparable to those produced by their network of interviewers. Many of the volunteers felt that the training and conducting of interviews had been their most meaningful volunteer experience.

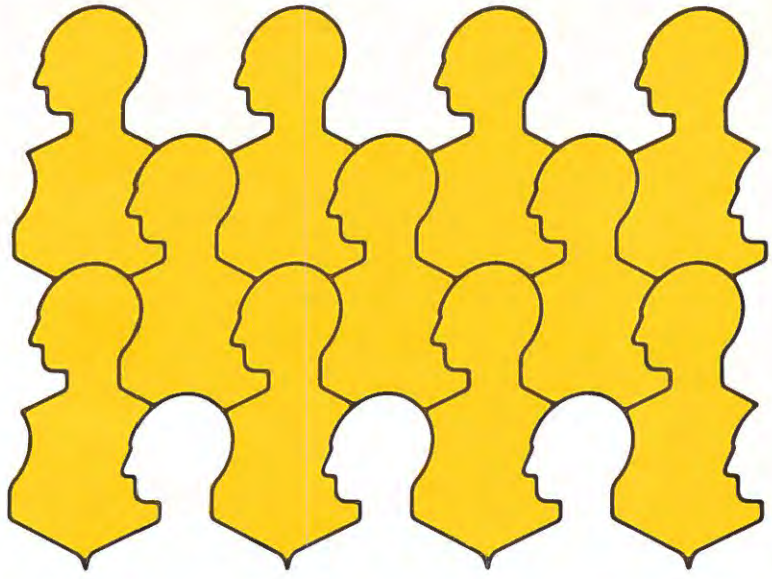
Workshop Followup

A religious organization wanted to know whether its workshops for youth leaders were effective and if other types of support were needed. The group recruited research volunteers from the participating churches to follow up on the workshops. It trained the volunteers to use three types of procedures: individual interviews, telephone conversations and meeting observations. The needed data and analysis would have required a budget from $35,000 to $50,000 for any professional research group. The $2,000 accounting submitted for the project represented travel expenses, telephone costs and box lunches for the training sessions and the evening analysis periods.

Several of the volunteers, including three retired persons, had backgrounds in social science training. They were able to collaborate effectively with the professional staff person who was devoting only quarter-time to the project. Again, there was evidence of the volunteers' high level of motivation, responsibility and disciplined competence in collecting and processing the information and developing some creative visual presentations of the findings.

I could report a variety of other exciting projects where volunteers of all age levels and educatioual backgrounds have found a rewarding experience in functioning as volunteer fact-finders, analysts and reporters.

When we think of the various potential roles for volunteers in our organizations we tend to think of direct service activities with clients, or administrative functions, or policy-making responsibilities on boards and committees. I urge you to think of research volunteers as another important part of the team. You will find they are a great pay off in providing crucially-needed accountability data and needs assessment information. At the same time, you will be providing a significant volunteer opportunity to many who find it very attractive.



THE INVOLVEMENT CORPS II

By Linda Bristow

IN RAMER, TENN., THEY PLANTED four acres of soybeans to finance a new community park while cultivating human potential. In San Francisco, Calif., they cleared trails at a summer camp for the blind, opening up new paths of human dignity as well.

They are secretaries, truck drivers, in-plant managers, machine operators, company presidents, skilled and unskilled laborers—all corporate employees united in the common goal of tapping *all* of the corporation's assets—not just its contribution dollars.

The Xerox Corporation states the matter simply and accurately: "Xerox people + Xerox funds = effective community involvement."

Awareness of community needs and recognition that the community includes corporations with manpower, resources, knowledge and energy generated a California-based program called Involvement Corps.

Since its beginning in 1968, Involvement Corps has assisted more than 100 corporations, ranging in size and purpose, in all phases of development and operation of a corporate-community volunteer program.

Northern California Involvement Corps Director Loyce Haran sees the corporation as an untapped resource in terms of volunteer recruiting. "There used to be a time when a social service agency could go out and recruit volunteers from an existing pool," she says, "that pool being the homemaker—a woman who had the time and wanted to do something for the community.

"That pool is drying up. These women are working or going back to work. So people are beginning to look at corporations in a new light. Where can you go to find as many human resources in one place as in a corporation?"

Haran believes that it's time for the social service agency to reevaluate its tactics. "The social service agency has to change its program," she says. "It has to make opportunities available to people who work eight hours a day, opportunities to participate, perhaps, on a lunch hour or right after work.

"The agency also has to assess needs that would be challenging to people in

Linda Bristow, a free-lance writer in San Francisco, is a publicity consultant to Involvement Corps.

corporations," she says, "people who have unique abilities and skills to do things other than just work in direct service with people."

Out of the Involvement Corps experience, three basic program models, diversified in scope and intensity and adaptable to all types of corporations, have emerged.

The Volunteer Coordinator Program is one in which a full-time volunteer coordinator is hired by the corporation or through the Involvement Corps. The coordinator works with a support committee of employees to select projects, plan and organize activities, match employee skills and interests to appropriate community programs, arrange for speakers to come into the corporation, and act as a liaison between the corporation and the community.

Voluntary action possibilities are numerous, as illustrated by the Foremost-McKesson Involvement Corps program at corporate headquarters in San Francisco. Employees take children on outings, visit the elderly in nursing homes, raise money for social service agencies, work with the mentally and physically handicapped, and deliver meals to shut-ins. They are involved either individually or through a group.

Foremost-McKesson employees also serve the community at the management, or professional, level of expertise. The assistant personnel manager for the Western Region Dairy Division interviews soon-to-be-released inmates of San Quentin for possible employment. The McKesson International Design and Communications department creates logos and magazine advertisements for community agencies.

In-house donations of wheelchairs, health and beauty aids, and food and dairy products from each of Foremost-McKesson's operating companies further enhances the effectiveness of this volunteer program

SAGES – Scientific Advisory Group for Enviromental Services – was established at Lockheed by the National Management Association in early 1970. It is representative of the second corporate volunteer program model, the Technical Expertise Model.

The basic objective of the SAGES program is to provide scientific and professional consulting services to communities and agencies. Since its founding, SAGES has demonstrated that aerospace engineers and scientists can utilize effectively their knowledge in solving local and community problems.

SAGES has a pool of approximately 75 volunteers with an interest in dealing with community problems of technical nature. Requests are screened, and once accepted, a team of two to five volunteers takes on projects such as small business counseling, transportation surveys, city planning and land usage studies.

Ed Sterns, director of SAGES, comments on the success of the program from the volunteer's standpoint. "Employees want to give their services," he says. "SAGES provides the assurance that someone wants and needs these services."

The Community Involvement Team – the third model – demonstrates the effectiveness of employees working as a unit in groups of six to eight members. One person is designated coordinator, who in many companies is given a half-day of released time to carry out team projects more effectively. The group decides which projects or community agencies they wish to get involved with and what to do. Then they recruit other volunteers in the company for these projects.

This program model has been adopted successfully on a nationwide basis by Levi Strauss, Xerox and many others. In each branch community involvement team members identify needs of their communities, which range from dental education and hygiene programs to job interview seminars for inner-city youth.

An essential part of the Levi Strauss and Xerox programs is that corporate funding is made available to community involvement team projects. The corporation's money is cycled into projects chosen, sponsored and operated by its employees.

Describing the Community Involvement Team's success, a division personnel manager at Levi Strauss said, "'Levi's Is People' is more than a motto. When I go through one of our plants and see everybody excited about the new team project and hear how they feel about their company and how the foundation is helping out in town with a project that the Community Involvement Team is working on, I just know they feel good about their jobs and themselves. And so do I!

"I don't know how to measure it, but I know that giving people a chance to express their concerns in their community and backing them up is as good for morale and job performance as it is for the group that is being helped."

For further information on corporate volunteer programs, write Involvement Corps, 621 South Virgil, Los Angeles, CA 90005.

Workshops on Corporate Volunteerism

Through a grant from the Alliance for Volunteerism, the Involvement Corps is pleased to provide training for agencies who wish to develop a corporate volunteer program. Workshop topics include:

- **program models**
- **marketing**
- **recruitment**
- **placement**
- **energizing volunteers**

Seattle, Wash. Feb. 23-24, 1978

Contact: Marsha Congdon, Washington State Office on Volunteerism, Office of Community Development, Olympia, WA 98504, (206) 753-4901

Richmond, Va. April 3, 1978

Contact: Betty Bean, Virginia State Office of Volunteerism, 205 N. 4th St., Richmond, VA 23219, (804) 786-7325

St. Louis, Mo. April 4-5, 1978

Contact: Robert Fowler, Missouri Office of Volunteerism, Office of the Lt. Governor, State Capitol, Box 563, Jefferson City, MO 65101, (314) 751-2781

BRIDGING THE GA

By Michael C. Ritchey

New York as the "Big Apple" was the theme of the Corporate Volunteer Coordinators Council's fair in New York City (above and below). In Chicago (center photos), the VAC helped Sears stage a fair complete with entertainment and "I'm a Pearl" buttons. And a fair at the Mutual of New York home office (far r.) gave employees a chance to volunteer with one of 18 agencies.

"IT LOOKS LIKE WE'VE GOT A HIT on our hands." With that phrase James Devitt, president of Mutual Life Insurance Company of New York (MONY), summed up his company's first foray into corporate volunteerism. MONY's vehicle, like that of many other companies large and small, was the corporate volunteer fair.

The volunteer fair bridges the gap between potential volunteers within a company and the nonprofit organizations they can serve. When MONY sponsored its first fair last spring, representatives of volunteer groups set up information booths at the company's business offices and spoke directly with employees. Bill McGuire, manager of press and community relations, described MONY's experience:

"The fair was our choice among the several ways of encouraging employees to become volunteers," he said, "because of its directness and because other companies have tried it with success.

"Our first step was to settle on a date and time, and then to invite representatives from about 20 local volunteer organizations. We chose to have the fair during the lunch periods, since it would be located on the same floor as the company cafeteria and would be easy to have traffic flow from 'food to fair'.

"By having spokespeople on hand who could sign up volunteers directly, we avoided any feeling among employees that the company could somehow try to 'take credit for my volunteer work'. The recruiters that came from the various agencies proved to be excited and enthusiastic and were largely responsible for the ultimate success of the day.

"Our theme for the fair was 'Take a Bite of The Big Apple . . . Get Involved'. Posters and display cards were developed and posted on cafeteria tables to generate publicity. Other elements of the publicity campaign included an appearance by a celebrity guest, Cal Ramsey, former New York Knicks basketball star and executive with Opportunities Industrialization Centers.

"Despite all the planning, the unknown element was, of course, how many MONY employees would actually attend.

"We weren't disappointed. During the two-and-a-half hours of the event, 500, about half, of our home office employees were intrigued enough to stop by and nearly 50 of those did sign up with an agency. It was, from all vantage points, a success."

THE CONCEPT OF CORPORATE volunteerism—which embraces *people,* not just money—is beginning to realize its potential in the '70s. For many companies it's not a matter of whether or not to become involved—it's how to go about it. Ways and means are as diverse as the companies themselves, but the corporate volunteer fair is one method that has proven effective in a variety of circumstances.

This breed of company involvement is

voluntary action leadership INDEX

Spring 1975—Fall 1977

At last! Here's the first comprehensive index to all *VAL* articles beginning with the Spring 1975 issue through Fall 1977. Because of the number of reader requests for this reference, we will make the index an annual feature of the Winter issue.

A limited number of back copies of *VALs*, except for Winter 1977 and Fall 1977, are available for $2.00 (pre-paid). In addition, for $1.00 apiece, we have reprints available of "What About the Staff?", "Is Anybody Listening?", "How to Get a Man," "In Boards We Trust," the Communications Workshop and Special Event series, and "101 Ways to Give Recognition to Volunteers." Sorry, we cannot provide copies of other individual articles.

The index lists every article by title (then author, department, issue and page number) in chronological order under the following categories: (Note: Book reviews are listed by book title in italics; articles with no titles are listed by subject and are not capitalized.)

ADMINISTRATION (See **BOARDS, EDUCATION, EVALUATION, RECOGNITION, RECRUITMENT, TRAINING**)

Increasing responsiveness to client needs. David Horton Smith, Research, SPRING 1975, p. 8.

It's a Question of Survival. Ellsworth Culver, As I See It, SPRING 1975, p. 2.

What About the Staff? Elizabeth Cantor and Margaret Pepper, SPRING 1975, p. 10.

Money: Where Does It All Go? The Evolution of Accounting and Financial Reporting for Voluntary Health and Welfare Organizations. Milton Fortson, SUMMER 1975, p. 23.

Principles of Association Management. American Society of Association Executives. Reviewed by J. Dale Chastain, Books, WINTER 1976, p. 29.

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D—The Corporate Volunteer Fair

a relatively recent phenomenon. It was first born in the patriotic fervor of World War I with bandage-rolling and Liberty Bond drives. After the post-war dormancy, when efforts were sporadic and isolated, business again rallied to launch bond drives and other projects during World War II and added the new wrinkle of lending talent to staff federal posts and mobilize industry. This time the interest endured into peacetime.

Then, in the '60s, as much of society's comfortable fabric was torn, some elements of business retreated. Others forged ahead.

With the reshaping of the national agenda, business came to realize by the turn of the decade that involvement meant not only cash but also participation in community building. Although some of the most promising programs proved unworkable in that period of emergence, corporate volunteerism has become an integral component in the management philosophy of many companies.

Altruism aside, business has found volunteerism to offer broad benefits in general goodwill, community relations, employee morale and motivation. While surprising to some, it also generates a maximum return on investment characterized by the unearthing of fresh talent, better job performance, and sustained visibility.

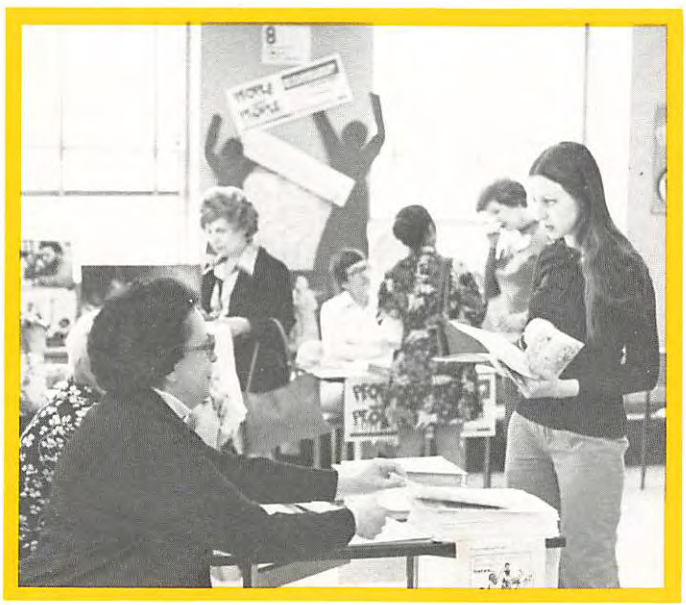
Effective entry into volunteerism for many of these corporations has been via the corporate volunteer fair.

Often a corporation will obtain assistance in organizing a fair from the local Voluntary Action Center. The Chicago VAC, for example, devised a model program that has been used with success by Sears, Roebuck and Co., Montgomery Ward and Co., and others. Through this method the VAC serves as a bridge between company and service agency. It also assumes responsibility for recruiting among the agencies, staffing fair booths, entertainment, delivery of materials and exhibits, press releases, and invitations to neighboring companies (with prior approval of the sponsoring corporation). The company provides in-house promotion, scheduling assistance, internal coordination, adequate space, furniture and telephones, plus amenities such as box lunches if the fair is during lunch hour.

The Chicago VAC spotlights volunteer opportunities by grouping community agencies into six recognizable service areas:

- Neighborhood/community services
- Services to the aging
- Health services
- Services to youth/children
- Criminal justice services
- Cultural services

Booths are set up and run by agency staff volunteers who handle employee recruitment. Interested employees sign interview cards located at the fair booths. Using these signed cards, the corporate placement coordinator schedules half-hour interviews, which are usually conducted by experienced VAC personnel. By the close of the interview, the employee is matched with an agency.



Sears employed this model for their first corporate volunteer fair, held at the Sears Tower in Chicago last spring. Six booths reflecting the six areas of service were erected, and a seventh offered general information on volunteering provided by the VAC. The affair drew over 1,200 visitors, of whom 150 signed up for interviews. Two weeks later, 110 Sears employees were applying their abilities with the agencies of their choice.

Mary Jean Houde, director of women's programs for Sears, called the experience "a very successful first effort . . . successful for the company and its employees as well as the community. We were able to find bright and enthusiastic potential volunteers and refer them to delighted agencies."

At Montgomery Ward headquarters in Chicago, over 800 employees responded to its volunteer fair in the fall, and 70 signed up for interviews.

The volunteer fair has worked for smaller companies, too. As MONY's McGuire put it, "A few companies in a given area can collaborate to stage a fair at a central location."

Such an approach was utilized last September in New York when the Corporate Volunteer Coordinators Council—a coalition of involved metropolitan companies—conducted the "Apple Tree Volunteer Fair" at One Chase Manhattan Plaza. Some 30 established, nonprofit agencies participated, drawing over 10,000 interested people. Reactions were universally positive.

One reason these fairs succeeded was because they institutionalize business' concern for the community. Employees can see that their company does care about volunteerism, that it is active in putting it to work and is ready to place the credit where it belongs: with the individual employee. And as MONY President Devitt noted, there is often beneficial fallout:

"By sponsoring this fair," he said, "we help these agencies make contact not only with our employees but also with their friends and families who hear about volunteerism from our employees' experience at the fair."

A corporate volunteer fair can turn on a lot of lights.

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VOLUNTEERING BY RELIGIOUS GROUPS: THE HALF-AWAKE GIANT

By Alice Leppert

NOT SLEEPING, BUT HALF-awake. A giant in size and influence, yet only partially awake to current trends and changing perspectives. This image of today's voluntary effort on the part of religious groups reveals both its existing power and its unfulfilled potential.

As for sheer size, the contribution of church and synagogue members to community life in thousands of towns, villages and cities is immense. The Judeo-Christian tradition has always had a mandate to respond to the needs of people outside the walls of the religious institution itself. This response to need is equally valid when given through a secular community agency as it is through a religious-based one. The form of the response can be action to influence public decision-making on critical social issues or it can be action to provide or assist with needed community services.

Local congregational leaders encourage and support a wide variety of programs. In the area of issues and public policy, they have undertaken awareness efforts on social, educational and environmental conditions as a step toward responsible resolutions to problems. In a New Jersey university town, for example, a Presbyterian minister and a lay member of the same church last year participated in a long and arduous discussion on the advisability of certain types of genetic research by the university. In Missouri, a religious group endorsed a bond issue for a much-needed detention home, thus paving the way for major reforms in the juvenile justice system.

Added to the many issue-oriented types of activity, congregational leaders have developed over the years significant, on-going community development or self-help projects. Goodwill Industries, a nationwide, sheltered workshop for the handicapped, was founded by a Boston minister. Opportunities Industrialization Centers (OIC), a training program for unemployed minority youth operating in more than 125 locations, was pioneered by a Philadelphia Baptist minister. A Roman Catholic Sister was instrumental in the formation of The Southern Mutual Help Association, a community development program operating in the Louisiana sugarcane area. A South Carolina Sea Island congregation helped launch a comprehensive health care agency, long before HMO's (health maintenance organizations) were discovered by the press. Members of a Midwest synagogue developed an essential city-wide tutoring program for young minority high school students who needed assistance in preparing for their college entrance exams.

These and many other human service programs arising from religious motivation make up a large part of the total voluntary picture in any given community. This religiously oriented voluntary action is not always perceived by others as related to the faith communities. Nevertheless, most congregational-level participants in community projects have a religious conviction about their tasks although they do not always wear a religious label on their sleeves.

Apart from community volunteering, there is a volume of activity within the typical congregation which rightfully can be called volunteering. There are teachers of children and youth, there are assistants to congregational leaders, there are policymakers on various boards and committees. When one considers how many thousands of religious communities are in session each Sunday, each Sabbath, and during the week, the amount of volunteering is phenomenal. This is confirmed by the ACTION report *Americans Volunteer 1974,* which noted that the largest number of volunteers in the U.S. in a representative week were those volunteering within the walls of the various religious institutions.

Another indication of the "people power" of various religious bodies is the well-known inclination of many community leaders to tap local congregations on behalf of their own projects. Volunteers can be rounded up and so can financial support. Many congregations will also post notices in their publications, thus providing free channels of information for all kinds of community programs. The situation has elements of humor, for if a congregation ever needed more volunteers for its own in-house or community outreach projects, it could profit from studying the many successful ploys

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used by outside groups on its own members.

WHEN ONE TAKES A CLOSER look at the great array of religious-based voluntary action, however, there is more to observe than size and influence. One senses a mood of unreleased potential. There may be many reasons for this locked-up energy, but one major, relatively unnoticed development warrants special attention—the outcomes of the struggle for self-determination by local volunteers.

The history of the past dozen or so years is instructive in this regard. In the main, the action followed a recognizable pattern. Local congregations and local religious bodies pulled away from unquestioning acceptance of national level points of view. Local volunteers asserted their right to make their own choices about the kind of voluntary action deemed necessary to community well-being. They rejected centralized, national-level decision-making and made their own evaluation of neighborhood programs. They achieved local control and management of community-based activities. They moved into human service programs and into support for more effective health, education and social services in the community. Meanwhile, national level leadership did not always see eye to eye with local priorities, for some had formed their own ideas of what constitutes effective voluntary action.

A recent conversation which took place in a Florida west coast city dramatizes this shift toward local autonomy and the gap between local and national attitudes. Several national leaders were observing some older women volunteers sorting and mending huge stacks of clothing for emergency use by migrant, low-income and neighborhood families. One of the visiting national leaders, unimpressed by the whole scene, told the managers of the clothing exchange that the volunteers, in her opinion, were "behind the times and should have closed up the project long ago in favor of political action." The manager replied, "We're here because the migrants and the neighborhood people want this center to operate, and as long as they support it, we intend to stay at this location and keep our doors open. In the meantime, we need every one of our senior citizen volunteers to help at the center."

The manager was saying in effect that the clothing exchange center was just one answer to an authentic community need. In spite of the lack of enthusiasm on the part of national leadership for what was perceived as an outmoded Good Samaritan response, the center would continue its community service. By working at the center, the women were not objecting to needed political action by other volunteers but were choosing to provide a needed "recycling" service which they knew was acceptable to the community and was within their ability to provide.

Another illustration of this shift toward local decision-making was the action taken by an East Coast congregation after receiving suggestions from a national office about ways of responding to urban crises. A committee was authorized to contact the leadership of an inner city agency to find out what was needed by the neighorhood people as determined by the people themselves and match this with the congregation's ability to financial and human resources.

After months of careful listening to the people and first-hand observation of the deplorable conditions they faced, the congregation felt it should respond to the urgent request by the inner city people to help with a specific health problem—the lack of dental care. A neighborhood dental clinic was set up, office supplies secured, professional care arranged, and long-term support guaranteed.

When the report of the action was sent to the national office, it was clear that it would have preferred a report listing a march on city hall, a protest meeting, or some other highly visible, highly vocal, short-term response. It was also clear that the national office was downplaying community-services approaches to social change even when these services were provided at the request of the people involved. The local congregation, however, certain of its own knowledge of community desires, went ahead with the project.

These East Coast volunteers and many other local groups gradually developed a sure knowledge of the human service needs of their neighborhood. They used the styles of operation which suited their neighborhoods. They exercised the important skills of policy-making and program management. They developed ways to guarantee public participation.

Furthermore, some local leaders began to underscore their new authority and control by the power of the purse. Instead of responding automatically to financial quota requests from national headquarters, they retained large portions of locally raised funds for their own locally operated programs. They successfully challenged the older practice of sending local monies to national offices for distribution back to other local communities according to national priorities which were set without prior local input and agreement.

In other words, consumerism in the broad sense of the word penetrated the local religious scene. The leaders of community efforts now set their own locally accepted goals for human services in the health, education, and social services fields. These consumer movement pioneers were the minority and low-income groups within the various religious congregations and their supporters from these same religious bodies. They were a major factor in the transfer of power from national to local levels.

The move toward autonomy resulted in the formation of large numbers of human services programs by religiously motivated citizens. These included such programs as day care centers, nutrition programs, half-way houses, older adult programs, neighborhood clinics, crisis intervention centers, youth employment and training programs, tutoring programs and emergency centers for food, clothing and furniture. While the programs were largely spontaneous developments, there were some notable exceptions. Several national religious bodies initiated and still continue to sponsor certain human service programs needed by community residents.

In time, many of the locally initiated programs served the entire community, not just the members of various religious groups. This community-wide approach made it possible to acquire legal incorporation for the program and to receive funds from government, foundations and other sources. In most cases, sponsorship by the original religious body was not ignored, for some of their representatives became active board members with a strong voice in policy-making for the incorporated agency.

This new grass-roots strength was increased by the preoccupation of some national offices with the more dramatic, issue-raising, advocacy approaches. Leadership development for local programs received minimal attention as national efforts concentrated on analysis and discussion, awareness or consciousness-raising exercises and methods of influencing public policy. The net effect was a downgrading of the steady, long-term human services needed by the aging, the young, the sick, and others with special health, education and social service needs. Volunteering in the human

services came to be regarded as a substandard religious expression of commitment to the community. And further, the human service delivery systems were often presumed to be the duty and obligation primarily of government, not the voluntary sector.

In addition, some national leadership, influenced strongly by one wing of the feminist movement, backed away entirely from the concept of volunteering. The direct-service volunteer became a specific target for disapproval. Some felt that this type of volunteer contributed to economic injustice by taking away jobs from workers who could have been employed in the various programs. Women with paid jobs, on the other hand, were "proving their worth" by receiving a pay check. The phrase "just a volunteer" held as little attraction as "just a housewife"—someone with half the talent and half the dependability of a paid worker. On the other hand, advocacy volunteering was seldom if ever identified as volunteering. It was referred to as citizen involvement, justice ministry, social action, public policy-making, or by similar phrases of approbation.

The national-level neglect of leadership needs for local community-action, direct-service programs left a vacuum on the local level which was filled by other volunteer-serving agencies. Over the past decade, grassroots volunteers turned in increasing numbers to new community sources of training and education. This is a trend which shows no sign of reversing.

State and community colleges, with their continuing education mandate to serve all public needs, are making the most of their growing opportunities. They are reaching out to all volunteers, religious organizations, and other groups with responsibility for operating programs. They have expertise in the nontraditional or nonformal approaches to education and are using these methods in their training offerings. The New Jersey Montclair State College's 1977-78 courses on "Community and Educational Program Development in Human Services" and on "Training and Development in Adult Organizations" are typical of many such local opportunities.

Other local program leaders are discovering the training resources of the Voluntary Action Centers (VACS), Volunteer Bureaus and state offices of volunteerism. Some are finding various organizational development institutes quite helpful. These agencies supply short-term seminars in fiscal responsibility, goal-setting techniques, board effectiveness, staff and volunteer effectiveness and other essentials of good management.

THE QUESTION WHICH NEEDS to be addressed by religious leadership concerns the quality of the interaction between local congregations and their national or connectional offices. Are the leaders of both groups undertaking a joint reappraisal of the consequences of well-intentioned but lopsided, unholistic action? Are they scrutinizing together some of the popular but inadequate strategies for social change? Are grassroots desires not only listened to but accepted? Cooperative progress along these lines will help free the giant of religious-based voluntary action so that it can move ahead with more vigor and greater self-confidence.

First, there is increased recognition of the importance of utilizing volunteers for their competencies rather than their availability or status. Congregational members with particular gifts and proven knowledge in specialized fields are being sought for volunteer assistance to community programs and to programs within the religious community. These volunteers often take short-term assignments designed to fit their personal schedules and look upon their contributions as a form of technical assistance. They include librarians, reading consultants, media experts, financial advisors, urban planners, child development and youth guidance instructors, and business managers. The noticeable increase in volunteering by men is probably associated with this trend toward competency recruitment. The growing willingness of staff to utilize volunteers with these special capabilities is a welcome mark of maturity.

Second, there is a better understanding of the way volunteer programs fit into the larger, more comprehensive efforts of the entire community. Increasingly, leaders see the importance of relating to other agencies holding the same overall goals. There is evidence that leaders realize direct service approaches and advocacy approaches should be mutually supportive. Comprehensive planning by communities is helping to eliminate overlap and foster more effective ways of using volunteer resources. Comprehensive approaches increase the cooperation among varied groups of volunteers, all of whom accept the commonly held major goals for community betterment.

A Colorado director of a strong meals-on-wheels program, for example, uses

church facilities and recruits volunteers from many congregations and community organizations. She manages the nutrition program while she serves on the town board which identifies and plans for all other unmet nutritional needs. As a member of this board, she functions as an advocate for comprehensive, community-wide approach to nutrition needs and backs up the plan by working for its adoption by the town government. Because of her willingness to serve as program manager and advocate, the whole community benefits from her contribution. Community volunteers for the meals-on-wheels program and citizens interested in government approaches are gaining increased respect for each other's contributions.

The beneficial effects of this comprehensive, holistic approach also can be seen in the religious-based volunteering in the criminal justice field. Voluntary action programs in the preventive areas focus on strengthened programs for family services, youth employment opportunities, education and tutoring, recreation, diagnostic physical and mental health, etc. At the same time, there is public-interest volunteering for necessary changes in penal codes, court procedures and police administration. Legal services for low-income groups and community-based correctional facilities are developed as needed. The increased understanding of the interacting elements in the total picture frees volunteers to concentrate on their respective chosen parts of the action.

A third encouraging sign is that volunteers are showing a greater readiness to look at the consequences of their proposed solutions before rushing into action. They see more clearly that unanticipated reactions can wreck the outcomes of well-intentioned strategies. They see, too, that using the environmentalists' technique of preparing an impact statement can be effectively used for all areas of planning. Volunteers are learning that the whole process of good decision-making goes sour when probable harmful effects are not anticipated and eliminated in advance.

A case in point is the experience of a health outreach program in a Northeast inner city. The community board planned to open a neighborhood clinic. In spite of the temptation to hire a doctor immediately, they sensed that a large budget item for professional services was unrealistic for their group. After a frustrating delay, they finally discovered that the federal government had a program for subsidizing the placement of young physicians in needy areas. By using this service, they headed off the threat of financial chaos which could have ruined the clinic in short order.

Fourth, the development of closer ties between religious-based and secular-based volunteerism is generating mutually helpful relationships. There is growing support for a common data and information system and for the publication of standards and guidelines applicable to most voluntary programs. The framework for increased cooperation is already in place through the Alliance for Volunteerism. Church Women United, an ecumenical body with 2,000 units in local communities and an early member of the Alliance, is in a position to facilitate connecting links among various religious groups and with secular agencies which serve volunteer training needs or maintain various voluntary action programs of national significance.

Finally, the whole area of leadership development is enjoying a well-deserved revival. Learning experiences are now designed to focus not only on attitudes of volunteers but on specific ways to improve their management, policy-making, and direct-service volunteering skills. Such training also includes a body of knowledge affecting the content area in which the volunteering takes place, so that training is not all method, but includes why various social systems are in difficulty. Many workshops are now planned jointly by local volunteers, local voluntary action groups, and national leadership. This joint planning is followed by joint management of the workshops.

Another promising approach is the move toward continuing education workshops on human resources for congregational leaders by seminaries and other religious-based groups. Iliff Seminary in Denver and the Lutheran Church of America are among the pioneering groups in this awakened interest in helping leaders improve the effectiveness of voluntary members in a voluntary faith community. The workshops center on the role of the leader as an enabler of the human resources within the congregation itself. They assist leaders in finding better ways of utilizing this person-power and in encouraging members to look upon their abilities and talents as resources for human development. From this point on, it is a logical step for congregational volunteers to apply the strength of their own human resources for the human development concerns of the larger community.

NICOV TAKES A LOOK AT...

RELIGIOUS VOLUNTEER PROGRAM MANAGEMENT

Edited by Ann Harris

National Information Center on Volunteerism

THE CLERGY AS ENABLERS OF HUMAN RESOURCES

A Report on the Iliff School of Theology 1977 Summer Seminar

By Nancy D. Root

The sign on the classroom door said "Multiple-Role Schizophrenia of the Clergy." Inside, a noisy, haranguing crowd of 34 students and faculty assaulted one helpless pastor whose attempts to deal with the crowd were totally frustrated by a red bandana blinding and silencing him and by the ropes that literally bound him—hands, body, heart and feet—as he stood on a pedestal behind a pulpit, holding a shepherd's crook. The ropes twined around his body were held taut by the weight of all 34 persons linked intimately to him.

The scene symbolized the plight of any clergyperson today as he or she seeks to meet the seemingly impossible and conflicting demands of a family, a parish, a denominational hierarchy, a local community, a nation and the world.

And yet these are the leader/managers of the largest volunteer group in America and Canada today. Lay church and synagogue members represent half of the 37 million volunteers identified in the ACTION survey, *Americans Volunteer, 1974.*

What is happening to these volunteers within church programs that are managed by "bound-and-gagged" leaders suffering from "multiple-role schizophrenia"?

A lot—and a lot of it isn't good! Religious leaders are reporting a visible exodus of volunteers from church-based programs, and they are turning to the field of "people management" for answers.

In their search for theories and tools consistent with a theology that says the *person* is more important than the *program* or the *product*, church and synagogue leaders are finding they may have more in common with the managers of volunteer organizations than they do with managers in business and industry.

Nancy Root is one of the lay volunteers who participated in the Iliff experiment. She is volunteer coordinator at the Boulder County Department of Social Services and elder in the First Christian Church of Boulder.

It was for this reason that Iliff School of Theology in Denver, Colo., assembled a faculty drawn from the professional field of volunteer administration, rather than from the possibly less appropriate business administration ranks, and offered a 1977 summer seminar entitled, "The Clergy as Enablers of Human Resources."

Twenty-five clergypersons and laity responded to the experimental course. Most of the students were ordained ministers pursuing either continuing education, a master's degree in sacred theology or a doctorate in ministry. They represented five denominations (Catholic, Methodist, Lutheran, Christian [Disciples of Christ], and Presbyterian) and came from local, state and regional denominational offices as well as parish churches.

By week's end the participants agreed that the field of volunteerism has developed management approaches that combine equally important parts of functional skills and growth-releasing experiences, making them highly appropriate for use in religious settings.

It was their hope that the application of these management skills to religiously based programs may "unbind" the clergy from some of their schizophrenia, slow the flow of volunteers away from church programs, and enable the release of the tremendous human potential lying undeveloped in most of these 18 million lay volunteers.

Certainly this latent human potential is badly needed to address the complex social and economic problems existing in the world today. And what more rewarding personal experience is there for a volunteer than to discover his or her own unique gifts and a place to use them on behalf of fellow human beings?

The Iliff Experiment

In December 1975 the National Information Center on Volunteerism (NICOV) identified a growing demand from religious leaders for help in better utilizing the volunteers in their organizations.

In respouse, NICOV convened in Boulder, Colo., a small group of people active both in volunteer administration and in religiously based organizations. The group was self-christened ROVG—Religiously Oriented Volunteers' Group. For a year-and-a-half this group discussed informally the problems of clergy and laity in achieving an effective, fulfilling volunteer effort.

NICOV also kept abreast of similar work going on through the Religious Involvement Task Force convened by

Church Women United as its major responsibility within the Alliance for Volunteerism, also based in Boulder.

The experimental seminar at Methodist-related Iliff School of Theology emerged as a "testing ground" for some of the assumptions ROVG was making about the performance problems characteristic of religiously based volunteer programs, and the application of management principles to those problems from the hybrid world of "volunteer administration."

Volunteer faculty for the course was drawn from the ROVG group. Nationally known consultant and author Marlene Wilson served as director of faculty and the Rev. Wallace Ford, pastor of First Christian Church (Disciples of Christ) of Boulder and doctoral candidate at Iliff, served as clergy advisor.

The rationale for designing such a seminar stemmed from both verifiable realities and intuitive, experiential data on the parts of ROVG members:

- They recognized a church as a *voluntary* association of members who are there only because of some "will to belong."
- They realized that the church is the largest voluntary association in existence, with the potential to contribute a lot to other community volunteer efforts if only the people-power could be released.
- They were crystal-clear in their thinking that it is no longer viable motivation to tell church members that they "ought" to volunteer just because, as members, they are a captive audience.
- They duly noted the escalating concern in church literature about the increasing number of "just pew-sitters" and the loss of active volunteer members to secular volunteer efforts or to suspected noninvolvement at any point.
- They labeled these church members both "non-paid staff" and "client" of the organization—the only organization they could think of where the "doer" of the program may be also the "recipient" of the program.
- NICOV and other consultants in the world of volunteerism were experiencing a sharp increase in requests for diagnosis of ailing church/synagogue-related programs and for assistance with management skills.
- They suspected that a major breakthrough in the form of more delegation of responsibility would occur if both clergy and lay leaders could understand their roles to be "enablers of other people" rather than "doers."
- They noted the increased number of clergy and lay leaders who were either "burning out" or leaving the church to seek roles in the secular world which would enable them to discover and actualize their human abilities.
- Because many of the ROVG members were actively engaged in the management of volunteer programs, they believed the field had much expertise which would translate neatly into the language of religiously oriented program management.

One of the most exciting trends to emerge from this growing awareness of the church or synagogue as an organization of volunteers has been a move in the direction of using paid or nonpaid volunteer administrators as part of a church staff.

Among the 25 clergy/students in the Iliff course, three are adding volunteer coordinators to their local churches this year.

In Iowa six Lutheran churches already have volunteer coordinators, and several more plan to follow suit in the next two years.

One faculty member in the Iliff course, Maxine Marshall, has been a paid "coordinator of congregational care" in her home Methodist church for several years.

Theology of Involvement

In planning course content that might result in an energizing reinvolvement of church and synagogue members, ROVG selected insights into sensitive leadership and mangement; needs assessment to pronounce the basic dignity and worth of the persons within the survey; creative design of volunteer jobs to honor individual strengths and needs; design of "support systems" for sus-

taining volunteers within their chosen tasks; an evaluative process to measure not only progress towards program goals but, more important, what was happening to the persons engaged in the tasks.

The image of the "servant-leader" in Robert Greenleaf's terms—a leader who helps followers to grow wiser, stronger and happier—emerged as a product ROVG wanted to test in the religious marketplace at Iliff.

The seminar that evolved was a mixture in content of the theological, the theoretical, the experiential and the practical brought to bear on the problems of personnel management in the religious setting.

A "theology of involvement" undergirded the week's intense study. According to Wallace Ford, whose doctoral dissertation is on volunteerism in the church, the dilemma of clergy/managers is to discover an authentic role for themselves in the midst of a "ministry of the laity" in which the laity are involved in the world—in their homes, on their jobs, in their schools, in their leisure, and in their volunteer commitments.

The manager's job then becomes one of leading people to create those structures which will best sustain and nurture them as both "gather and scatter" within their chosen involvements.

A second dilemma for clergy is trying to hold in tension two widely differing views of the church/synagogue as an organization: the view that it is primarily a *functional* organization with an emphasis on visible structure, rules, departments, officers and organizational goals; or the view that it is primarily an invisible, *relational* organization with deemphasis of structure and elevation of interpersonal relationships, small groups and meeting personal needs.

Both views are valid, representing valid human needs. Therefore, another authentic role of clergy is to guard the right of both voices to be present in planning for the organization and in leadership roles.

Understanding the decisive ingredients of the "will to belong" or the "will to be involved" is basic to good volunteer management in the church. Positive reinforcements of the "will to belong" are successful experiences within the task with evident, valuable and recognized results; the meeting of individual needs for growth, rewarding personal relationships, and a satisfying position in the group; the honoring of differences in motives for participating in a group; and the incorporation of differences in the meaning or value of belonging.

Learning By Experiencing

Beginning with the rope exercise, which was modeled after the work of family therapist Virginia Satir though modified for the Iliff course by communications experts Ruth Hattendorf and Jean Hodges, there was a liberal sprinkling of experiential sessions. ROVG was relying heavily on the "feeling" level of participants to guide the entire group to relevant and dependable insights into the nature of the management problems faced by leaders in religious settings and into the recognition of the merits of certain solutions.

A "no holds barred" panel discussion by laity of some of their discouragements as volunteers in church programs seemed to jar the perceptions of clergy-enrollees. As one clergyman wrote in his personal journal, "I was angered and saddened to hear her say she felt she could not offer her best to her church because the minister was so threatened by her competence—that she had to offer her best to the secular world where it was accepted eagerly. I felt covetous for someone as gifted as she to be part of my church."

Clergy/managers also appeared startled when the laity equated "being evaluated" with "being appreciated," and when they proposed that volunteers in the church should be expected to meet the same standards and be "hired and fired" (or at least transferred) in the same way paid staff would be. The whole concept of volunteers as non-paid staff seemed quite new to them.

Journal entries during the week reflected growing awareness that there are subtleties to personnel management which had escaped the clergy/students. "I see that sensitive awareness of the strengths and the needs of one of my parishioners should result in getting her into a job which has some prospect for satisfaction. This in turn would reduce those agonizing times when I have to find a way to 'fire' a member from a job," one clergyperson wrote.

One lay panelist complained that the paid staff fre-

quently is covetous of creating a program—the "fun part"—and relegating to the nonpaid staff the tedious matter of implementing a program.

"I get my kicks from helping with the creation!" she declared. "That's what helps me endure some of the nitty-gritty of the *doing* of program, and if I can't use my creative juices in the church, I'll go somewhere else where I can!"

Those who presented the views of lay volunteers included Richie Boatman, registered engineer and clerk of session at St. Andrews Presbyterian Church in Boulder; Ruth Hattendorf, communications instructor at the University of Colorado and active laywoman at Grace Lutheran Church in Boulder; Jean Hodges, a consultant in communications and human resource development and an active laywoman in the Methodist church; Faye Raymon, leader of workshops in leadership skills and active laywoman at local and regional levels of Hadassah; Nita Ross, Colorado state president and national board member of Church Women United and member of the Rocky Mountain Synodical Board of Lutheran Women.

Another experiential session was designed as a series of role plays of typical encounters in religious settings. The issues that emerged included the lack of common and clearly stated goals; confusion of roles and lines of authority and responsibility; inadequate job descriptions; guilt over serving "outside the church" rather than inside; conflict over differing values; inadequate understanding of decision-making as a process; fear of conflict; role reversals of the clergy; resistance to newcomers; burn-out of the "faithful few"; protecting one's pastoral "turf"; a manipulative or exploitative use of lay volunteers; and the importance of "feelings" within decision-making.

One journal entry marveled, "I am struck with how the absence of clearly stated goals and lines of authority and responsibility infects almost every encounter I can think of in the church! Surely bearing down on this one area would relieve the confusion and friction we experience at so many points."

As clergy (equivalent of agency paid staff) and laity (non-paid staff) shared their concerns and needs, it became increasingly apparent that their lists were nearly identical. Both claimed to need:

- Freedom to be creative
- Time to do important things
- Affirmation as individuals
- Acceptance as persons with needs
- Support from others
- Recognition of their achievements
- Clear definition of role
- Inclusion as part of the team
- A chance to grow as persons
- A chance to be heard
- A chance to be understood

The question then became how to create a climate in which these needs could be met.

Styles of Leadership

The most important ingredient in establishing a particular climate within an organization, according to Marlene Wilson, faculty director, is the style of leadership or management.

Management, defined by Peter Drucker, means working with and through other people to accomplish organizational goals. Wilson presented several images of "manager":

There is the "boss" who clearly casts himself as the decision-maker and doesn't let anyone else in.

There is the "expert," the knower of all things. (In the church the clergy/manager is a God-expert.)

There is the "doer" who likes to "fix things up" and hates to give up the doing to anyone else.

There is the "hero/martyr" who starts out as a "doer," then turns into a martyr, loving every minute of it.

There is the "abdicrat" who stops leading and turns it all over to the group.

Finally, there is the "enabler" whose concept of leadership is to be an "assistant to subordinates" in helping them grow in all the ways necessary to get their jobs done. This is the "people-grower"—Greenleaf's "servant-leader." This is not to say that a "servant-leader" manager subordinates the functional side of the organization to the relational aspects of the organization.

"It is only within a carefully planned, creatively designed, and sensitively administered structure that both staff and nonpaid staff can have the most freedom to create and the most satisfying of successful achievement experiences," Wilson believes.

Participants in the seminar had a chance to pinpoint their own styles as managers by self-administering Blake and Mouton's "managerial grid," which is an indicator of

both one's dominant and back-up styles of managing. The style varies with the particular blend of concern for *people* within an organization and concern for *production* or achievement of *program*.

Another faculty authority on management was Jim Williams, deputy manager of the Rocky Mountain Division of the American Red Cross and associate pastor of the Wellshire Presbyterian Church in Denver. Williams identified one problem that may be unique to clergy/managers. "Role reversal is thrust upon the clergy/manager by members of a congregation," he said. "Unless a clergyman is very clear on what role he is playing at which time and with whom, he may end up with a lot of roles he doesn't want and that do not facilitate his work as a manager. Then, too, we find clergy who really do not want to delegate any roles of significance to volunteers. This makes them vulnerable to 'multiple role schizophrenia' and dilutes their effectiveness."

Williams listed planning as the major role of management today, with evaluation as a close second. "The church doesn't know how to measure its achievements," Williams commented on evaluation.

Motivating Volunteers

Since several of the Iliff course participants had expressed concern about distinguishing the difference between manipulating volunteers and motivating volunteers, one session was devoted to motivational theories and the relationship of motivation to job selection.

Following psychologist Abraham Maslow's "hierarchy of needs," Wilson illustrated what jobs in the church would provide such things as social satisfaction or increased self-esteem or an opportunity for self-actualization.

"If a young mother who is isolated at home with small children wants to volunteer to meet her needs for social encounters," Wilson said, "you don't put her all alone in the library repairing book covers! On the other hand, if you have a middle-aged woman who is recovering from an emotional breakdown, mending library books might give her a real sense of valuable contribution without the threat of having to relate to too many people."

For someone who is eager to actualize his or her own unique talents, asking the volunteer to edit the church magazine or to do the artwork for it would probably be a good match, depending, of course, upon where the creative skills lie. The significant factor is knowing what the personal needs and skills of an individual are before referring him or her to a particular job.

Wilson also finds David C. McClelland's motivational theory, as reported in Litwin and Stringer's *Motivation and Organizational Climate*, helpful in volunteer management. McClelland believes people are motivated by their needs for achievement, affiliation or power. Identifying these needs affects what jobs will provide satisfaction and what kind of supervision will be well received.

In preparing to match up volunteers and jobs, two things need to happen simultaneously, Wilson says. A talent inventory of "who's out there" and a complete listing of detailed job descriptions go hand-in-hand, although the inventory of talent gets top priority.

Wilson has developed an "interest inventory" which puts the emphasis on listening to the volunteer's needs, dreams and personal goals. Four Boulder churches represented at the course are preparing jointly to train lay interviewers to do such an interest/resource inventory with their congregations through personal visits. The interviewers will carry with them precise descriptions of every job in the church, including skills needed, time involved, training available. In some cases new jobs will be written to accommodate a volunteer's unique skills and interests.

Support Systems

Because ROVG had observed that reward and support systems in most churches are either minimal or non-existent, much time was devoted in the Iliff course to "support systems."

A support system was defined by faculty member Maxine Marshall as "a network of persons or groups to help undergird other persons or groups as they move towards accomplishing any goal or task." She referred to Milton Mayeroff's book, *On Caring*, which provides sensitive images of the ingredients of caring for another person.

To aid in the related envisioning and creation of support systems, students were sent out in pairs on the campus to observe metaphors in nature of support systems and how the various parts supported each other. One journal entry reflected, "The experience of finding new metaphors in nature for caring or supporting really turned me on! The metaphors we found and shared opened up new images of support systems I might design in my church. I realize now too often I have recruited and then turned volunteers loose without providing for their rewarding or sustenance."

Each student was asked to select one major church role he or she hoped to fill with a volunteer, then create a support system which would sustain the volunteer and add to the job satisfaction. There was a spontaneous result from the metaphor work. Clergy/students realized that if they had had one lay person enrolled with them in the Iliff course to share their new understanding, new tools, and ideas for the future, they would have had an immediate support system upon returning to their home churches.

Planning and Evaluation

Planning for the future was addressed by Ivan Scheier, president of NICOV and an internationally known consultant in the field of volunteer leadership. Scheier renamed planning "organized hope" or "guided imagination." In relation to the servant-leader style of management, planning becomes the preparation of "a medium in which people can grow."

Students performed a methodical planning exercise by taking one real problem of "people involvement" from their home churches or synagogues and writing a plan which answered five basic questions:

- Where are we now? (base line assessment)
- Where do we want to go? (goals and objectives)
- How will we get there? (resources, strategy)
- How long will it take? (time line)
- How will we know when we get there? (evaluation)

Dealing with evaluation, Scheier suggested that "feedback" may be a less threatening term to use and that evaluation should only be done face-to-face with a volunteer. He exploded several myths about evaluation which usually make leaders uneasy.

"When you do an evaluation," he said, "you really impact that person. It says to him or her that his task is *worth* evaluating. If he or she happens to be achievement-motivated, he or she *wants* such progress reports!"

Other myths, which many of the clergy/students admitted to believing, were:

- "Evaluation is apt to be destructive." (It is more apt to be positive because it should talk about successes, new mountains to be climbed, and anticipated growth for the volunteer.)
- "Evaluation is something only specialists do." (Everyone who is *in* the task or *impacted by* the task should he involved in doing the evaluation.)
- "Evaluation is purely statistical." (Feelings and comments about what has happened within the task may be more important than figures.)
- "Evaluation is performed only after the project is all over." (Better do it periodically as the task goes along for feedback and correction purposes.)
- "Evaluation is an end in itself, a final report." (It doesn't mean anything until it is put into use.)

Clergy reaction to an evaluation tool designed by faculty

member Jean Hodges for use within functional church departments was overwhelmingly enthusiastic. One journal entry noted, "Our church staff has talked about doing departmental evaluations for the last year, but we couldn't find anything that existed that applied to our parish. I was elated to see the one Jean had developed."

Clergy Reactions

Students in the Iliff course were asked to evaluate all segments as well as the overall effectiveness of this first course offering. They used a weighted evaluation sheet with a scale of 1 (no value) to 6 (very valuable). Out of 23 students, 20 ranked the overall course as either a 6 (9 votes) or a 5 (11 votes).

They found the four most valuable segments to be motivation, job design and interviewing; leadership styles; planning and evaluation; and the experiential morning on assessing the needs of clergy (the rope exercise).

More interesting, perhaps, were some of the journal entries at week's end:

"The entire week has been very valuable for me. The concept of the church as a voluntary organization is very obvious but still a breakthrough for me. I am especially grateful for the staff who cared enough about the church to share themselves and their expertise with us."

"I am feeling some despair that class will end tomorrow. Most productive week ever in terms of working with volunteer systems. Principles are as valid at regional level as at local level. Excellent reading list, excellent course. Would highly recommend to seminarians and seminary faculties for including in degree programs."

"I enjoyed the course and got a lot of good practical things out of it I know I will use."

"I received new energy to give it a whirl in a couple of places I've been avoiding."

"Appreciated seeing shared leadership in the faculty. Observed the attentiveness of staff taking notes and using them later in the week."

"Appreciated the reading and emphasis of Greenleaf's *The Servant as Leader*. Gave me all kinds of spin-offs for some other situations and some other ways to go at it."

"The fishbowl (panel) was an interesting experience in that I heard honest expressions of what volunteers really think and why they think that way. I learned I should be more aware of volunteers' needs and affirm them in success, failure, and pain."

"I was heartened by the development in the rope exercise of people looking to each other for meeting their needs when it became apparent that the ministry could not meet all of them. This is a good prescription for what needs to happen in our congregation over the next few months with growth groups and geographical care units."

"The notion of manager as 'assistant to his subordinates' is one that opens up some new directions for me. It is clear that to keep from angering the people who want the minister to be decision-maker or expert, I need to confront that expectation head-on as I share the model that I'm trying to fulfill."

"I was glad to hear Marlene say that we should not lower standards and expectations for volunteers in the church. It's an especially appropriate stance for the church to take if the Lord of the church deserves our *best* gifts and our *best* efforts."

"I have been unaware of whether people are motivated by achievement, power or affiliation needs. I think this helps me understand some of the leadership dynamics and criticisms that have been cropping up in my church. Perhaps I haven't been authoritative enough with power-motivated volunteers."

"As for training volunteers, what we've done so far in our church is to neglect it entirely! After this couse, I want our training to help people develop management skills as well as deeper theological and biblical bases for our life together."

"Greenleaf's notion that 'systematic neglect' of some tasks is an intentional and healthy tool for a leader to use gives me some comfort and makes me feel less guilty when some of the less important things don't get done."

"The rope activity, binding the clergy, helped me see clearly in a new way things I had long suspected but never had been able to visualize. The insights I gained from everyone's feedback every time the rope changed or moved just blew my mind!"

"One of my concerns in the church is that in our floundering we are looking many places for answers. This week I have discovered that disciplines outside the church can make great contributions to the church. We do have theology not only as our roots but as the one thing we hold uniquely and can share with other disciplines."

From the comments and the evaluation sheets, ROVG feels it is on the right track in seminary course design, since three-fourths of the participants said the course met their needs and expectations and they would recommend such a course for their fellow clergypersons.

The Challenge

ROVG sees this as a challenge to the field of volunteerism. If, indeed, these clergy/managers of some 18 million potential volunteers turn to volunteer administrators for the tools necessary to waken and then enable this sleeping giant, are the leaders in this field ready and able to share their expertise and experience in any meaningful way?

It is not too soon to begin to share with churches and synagogues news of training events being offered in their areas.

Or, to modify training materials and management tools so they fit the unique situations within religiously based volunteer programs.

Or, to recommend volunteer coordinators as valuable additions as paid or nonpaid church staff.

Or, to design seminary courses that understand the appropriateness of adapting volunteer management principles for use in the religious setting.

Or, to begin planning for joint training sessions with lay leaders of several congregations.

It is not enough for only the clergy to grasp the strength and unlimited possibility of the concept of manager as "enabler." It is within the volunteer leadership of religious organizations that the acting-out of the enabler/leader truly has the potential for revolutionizing the impact of the church on the world.

The Religiously Oriented Volunteers' Group (ROVG) is actively seeking feedback on courses, models, and/or volunteer coordinators in religious settings (churches, synagogues, etc.). If you have any information of this kind, please share it with Steve Hansen, NICOV, P.O. Box 4179, Boulder, CO 80306.

COMMUNICATIONS WORKSHOP

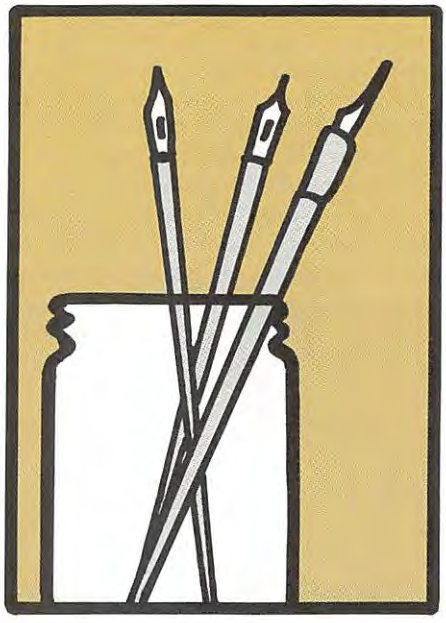
Making Every Word Count

By Sue Spencer

If you want to improve your communication, keep alert to problem areas in writing. I learned of these problem areas as a theme reader during my college days. I read hundreds and hundreds of freshman and sophomore themes. Before long, I began to see a pattern of error. Poor themes all had the same mistakes, because apprentice writers all *make* the same mistakes.

Frequently these errors begin before words are ever set to paper. They begin in the mind. Many communicators, for instance, do not think realistically about their readers. They blithely assume that people are "out there," sitting in easy chairs eagerly waiting to hear what the writers want to tell them. Such a view relaxes the incentive to make what is written appealing and interesting. Mother birds never think about garnishing their worms while their little offspring greet them with wide-open beaks. But people are not nestlings. They are busy, distracted, and intent on their own affairs. They must be *disengaged* from what they are doing and *reengaged* in reading our messages — no easy task!

I find it helpful to keep a particular picture on my desk as I write. It shows a mother in a kitchen, trying to listen to a telephone conversation. She is finding it hard, because her dog, bounding through the room, has knocked her toddler down and the child is screaming in protest. In the background, a second child is dumping her cereal on the floor and a pot is boiling over on the stove. As I write, I glance at the picture from time to time. The beleaguered mother reminds me that the two-foot hurdle I think I'm facing is much more like ten feet!

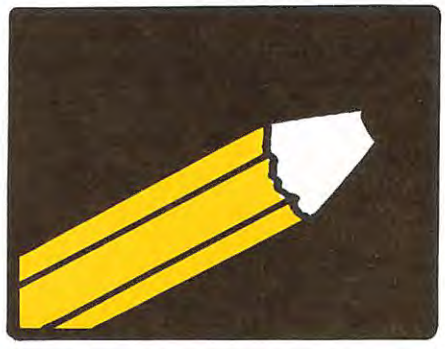


Zeroing in on Your Topic

Another mistake that begins in the mind comes at the point of selecting a subject. Writers often tackle topics much too vast for the amount of time or space provided them. In this way they condemn themselves in advance to stringing together a collection of dull generalities. No one can truly develop "A History of Volunteer Movements in America" in a four-page leaflet or report on the scientific evidence that indicates smoking harms the lungs in a TV spot!

Of course, sometimes the topic is a given so that you have no choice. But whether you're dealing with an assigned subject or not, you need to do more than just hit the high spots. Any huge topic needs to be reduced. I like the way the produce vendor handles a similar dilemma. When he has watermelons for sale, he wants his prospective customers to understand something about the whole without literally "revealing" the whole. So he "plugs" a melon by cutting out a wedge-shaped piece. (Note: He does *not* peel the melon.) If he plunges the knife in far enough, he draws out a sufficient sample of the watermelon's essence to indicate its total. In like manner, a writer can "plug" a topic, handling some typical aspect of it in such a way that readers deduce the rest. The experience of one volunteer can "stand for" the experience of many; the problems of one victim of a disease or calamity can reflect the problems of many; the joy of one contributor can convey the joy of all.

Even after writers narrow their topic, they sometimes try to handle too many aspects of it. Knowing ten ramifications of a matter, they feel compelled to present all of them. Or, aware of contrary points of view among their colleagues, they feel obliged to cover a lot of "on-the-other-hands," lest they be accused of being simplistic. They forget that the general public couldn't



care less about their scholarly niceties and that novices need to be approached with a degree of simplicity.

Damming It Up

Another mistake communicators make is beginning too soon. They write the first thing that comes to mind, then

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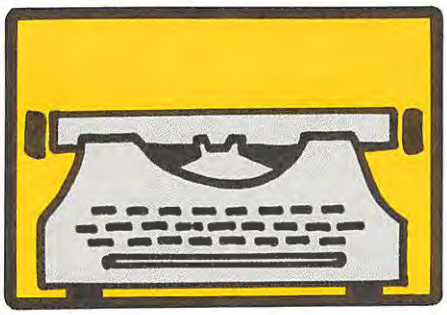
the second, then the third. Their thoughts tumble out in a diffuse and disorganized way. Carts get hitched up in front of horses. We need to dam up what we want to say long enough to think it through and determine the best



way to present it. Making an outline before writing can be a big help.

Once you begin, begin interestingly. You are competing with all sorts of communication experts for the attention of your readers (or audience). You cannot afford to waste words. Don't begin with "there are" or "it is." Such phrases are impersonal and say nothing. Instead of writing, "There are a number of things every volunteer ought to know," write, "You, as a volunteer, ought to know three (or five) things." Instead of saying, "It is a well-known fact that . . . ," say, "Dr. John Doe of the Environmental Council has shown that . . . ." Start out, if at all possible, with some human being; people respond more readily to other people than to institutions, surveys and/or research findings.

Sometimes the circumstances surrounding your material make it obvious to potential readers why they should pay attention to what you want to tell them. An article on care of the elderly appears in a nursing home magazine or a handbook on scouting is entitled, *Handbook on Scouting*. But when circumstances do not serve yon in this way, you need to help your audience grasp how their reading or listening to you will benefit them. This needs to be done early in the game, in the first or second paragraph, if possible. Attention spans are short. If you intend to tell a drug addict how to lick his habit, don't make him wade through a lot of case histories before you do it. He may toss your booklet in the wastebasket and go out for a fix.

Important Rules

Once you are under way with your writing, ride hard on your pen with these rules:

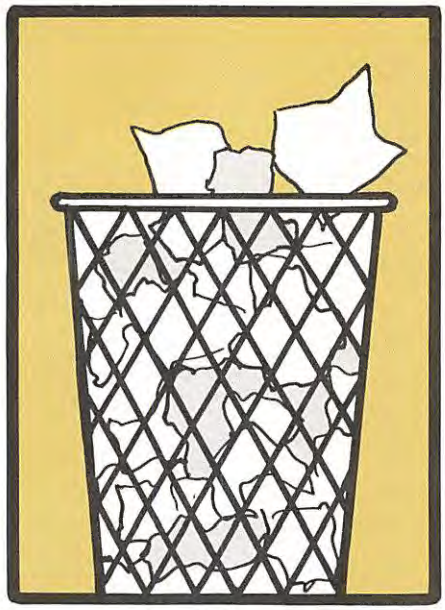
- Keep sentences short. When they run over 15 words, they tend to become confusing. Writers lose track of what is modifying what and create unintended humor. They concoct such sentences as: *Today we can send fresh vegetables in any season to people all over the country packed in ice!* So beware. If you have written five or six words and haven't yet arrived at your main subject or main verb, reconsider the sentence. See if there isn't a faster way of expressing it.
- Don't overwork the verb *to be (is, was, were* and *are)*. There is a wealth of strong, telling verbs and you should use them. *Is* bespeaks existence only and thus constitutes the weakest verb in our language. Because it says so little, it requires auxiliary terms to generate a feeling that something worthwhile is being related. It acts like a magnet, drawing words into sentences that you are trying to keep short. Furthermore, the words *is* attracts seldom rescue the sentence. The main verb in a sentence stands between the subject and the object. It serves as the filling for a sandwich, giving the sentence

definiteness and flavor. In many *is* sentences, the "bread" overwhelms it. We get such constructions as:

> *Germaine to the controversial propositions and whether they will be accepted or rejected is the need for a more thorough statistical analysis of the total context.*

The *is* just doesn't support the heavy subject and the heavier object adequately.

- Reserve the words *this, that, these* and *those* for demonstrative purposes only: to point out and/or to distinguish. The words *this* and *these* especially need frequent checking, because they become crutches for sentences that are perfectly able to stand on their own. Here is a typical paragraph taken verbatim from a manuscript in which they are running amok:



> *The interesting thing about these is that anyone who thinks these are visual aids has a hole in his head. These are not visual aids. These are solid lessons developed, in effect, to teach the material while they are on the screen and when you are using 165 in a year this means that you are doing a great deal of total teaching. Now in the larger cities they use only modules of these films, but in smaller systems and in the rural areas and a lot of places in the South these films are being used to teach physics. This is a new trend, and we cannot call this thing an aid.*

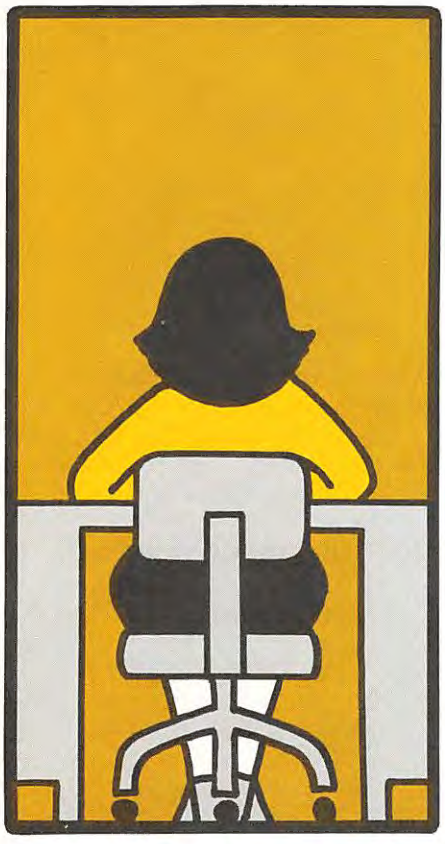
If you clear away the unnecessary *this*'s and *these*'s, the paragraph is clearer, stronger and more interesting:

> *Only a person with a hole in his head would call White's films visual aids. They are not aids. The films develop solid lessons. If 165 of them were used in a year, the films would be doing the bulk of the teaching. Some larger cities use only modules of the film sets. But in rural areas and in many places in the South, the whole set of films is being used as the principal means of teaching physics. Therefore they cannot be called mere aids. This is a new trend.*

Writers should let the ordinary articles *the, a* or *an* precede nouns used unless, by so doing, the point they are trying to make doesn't come across. Placing *this* in front of nouns indiscriminately does not enhance the nouns so embellished.

• Don't use jargon or hyped-up words. Straightforward, simple, everyday language will do. You may talk about "locational proximity" with your colleagues, but talk about "a place nearby" to volunteers. You may observe their "modes of behavior" or "group dynamics," but remember that they think in terms of "how we act"! Don't add *ize, ive* or *ization* to words indiscriminately. Terms like *prioritize, supportive* and *politicization* sound inflated and fake.

• Use present tense whenever possible. People like to feel that they are participating in a contemporary event. Past tense is boring. Oftentimes you can cast things in the present, even though they occurred in the past. The radio program *Dragnet* managed this by prefacing each action with a time notation (12:10 Friday and I get into the squad car and . . .). You can use such formats as diaries, you-are-there tele-



casts, peeping through a key-hole or dropping in from outer space.

• Be sure pronouns have obvious antecedents. Pronouns should be placed either immediately before or immediately after the noun for which they stand. A writer should say: "After the volunteer arrives, *she* should be . . . " or "After *she* arrives, the volunteer should be . . . ." Lest the reader become confused, no nouns should intervene, especially no nouns that match in gender and number. Consider what happens when you write: "After *she* arrives, the staff member should brief the volunteer about her duties." Does the *she* refer to the staff member or the volunteer? If she is the volunteer, the writer should rearrange the sentence so that the "after" phrase comes closer to the noun *volunteer* than the noun *staff member.*

• Keep elements of contrast (or elements of comparison) as close to one another as possible. When they slip too far apart, the sharpness of the contrast is reduced and sometimes lost altogether. A series of compound sentences in which the elements are in juxtaposition usually bring out the thought more keenly than two complex sen tences that catalog the elements. The second set of sentences below sets forth the contrasts more strenuously:

> *Organizations concerned with health factors maintain a fairly even work load, keep a low profile except during their fund drives and carry out educational and screening events. On the other hand, organizations concerned with natural disasters experience periods of intense activity, are projected into the limelight during calamities and carry out rescue and reclamation endeavors.*
>
> *Organizations concerned with health factors have fairly even work loads, whereas organizations concerned with natural disasters experience periods of intense activity. The former maintain a low profile except during their fund drives, but the latter are thrust into the limelight during calamities. And health groups carry out educational and screening events, whereas the others are involved in rescue and reclamation.*

These are basic problem areas in writing. If you follow the rules outlined, you will greatly improve your communication.

LETTERS TO EDITORS— HOW TO DO IT

For individuals or chapters, newspaper letters to the editors can be an effective way to get a message across. Some rules of thumb are:

•**Don't overreach.** If your position purports to represent an engineering point of view, make sure the topic you're addressing has a technological "handle." In terms of credibility, newspaper editors would respond to an engineer claiming to be an expert on health care about as they would to a physician's opinions on bridge design.

•**Keep it simple.** If you're responding to an issue in the news, detailed background probably isn't necessary. Steer clear of technical jargon, too.

•**Keep it timely.** Letters written in response to an editorial or news article have a much better chance of being printed if they are received within a few days of appearance of the original item.

•**Keep it factual.** Opinions are newsworthy only when there is evidence to back them up.

•**Keep it short.** Letters should be only long enough to say what's needed. One typewritten page (200-250 words) or less is best. Some papers establish length limits from which they rarely deviate.

•**Don't be afraid of a fight.** If you can support your premise, you have nothing to lose and everything to gain from stirring up controversy.—*NEWS bulletin, April 15, 1977, National Society of Professional Engineers*

BOOKS

LEADERSHIP FOR VOLUNTEERING. Harriet H. Naylor. Dryden Associates, Dryden, N.Y., 1976. 214 pp. $5.00. Available from Volunteer, PO Box 1807, Boulder, CO 80306.

By Vivienne Corn

Can an interested, knowledgeable, dedicated person learn all there is to know to be a volunteer leader by reading this book? Perhaps not. Nevertheless, there is a wealth of information to be found in *Leadership for Volunteering.*

Harriet Naylor has been the director of volunteer development in the Office of Human Development of the Department of Health, Education and Welfare since 1974. The book is a compilation of her speeches, presentations and articles dating back to 1969 when volunteer administration, as a profession, was virtually in its infancy. Many of the older presentations seem dated; however, they are informative for those just entering the field of volunteerism.

It is interesting to note that in 1969 and 1970, Naylor was a superb prognosticator. Her vision, at that time, of the future roles of the National Center for Voluntary Action and Voluntary Action Centers has long since come true.

As a reference, the book's chapters are separate entities, each emphasizing a particular topic. Some examples are "The Volunteer as Advocate," "Needed: Professional Competence for Volunteer Administration," "Volunteer Option in Retirement," "Creative Use of Volunteers," "Myths: Barrier Beliefs About Volunteering." Due to unavoidable overlap in subject matter, there is some repetition from chapter to chapter. At times, this is annoying but, in many cases, it serves to reinforce the good points. Most of the chapters are very informative and together cover a wide variety of topics.

Naylor offers some good tips on peer placement, use of media for recruitment, volunteer recognition, senior citizens sharing expertise. Chapter 15, "The Consultant in Voluntary Action," is particularly helpful for those who serve as consultants as well as for those contemplating using the services of a consultant. Also, those not familiar with Naylor's career lattice as a means of enhancing volunteer job mobility will find it explained in detail in "Volunteer Careers."

Leadership for Volunteering is a reflection of Harriet Naylor's belief that volunteering is not only "one of the most effective learning methods in the world"; it is also a "natural human urge which should be fostered as one of the last areas of life in which compassion and concern for others can be expressed in action." It is a worthwhile reference book for anyone involved in voluntary action.

EXPLORING CAREERS THROUGH VOLUNTEERISM. Charlotte Lobb. Richards Rosen Press, Inc., New York, N.Y., 1976. 159 pp. $5.00. Available from Volunteer, PO Box 1807, Boulder, CO 80306.

CARE AND SHARE: TEENAGERS AND VOLUNTEERISM. Kathlyn Gay. Julian Messner, New York, N.Y., 1977. 159 pp. $7.50. Available from Volunteer, PO Box 1807, Boulder, CO 80306.

By Roberta M. Stewart

Although there is a growing body of literature on volunteerism, most authors seem to be writing for or about adults. While much applies to the volunteer of any age, there are special concerns when considering the involvement of youth. These two books should be a welcome resource for adults working with youth in formal volunteer in-

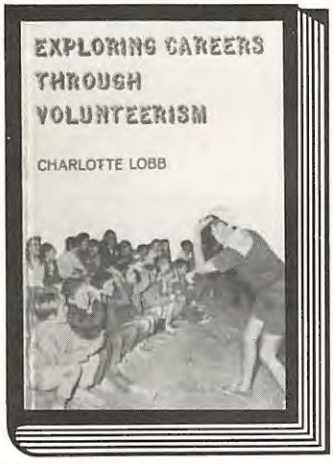
Vivienne Corn is the director of the El Paso Volunteer Bureau of the United Way, A Voluntary Action Center.

Roberta Stewart is the director of youth service programs of the Alexandria, Va., chapter of the American National Red Cross.

volvement programs as well as in such capacities as counselors or youth group advisers.

Both Charlotte Lobb and Kathlyn Gay have extensive volunteer experience, and both are currently involved in the administration of volunteer programs. Gay is coordinator of volunteers for a health care center; Lobb is a member of the board of directors of a Voluntary Action Center.

The two authors address similar questions: "Why should I volunteer?"



"How can I get involved?" "What can volunteers really do?" And the answers are similar. But the books generally complement, rather than duplicate, each other.

Both authors describe an assortment of volunteer experiences from the perspective of youth involvement. Not only are such traditional areas as health and education covered in some depth, but the authors also do a commendable job of suggesting examples of involvement for those interested in such areas as history or ecology, or for those who wish to develop skills like writing, or speaking, or working with tools. Lohb includes a chapter on service projects for clubs which shows ways in which groups from chess clubs to cheerleading squads can utilize their special interests in service to others. Gay describes group service involvement throughout her book, and includes a helpful action plan outline for groups wishing to develop their own response to a community need.

Both authors also discuss the rewards of volunteering, such as the satisfaction of helping others, the opportunity to use skills creatively, the development of new skills and, perhaps most important for teenagers, career exploration. In fact, as reflected by the title, this aspect of volunteering is the focal point of Lobb's book. She devotes five of the eight chapters to descriptions of volunteer jobs related to specific careers. "Volunteer Opportunities Related to Professional Occupations," for example, includes sections on 31 professions, from accountant to writer. There are specific examples of volunteer experiences relating to each, suggestions of ways to locate volunteer opportunities in given areas, cross references to related listings elsewhere in the book, and in some cases names and addresses of organizations in the field. Another chapter covers "Turning a Volunteer Job into Paid Employment," with suggestions for utilizing volunteer experience in job applications. Finally, an appendix lists addresses and directors of Voluntary Action Centers in each state for those wishing further information.

Gay's book, illustrated by numerous photographs, is more a discussion of volunteerism in general. Its best use would be in introducing younger teenagers to the whole idea—what it is, why one should do it, what the rewards are. In closing, Gay quotes a group of second graders who have participated in a volunteer experience. The theme of the book could be summed up in the words of one of these children:

"Volunteering makes you feel like there is something inside you warm, nice, happy, cheerful, and that something is LOVE!"

Lobb's book will be more useful to those—youth or counselors—interested in using volunteering to develop career knowledge. But an extensive listing of national organizations which offer youth involvement, and a small but useful bibliography, make Gay's book a valuable supplement in this area.

THE TOOL BOX

Compiled by Anne Plunkett

Voluntarism: The Real and Emerging Power. A Report of the International Conference on Volunteer Service. ACTION, 806 Connecticut Ave., NW, Washington, DC 20525. 1976. 194 pp. Free.

A report on the June 1976 conference on voluntarism held in Vienna, Austria. Chapters include "Approaches to Volunteer Work," "Volunteer Organizations, the Mobilization" and "Voluntarism in the Context of the Development Process."

The Voluntary Difference. 18-minute video-cassette. Rental: $10 a week; purchase: $33. South Carolina Office of Volunteer Services, 1321 Lady St., Rm. 312 Owens Bldg., Columbia, SC 29201. 1977.

A training resource, the cassette addresses staff resistance to volunteers by depicting staff-volunteer interactions in an office setting. Accompanied by a training manual.

Foundation Grants to Individuals. The Foundation Center, 888 Seventh Ave., New York, NY 10019. 1977. $13.00 postpaid.

Describes more than 1,000 foundations that make awards to individuals (including scholarships, internships, fellowships, travel grants, loans and medical and emergency assistance). Also provides program descriptions, including eligibility requirements and application procedures.

Trustees and the Future of Foundations. John W. Nason, Council on Foundations, Inc., 888 Seventh Ave., New York, NY 10019. 1977. 112 pp. $4.95 postpaid.

A report which examines the problems and responsibilities of the men and women who control America's 26,000 foundations. It investigates their thinking and where they stand on current issues relating to foundation governance and grant-making.

The Grass Roots Fundraising Book. Joan Flanigan, The Youth Project, 1000 Wisconsin Ave., Washington, DC 20007. 1977. 224 pp. $5.25 postpaid.

A "how-to-do-it" guide to raising money. Describes how to choose the right fundraising method for your group, and how to organize and plan such events as plant sales, auctions, house tours and theatre parties. Includes case histories, sample forms and checklists, and a bibliography.

The Organization and Operation of Neighborhood Councils. Howard W. Hallman, Center for Governmental Studies, P.O. Box 34481, Washington, DC 20034. 1977. 158 pp. $3.95 postpaid.

This book reviews the experiences of 30 communities in their efforts to increase citizen participation in government. Offers practical guidance on administrative agencies; staffing and finance; neighborhood-operated services and self-help activities; evaluating program results; and political relations.

A Handbook for Citizen Involvement. Women for Justice, 625 W. Alabama, #4, Houston, TX 77006. 1977. 29 pp. $2.00. postage and handling.

Developed by volunteers who work with women prisoners and ex-offenders, this handbook discusses organizing a program, fund-raising, and how to become an effective volunteer. Includes descriptions of a variety of volunteer jobs.

Organizing For Handgun Control: A Citizen's Manual. U.S. Conference of Mayors, 1620 Eye St., NW, Washington, DC 20006. 1977. 154 pp. $3.00.

With emphasis on the need for research and for the formation of broad-based coalitions, this step-by-step manual is designed to assist state and local groups in developing an organization and accomplishing its goals. While confined to a single issue, it can be used to organize around most community issues.

Training Consumer Leaders: Planning and Implementing a Consumer Leadership Conference. Virginia Citizens Consumer Council, Box 777, Springfield, VA 22150. 1977. 44 pp. $2.00.

Details the experience of planning and conducting a statewide conference. Although specifically directed toward consumer leadership, the planning, funding and implementing instructions may be useful for anyone planning a large conference.

Reader Development Bibliography. Melissa R. Forinash, ed., New Readers Press, Laubach Literacy International, Box 131, Syracuse, NY 13210. 1977. 116 pp. $3.00.

An annotated, graded list of inexpensive print materials for adults who read on an eighth-grade reading level or below. Useful for those who work with undereducated people. Titles are listed under such headings as arithmetic, science, the world and its people.

Two-Way Tutoring: How To Improve Reading Skills. Barbara Hoffman, The PaperBook Press, PO Box 1776, Westwood, MA 02090. 1977. 19 pp. $1.25.

Used by students and teachers in the Boston public schools, this guide identifies common reading problems and describes games and activities that help improve reading skills. For elementary and middle school-aged children.

Developing Child Care Programs Through Community Education. Minnesota Community Education Association, 6425 W. 33rd St., St. Louis Park, MN 55426. 1977. 23 pp. $2.00.

This booklet examines the rationale and the method of using public school facilities for after-school and summer care for young children. Discusses the climate for success, financing, staffing, leadership, curriculum, parental involvement and dealing with the board of education.

Foster Care in Five States. Shirley M. Vasaly, Children's Bureau, Office of Child Development, Dept. of Health, Education and Welfare, PO Box 1182, Washington, DC 20013, 1976. 150 pp. Single copies free.

A report on the major recommendations of foster care studies in five states. It presents a general picture of foster care programs and goals for effective service.

Helping Children Face Crises. Alicerose Barman, Public Affairs Pamphlets, 381 Park Ave., South, New York, NY 10016, 1976. 24 pp. 35 cents.

Written by a public school consultant on child development, this pamphlet covers a range of problems including how to deal with divorce, separation and death.

Food Programs of the U.S. Department of Agriculture. Information Division, Food and Nutrition Service, U.S.D.A., Washington, DC 20250. March 1977. 11 pp. Free.

A booklet describing the various food assistance programs of the FNS. Includes a publications list and addresses of the seven regional offices which operate the programs.

Nursing Home Care. U.S. Dept. of Health, Education and Welfare, Health Care Financing Adm., Publications Office, Room 6-115B, 330 C St., SW, Washington, DC 20201. 1977. 35 pp. Free.

Offers practical help in selecting a nursing home and evaluating its services and facilities.

Cooperative Approach to Crafts for Senior Centers. Farmer Cooperative ervice, U.S. Dept. of Agriculture, Washington, DC 20250. 1976. 14 pp. Free.

General discussion on establishing an income-producing craft program for senior citizens. Appendix lists sources of assistance in developing such a program.

Continuing Care Homes: A Guidebook for Consumers. American Association of Homes for Aging, 1050 17th St., NW, Washington, DC 20036. 1976. 13 pp. 80 cents.

Designed to assist consumers in weighing the advantages and disadvantages for continuing care for the elderly. A checklist of questions to ask before signing a contract is included.

A Practical Guide to the Women's Movement. Deena Peterson, ed., Women's Action Alliance, Inc., 370 Lexington Ave., New York, NY 10017. 213 pp. $5.00.

Provides a national directory of over 200 women's groups, an annotated reading list on women's movement issues along with a list of women's periodicals, and consciousness-raising guidelines (with special sections for young women and black women).

Focus on Women. Policy Communications, Education Division, Dept. of Health, Education and Welfare, South Portal Bldg., Washington, DC 20202, 1975. 37 pp. Free.

A pamphlet listing HEW's Education Division's research and demonstration projects on the educational and advancement needs of women.

Directory of Rural Organizations. 2nd edition. National Rural Center, 1828 L St., NW, Washington, DC 20036. 1977. 57 pp. $2.00.

A reference listing of major national organizations involved in various aspects of rural development and policies. Gives the purposes and publications of each organization and codes each one according to categories of lobbying, membership, research and services.

Everything You Can Get from the Government for Free or Almost for Free. Craig and Peter Norback, Van Nostrand Reinhold Co., 450 W. 33rd St., New York, NY 10001. 1975. 235 pp. $7.95.

A comprehensive listing of government programs including the program title, what it does, who qualifies and exactly how to apply. A subject index and a thorough table of contents enable the reader to locate programs of interest.

U.S. Government Manual. Superintendent of Documents, Government Printing Office, Washington, DC 20402. 1977. 882 pp. $6.50.

This official handbook provides detailed information to aid the public in obtaining specifics on employment, government contracts, environmental programs, publications and films. Describes the major programs and purposes of federal agencies, and gives an address list of boards, committees and commissions.

The National Zip Code Directory. Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402, 1977. $7.50. (Specify publication #65 when ordering.)

There have been 100,000 zip code changes since the last directory. Old copies may be traded in without charge at designated postal facilities.

THE VOLUNTEER ADVISOR

Dear Addie: *I am the volunteer administrator of a transportation program for senior citizens. We use volunteer drivers who donate their own time and the use of their automobiles. When I looked into tax deductions for the drivers, I noticed that there is a large difference between the deduction allowed businessmen who drive their autos and the deduction allowed my volunteers. How does the IRS get away with that?*—**Enraged Taxpayer**

This is a long story. It also bears a close resemblance to medieval debates over how many angels can dance on the head of a pin. Such as they are, here are the facts:

The IRS allows a deduction of 17 cents-per-mile (recently raised from 15 cents) for "business" use of an automobile. The lower 7 cents-per-mile figure for charitable purposes is "justified," according to the IRS and various courts who have examined the issue, because not all expenses of operating a car qualify as "charitable contributions." The major exclusions are for costs which are primarily for the benefit of the individual (i.e., insurance) and payments which would have been made in any case (general maintenance, most repairs, and depreciation). Parking and tolls are excluded because they're deductible under a separate category. The only major items considered charitable contributions which apply to the standard mileage rate are the costs of fuel, oil, and gasoline taxes, which total relatively close to the 7 cents-per-mile figure.

You might take heart from two other facts. First, an agency can reimburse its volunteer drivers at any amount up to the 17 cents-per-mile figure. Second, the 7-cents figure is only an *optional* standard mileage rate. If you're willing to record all your costs, and they come out higher than the 7 cents, you can deduct for those actual out-of-pocket expenses. Of course, you still won't be close to the 30 cents-per-mile that it now costs to operate a vehicle, but you can make the best out of a bad sitnation.

★ ★ ★

Dear Addie: *What do you do when you are all prepared to conduct a workshop but when you get to the site you find out the audio-visual equipment has not been delivered or the sponsoring agency just forgot all about ordering it?*—**Freaked Out**

First of all, DO NOT PANIC. That's one of the first rules professional trainers must learn. Even if you get the equipment you might discover it is not in very good condition or it won't even work. Trainers should never let the audience become aware of these catastrophies.

If you are planning to use transparencies and the overhead projector is out of order, ad-lib on your flip chart of blank pages. You don't have to be an artist to come up with fairly good drawings of what the transparencies look like.

If you are going to use a slide show or film, have a script available. It's better to read it aloud than to eliminate the show from your workshop. Again, you can use your flip chart to illustrate. The flip chart is the trainer's best friend.

Remember, do not create a sense of embarrassment or disorganization with your audience. They are not aware of

what your plans are. Setting a good tone is one of the most important aspects of running a workshop.

Some tips:

- Always carry markers, masking tape, an extension cord and adaptor plug.
- Let the sponsoring agency know that the equipment should be delivered to the facility the night before the workshop.
- Test all the A-V equipment that night, if possible, and *practice* with it.
- Be there at least one hour before the workshop in order to assure that everything will be set up before the participants start to come in.

Good luck!!

★ ★ ★

Dear Addie: *I am a student involved in an off-campus volunteer project. Nobody has been able to explain to me what the words* volunteerism *and* voluntarism *mean. Are they interchangeable or is there a difference?*—**Young and Restless to Know**

The semantics of volunteering are often too confnsing for any of us to sort out. Basically, *volunteerism* is used when talking about the involvement of individuals as volunteers—tutors, advocates, drivers, etc. *Voluntarism* generally refers to the more institutional voluntary sector as a whole—national voluntary organizations, philanthropy, etc.

So, we could say that *voluntarism* is essential to the solution of problems in our society and that *volunteerism* must be a significant part of that effort.

AS I SEE IT

(Continued from p. 2)

coercive power of government is only part of the story. There is the persuasive power. There is the power of examples. And as we look to each of you to pay your taxes, to avoid violating the law, we also have to look to you for a little more than that.

SOCIETY IS MORE THAN POLITICS. IN FACT, POLitics is only a part of a very complicated and diverse mosaic. Society is a group of human beings. They are born, they go through a cycle, then face, often by themselves, the lonely prospect of their own death. It is a great human factor and we have to deal with that. The volunteer movement spans a spectrum of human involvement without which we are not going to have a quality life to enjoy in this country. Division of labor and specialization have brought us miracles—miracles of mobility and communication. But we are still a rather confused universe, a fragmented world where parents live in Buffalo, children live in Texas, and grandchildren in Los Angeles.

Who picks up the pieces? Obviously the government does, often in a very insensitive way. I was talking to a business executive. He said, "If we could only discipline individuals to care for their neighbors, maybe we wouldn't have to worry about disciplining government so much." How many business executives or labor leaders or politicians stop to worry about the person down the street or in the next office who may have a problem? When they leave the house in the morning, when they get their cars on the expressway, when they get in the elevators to go to their cage to shuffle papers for 28 hours, how many of these officials worry about the person with a drug problem, an alcohol problem, a problem with their family, their grandparents? They don't worry about them because we have specialists. We have certified experts who take care of those things. And those experts basically are paid by Medicare, Medicaid, HEW—by a massive welfare bureaucracy that in many ways is very important. Unless individuals can cope together in organizations of mutual aid and support, there is no prospect of mitigating the runaway growth in government.

When we think of voluntarism, we can't limit it to one particular organization. It is a very broad spectrum that includes the whole political complexion—Junior Leagues, Voluntary Action Centers, labor unions, private businesses, brotherhood organizations, farm workers, Catholic workers, churches, brotherhood associations, ethnic groups. Any time individuals come together—not because they are coerced by the government, but for spiritual, political, fraternal reasons—then you have voluntary action. And that's the difference. Are you coerced by the government or do you give of yourself in some collective enterprise outside the government structure?

I think the real question facing the people of this world is to what extent will we collectivize through the public sector and to what extent can we revitalize the private organizations, whether they be friends, church, neighborhood or any other group of people. Voluntarism is a very large umbrella that can span a spectrum from the Mormon Church to United Farm Workers, to Buddhists and Jesuits to Black Panthers to Jehovah Witnesses.

Some people think voluntarism is not very important. They think it is a cop-out. Why don't you pay people? they ask. Why don't you give them a full benefit program? Get them into the structure. Get them tuned into the bureaucracy. That kind of thinking is going to be there; you can't get rid of it. It is a part of modern life. But along with that, we need to encourage as much voluntary commitment, as much mutual aid as possible in the private sector. It can take a variety of forms. People expect the police, for example, to make the streets safe. But neighbors must get to know each other and come together if there is a crime wave because the problem can't be solved by technology alone. I talked to a policeman and asked him why he can't walk the beat. He said, "Well, whenever I get out of my car I lose contact with my central computer." It is the individual, the neighbor, who is going to determine what to do—maybe a community-oriented police or a neighborhood watch.

We have more and more people collecting increasingly valuable merchandise in little warehouses called homes. There they spend less and less time and know fewer and fewer of their neighbors. Think of the freeways and the easy access to automobiles. They are an invitation to crime. You've got a pickup truck, you drive down the street, you see somebody is not home. You move in, put the stuff in the pickup and take off. All the police in the world can't stop that if there is not some kind of mutual support. That is why community-oriented police is a very significant example of volunteers at the local level working with professionals to connect the people to the institutions that are serving the people. And it can be very effective. A community in California has cut its crime rate 20 percent by involving the citizens in their own protection, their own security. Yet, they work with the professionals who are helpless unless they have that support and confidence of the people they serve.

The same is true for the schools. We all pull our hair out about students' poor test grades and declining college aptitude scores. But how much time is spent by parents with their children, by peers working with one another or by people trying to help those in school learn the basic skills? You can't lay everything on the school. We take these teachers, give them a four-year education and expect them to teach birth control, drivers' education, science, politics—you name it. It's too much. Unless you have that bedrock of family, neighborhood and church, or some substitute for that, these impersonal, bureaucratic institutions have a very hard time picking up the burden for which the traditional private associations once bore the responsibility.

I am very glad to see that a major corporation is going into schools to encourage young kids to study more, to graduate. Why is it that in this country only two percent of the doctors are black? Why are only three percent of the students black and two percent Mexican-American at the University of California? We have got to reach out, to encourage in grammar school, in high school, in college. If you look over your shoulder and see too many people slipping further and further back from where you are in society, then it is time to slow down and try to bring them up a little closer to where you are. In a society where disparities become so magnified and information flow is so

accelerated, you can't expect anything other than class conflict and political instability.

We have to go into the schools and the mental hospitals and the police stations and the nursing homes and try to make contact. In California we have set up a parent council that can apply to the state for funds which will make over $100 million available in the next four years to set up parent-teacher-staff councils to plan for a specific school site. That is a form of voluntarism—making the effort to get out of the house and trying to humanize and revitalize an institution when it is very easy to sit back and vote yes or no to a particular tax measure. It is very hard to do because we are a society of individuals, specialists, corporate experts, financial analysts, politicians. We have this; we have that. But how do you get that social glue without which you don't have a society?

WE MUST FIND COMMON THEMES THAT WILL link us together. The linking has to be in the city, in the suburbs, to the east and to the west, for the rich and the poor, blacks and whites, old and young. We have to find that common ground out of which we all draw our citizenship as Americans. The test is a severe one. Countries all over the world are looking to this system of public and private sector efforts as a partnership. If one sector gets out of bounds, then the system begins to not quite make it. Right now the imbalance in many places is from the lack of volunteer efforts—people coming together to try to make a better life. There is no substitute for care or human efforts. It is easy to point the finger at somebody else. But you can't substitute the ability and willingness to work in some kind of program. Not only do you humanize the structures the government offers as a substitute, but you also learn a great deal about yourself.

If there is anything that is characteristic of this society, it is the tremendous barrier that exists from people going to the same club, talking to the same people. We must reach out to a reality not encountered in our everyday lives. We can't survive in a departmentalized, fragmented, irresponsible world where we all look to the president, the governor, the mayor to take care of us. Politicians have a lot to do. But even as we try to do more, you've got to do more. You've got to do more in your own neighborhoods and communities. The powerful on high can only take you so far. There has got to be power from the bottom, power from the neighborhood, the community. Where it works it has tremendous impact.

I was looking at the welfare rate, and I was trying to figure out why it is so low in Utah. It turns out the Mormon Church has its own welfare program, its own mutual aid society. There are many religious and ethnic groups who do that. But as we get more modern and more progressive, we leave some of that behind us. We must develop new structures and institutions to capture that very human instinct to lend a helping hand. And that's the context in which I see the volunteer movement across this country. I noticed that a number of these volunteer programs have started in this decade. That indicates a movement that's new but is gathering momentum. I would like to spread it all around the country.

How do you recreate that spirit of neighborhood we had in former times in rural parts of the country? What do you do with the impersonality, the anonymity of the urban space? We are applying our individualism and our science to the point where we are becoming progressively disconnected from one another. Unless we can find a way to get that social glue back into society, there will be more walls, more regulations, more turmoil, more antagonism. And that is where voluntarism can help. It is something that nobody can do for you; you've got to do it. The commitment has to come from all parts of the political spectrum, labor and business. It forms a partnership that is good for the individual because you learn and you see the various parts of life you may not have encountered before. You are able to lend a little bit of your surplus knowledge and energy to someone who can use it.

The government needs to be connected to the people it serves. We have volunteers working in hospitals, in government offices—a good circuitry between the citizenry and the bureaucrats. The bureaucrats are people too. We've got to keep the connection and the information flowing. Increasingly people isolate themselves in their own corner to do their own thing, while in the middle are millions of people with tens of thousands of problems. We don't want to face the reality that the end for many is in a nursing home or in a run-down hotel or that the beginning for many is in the streets or in a school where there is little discipline. You—one person—can help them. Sure, you're not going to create a revolution or to change the economic momentum of this country. But as people feel better about their whole lives, about the whole country, then the quality of life is imperceptibly enhanced. When we do that we regain our badly needed confidence.

SO AS WE LOOK AT THE NEGATIVE, LET US ALSO reach down and see the positive. You have the opportunity to give something that is not required, that is extra, that is over and above. And you can do it in a way which is really vital. I see voluntarism not as an opportunity but as a necessity of a civilized society. And that is the meaning of this gathering. I know that tomorrow we will go back to our special offices, and I will worry about politics and you will worry about the bottom line. But the bottom line of a society is its cohesion and its sense of collective identity and common purpose. And voluntarism can make a major contribution in knitting together an increasingly separated and fragmented society. No matter how much wealth and individual accumulation there is, they can't make up for the heartache, the growing separation and consequent antagonism of a culture that can't include all the diversity that lies within it.

To those corporations who have made this effort, who have made it for a long time, all I can do is add my praise and respect because it is a very impressive statistic. And if we can take the programs listed here from the people who are being honored and spread them across the country to the labor unions, the corporations, the big businesses, the small businesses, we would have a much better society and a much more certain future than what we have today.

June 5-9, 1978
Holiday Inn

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Training of Trainers — 1978
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For additional information phone: 202-467-5560

CALENDAR

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

Feb. 26-Mar. 1 **Arlington, Va.:** *National School Volunteer Program Seventh National Conference*
Workshop topics include recruitment from all age and ethnic groups and business community; special populations, such as handicapped, learning disabled and gifted; parent education; desegregation.
Fee: $50 members; $65 nonmembers
Contact: Barbara Hodgkinson, NSVP, 300 N. Washington St., Alexandria, VA 22314, (703) 836-4880

Mar. 8-9 **Washington, D.C.:** *Washington Non-Profit Tax Conference*
To update nonprofits on all major nonprofit tax developments. Fifty-five authorities, including legislators and lawyers, will speak on foundations, 501 (c) (3) organizations, charitable contributions, legal problems of churches and religious societies, unrelated business income tax.
Fee: $395
Contact: Alice Corcoran, Organization Management, Inc., 13234 Pleasantview Lane, Fairfax, VA 22039, (703) 968-7039

Mar. 27-30 **Atlanta, Ga.:** *Second National Conference on Aging and Blindness*
Conference focuses on rights, responsibilities and benefits of the individual/recipient; role of advocacy and technological developments; and national priorities and public awareness.
Fee: $25 (includes reception, luncheon and proceedings)
Contact: Dorothy Demby, American Foundation for the Blind, 15 W. 16th St., New York, NY 10011

Apr. 3-8 **Seattle, Wash.:** *Fifth Annual Drug Abuse Conference*
Covers all areas of drug abuse, including legal and illegal drugs, agencies and individuals involved in drug abuse work, research and planning.
Fee: $85 (registration and materials)
Contact: Gene Williamson, NDAC '78, 200 Broadway, Seattle, WA 98122, (206) 623-2466

Apr. 25-28 **Lake Arrowhead Calif.:** *18th Annual Conference for Directors and Administrators of Volunteer Programs*
Program contents, under direction of Dr. Eva Schindler-Rainman, include management strategies, change, training, trends, marketing your program, accountability, grantsmanship, group interaction, insurance problems.
Fee: $210 (includes room and board)
Contact: Eleanor Wasson, 615 San Lorenzo, Santa Monica, CA 90402, (213) 454-3355

June 5-9 **St. Louis, Mo.:** *NCVA Trainers' Institute*
One of two NCVA-sponsored national training institutes for 1978. Workshop covers training design and techniques, how to make and use audio-visual aids, communicating, group facilitating, and more.
Fee: $200 (VACs); $250 (general public) (Note: Enrollment limited to 50 participants)
Contact: Linda Berns, National Center for Voluntary Action, 1214 16th St., NW, Washington, DC 20036, (202) 467-5560

May 15-18 **Estes Park, Colo.:** *Frontiers '78: Impacting Systems: How to Deal Effectively in the Changing World of Volunteerism and Citizen Participation*
Resource leaders include Dr. Ivan Scheier and Marlene Wilson. Workshop topics cover staff/volunteer relations, Basic Feedback Systems, religiously-oriented volunteer groups, ethics and values, People Approach strategies.
Fee: $150
Contact: National Information Center on Volunteerism, PO Box 4179, Boulder, CO 80306, (303) 447-0492

May 31-June 3 **Pittsburgh, Pa.:** *AVAS/AVB/AAVS Conference*
Workshops for volunteer administrators and academicians cosponsored by the Association of Voluntary Action Scholars, Association of Volunteer Bureaus and Region III of the Association for Administration of Volunteer Services.
Contact: Betty Hepner, Volunteer Action Center, 200 Ross St., Pittsburgh, PA 15219, (412) 261-6010

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