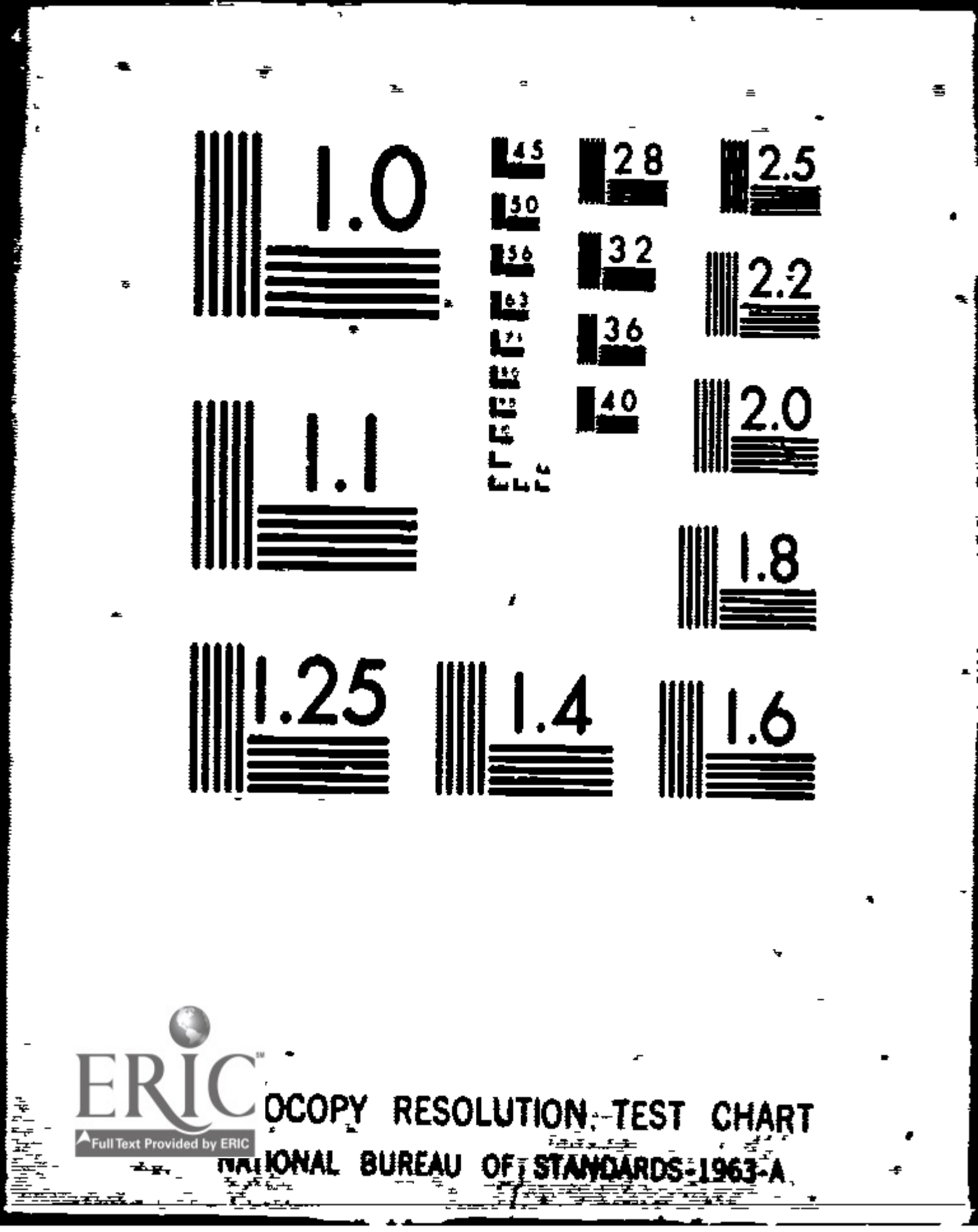

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ABSTRACT

This booklet explains the volunteer as a necessary and expanding part of the school district's educational team. The benefits and drawbacks of volunteerism are presented, with stress on the indication that problems incurred by the school districts can be solved. The planning, coordination, supervision, direction, and usage of volunteer programs are emphasized; examples of specific school volunteer programs across the United States are given. Explained are the use of students as tutors in these programs, the importance of recruiting and placing volunteers, and approaches toward evaluation. Five sample volunteer programs are presented, exemplifying a) a large, urban program (Los Angeles); b) an urban program which combines individual and organizational resources (Denver); c) a program jointly sponsored by a school district and a service organization (Boise, Idaho) d) a comprehensive statewide program (New Hampshire); and e) a cross-age teaching program (Ontario-Montclair, California). Twelve selected references are included along with addresses where further information can be procured. (MRB)

SCHOOL VOLUNTEERS

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EDUCATION U.S.A.
SPECIAL REPORT

A Publication of the
National School Public Relations Association

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Education U.S.A., the independent weekly education newsletter founded in 1958, and *Education U.S.A. Special Reports*, which probe in depth a single area of education, have introduced a new dimension to educational journalism in the United States. *Education U.S.A.* publications are published by the National School Public Relations Association.

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SCHOOL VOLUNTEERS

OVERVIEW

In efforts to meet some of the most pressing educational challenges of the last decade, schools throughout the nation have turned for help to one of the oldest traditions in American life--the tradition of volunteerism.

While the roots of voluntary service run deep in American society, the concept of organized, coordinated volunteerism in nearly every facet of school life is a relatively recent phenomenon.

The volunteer has become a necessary part of the educational team as school districts grapple with such urgent concerns as:

- Soaring costs of education--State and local expenditures for all levels of education climbed from $6.5 billion in 1947 to some $68 billion in 1969. U.S. educational institutions were expected to spend more than $90 million in 1972, making education the nation's largest enterprise, according to the National Center for Educational Statistics (NCES). The National Education Assn. (NEA) reports the total expenditure for public elementary and secondary schools rose from $48.9 billion in 1971-72 to $51.8 billion in 1972-73.

- Rising salaries for teachers--While rightfully claimed to be a grossly underpaid professional group in the late 1940s and 1950s, teachers have been catching up rapidly. The average annual salary for classroom teachers in 1972-73 was $10,114, a 4.2% increase over 1971-72 salaries, according to NEA.

- Increasing pressure to upgrade the duties of certified teachers--As a result of teacher militancy, demands from teachers for more time for teaching have resulted in contracts which specify the removal of many non-teaching duties. In a four-year period, for instance, the percentage of negotiated teacher-district agreements containing clauses providing for teacher aides increased from 18.8% in 1966-67 to 32% in 1970-71, according to NEA Research Division statistics.

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- Growing demands for parent and community involvement in the schools--This has become a significant component of many federally funded programs and is intrinsically linked to decentralization, particularly in big-city school systems.

- Increasing attention to individualized instruction--This has led to efforts to reduce class size by lowering the pupil-to-adult ratio and attempts to meet the varying needs of a highly diverse student population.

- Enrollment trends--Although school enrollment is now beginning to taper off, total enrollment in all U.S. educational institutions has been climbing for the past 28 years and reached an all-time high in 1972, reports NCES. However, NEA found public school enrollment dropped by almost 66,000 students from 1971, while the number of school-age children dipped by 1.4%.

As might be expected, early steps to place volunteers on the educational team hit some stumbling blocks. The major obstacle that had to be overcome was the resistance of the professional staff to the use of non-professionals, especially in the classroom. "Admonitions about leaving the main job of education to the professional educator undoubtedly stem from the initial suspicion of teachers and principals to volunteers," maintain Barbara Carter and Gloria Dapper in School Volunteers: What They Do/How They Do It.

This thought is echoed by Winifred Herbert, coordinator of Volunteers in Portland (Ore.) Schools (VIPS), who identifies "overcoming resistance to the program by principals and teachers" as the greatest problem faced by the Portland program.

Volunteer Programs Mushroom

Initial resistance to the idea of the volunteer as a member of the educational team began to wear down with the introduction and success of paid paraprofessionals in the classroom. Also, many of the advocates of volunteerism had the foresight to spell out, unequivocably, the dictum that teachers teach and volunteers aid.

The growth and scope of the school volunteer movement clearly demonstrates that this early resistance has all but disappeared. School volunteerism in the 1970s represents a corps of more than 2 million citizens who are giving their time, talents and energy to some 3,000 programs in education in all 50 states, according to statistics reported by the New York City school volunteer program. Most of the volunteers receive no monetary compensation although, reportedly, some receive a "token" amount. The mushrooming of formalized school volunteer programs, particularly in the last several years, reflects a widespread acceptance by both educators and the lay public that the education of children is a task that requires assistance from the entire community.

Although the need for volunteers in education was formally recognized at the federal level with the establishment in the U.S. Office of Education of a program known as Volunteers in Education (VIE), the program has not

been re-funded. Several of the publications prepared by the Volunteers in Education program will be used as references throughout this report.

The beginnings of the now-massive school volunteer movement were modest. New York City, considered to be the "granddaddy" of organized school volunteerism, began its program as an experiment in 1956 with 20 volunteers serving in one school. The experiment was obviously a success, for the New York program had increased by 1971-72 to more than 2,000 volunteers serving in 161 schools.

School districts in other American cities boast of similar growth and success of their volunteer programs. Los Angeles launched its project in 1963 with 380 volunteers. It now has the largest program in the nation with more than 10,000 volunteers donating some 45,000 man-hours a week. In Washington, D.C., the school volunteer program nearly tripled in size during a five-month period in 1971, after establishment of an Office of Tutorial Services; between January and May, the number of volunteers climbed from 741 to 2,000. During its six years of operation, School Volunteers for Boston expanded from 28 volunteers in six schools in 1966 to more than 1,500 volunteers in some 130 schools in 1972.

Exactly who are these thousands of volunteers? The U.S. Dept. of Health, Education and Welfare (HEW) defines a volunteer as a person who contributes his personal service to the community through agencies' service programs, according to Mary T. Swanson in Your Volunteer Program, published by the Des Moines Area Community College in cooperation with the U.S. Office of Education (USOE). The book states that a volunteer is not a replacement or substitute for paid staff, but adds new dimensions to agency services and symbolizes the community's concern for the agency's clientele.

VIE, in its ABC's: A Handbook for Educational Volunteer Programs, describes a volunteer in education as a concerned and dedicated person who works regularly in schools or other educational settings to support the efforts of professional personnel.

The 'Typical' Volunteer: Almost Anyone

Although the mothers of pupils are frequently the heart and the first recruits of many school volunteer programs, the ranks of the volunteer force include people like:

- Karin Rosendorf, a college student who tutored at a rural elementary school while attending Florida State U.
- Joanna Daniels, who grew up in the Watts ghetto of Los Angeles and now operates a charm school. She spends a day or two a week lecturing Los Angeles high school students on the importance of personal pride, the virtues of hygiene and the hazards of drugs.
- Vandine Woodard, a legal secretary in Philadelphia whose employer "releases" her one afternoon a week to tutor a child in reading at an inner-city school.

- Raul Mercado, an auto store employe, who uses his day off to tutor fifth- and sixth-grade children at an El Paso elementary school and then works as a volunteer in the school's mini-gym.

- Naida Bullock, a mother of six and grandmother of 14, who gives volunteer assistance to fourth-grade students at a Dallas elementary school after she finishes her paid job as cashier in the school's lunchroom.

- Miss "M," who spends several hours a week in a Pittsford, N.Y., school library, shelving and mending books and filling in at the sign-out desk.

- Any one of the thousands of students in elementary and secondary schools and in colleges and universities who currently "help" another student. Generally the student volunteer serves as a tutor, but this isn't always the case. No matter what type of service the student volunteer performs, however, all reports indicate that he gains as much from his "sharing" project as the recipient.

As school officials in Mamaroneck, N.Y., aptly point out, volunteers can be parents or non-parents, young, middle-aged or senior citizens. However, they all must satisfy one common requirement: a liking for children and young people, a desire to help and an ability to make a commitment of time.

The services volunteers perform can be as varied as the volunteers themselves, as evidenced by a steady broadening of the volunteer's role and responsibilities in scores of school districts. In New York City, for instance, the type of service offered by volunteers over the years has changed radically, from performing routine chores for the teachers in early grades to running a successful tutorial service for individual children at every level of the school system.

This development has not been accidental. Rather, as one New York educator observed, "The dramatic changes developed as teachers acquired confidence in the volunteer's skills and dependability and as the program refined its techniques of training and supervision."

School districts all over the country are recognizing that volunteers in education are capable of enriching the learning process and helping school personnel meet the needs of children as they grow and learn. Those districts with the most successful programs appear to be following this advice, which appears in the Project VOICE How-To-Do Handbook for Volunteers in Education (published by VIE in 1971): "The full potential of volunteer service can be achieved only by carefully planned programs which organize and coordinate volunteer activity."

To find out what types of practices are being followed by school districts in their volunteer programs, the National School Public Relations Assn. surveyed school programs in all parts of the country for this Education U.S.A. Special Report. Based on the more than 400 responses, and other pertinent data collected from across the country, this Special Report will attempt to pinpoint the good and the bad of volunteer programs; how programs are coordinated and planned; guidelines; recruitment and training procedures; and the wide variety of services being performed by volunteers.

BENEFITS AND DRAWBACKS

The rapid growth and spread of volunteer programs in the last several years is a strong indication that the values gained from such programs outweigh the drawbacks or disadvantages. There is also ample reason to believe that the bulk of problems encountered by school districts can be combated.

The Value of Volunteers

"You can't buy what a volunteer gives," said the late James E. Allen Jr., when he was U.S. commissioner of education. The dollar savings to taxpayers are substantial: Los Angeles estimates that its school volunteers donate about $70,000 a week in man-hours; Chicago says its Head Start volunteers donate some $460,000 a year in man-hours.

Respondents to the Education U.S.A. Special Report survey agreed almost unanimously that volunteer programs are indeed beneficial. The Florida State Dept. of Education, which coordinates a statewide Volunteers in Education (VIE) program, sums up this accord: "Volunteers serve the child, the teacher, the school, the community and other volunteers." They improve learning without increasing costs by:

- Assisting teachers with nonteaching tasks.
- Helping children develop more positive attitudes toward school and academic achievement.
- Giving teachers more time for professional instruction.
- Providing a better understanding of school problems and stimulating widespread support for public education.
- Providing more instructional and noninstructional assistance.
- Providing needed services to individual children and small groups.
- Strengthening relations between the school and the community.
- Enriching school programs by furnishing human resources from the community.
- Helping education reach a more personal level and contributing to a meaningful individualized learning process for more children.

A Volunteer: That Important 'Extra'

"A volunteer is many things," claims the Boise, Idaho, Volunteer Handbook. A volunteer is "an extra pair of hands, an extra measure of personal warmth, a valuable 'special resource' for classroom enrichment, a bridge between the instructional program and the community."

"Working in volunteer services results in a new outlook, a different perspective, added talents and a fresh approach," the state agency adds. "Volunteers bring a different motivation to school activities; they possess strong enthusiasm and are eager to contribute to a more successful program."

The value of volunteers in the classroom is outlined further in a report based on a national seminar sponsored by the Institute for Development of Educational Activities, Inc. (/I/D/E/A/), an affiliate of the Charles F. Kettering Foundation, Dayton, Ohio. The report, Expanding Volunteers in Teaching and Learning Programs, points out that volunteers in the classroom can result in a much reduced student-adult ratio. In addition, utilization of volunteers allows teachers to be much more effective with the group under instruction, while giving students in other groups a source of individual help.

Through the use of volunteers, the /I/D/E/A/ report continues, the teacher is able to perform more diagnostic functions. Meanwhile, volunteers can help strengthen the skills of various students by using materials selected and prescribed by the professional teacher. /I/D/E/A/ also found:

- Schools using the services of nonprofessional volunteers claim that teachers work more effectively.
- Two or more adults in the classroom reduce discipline problems and teacher fatigue.
- Classes run smoother with a higher degree of purposeful activity.
- Teachers are more relaxed and, as a result, are more effective.

"Much to the teacher's surprise, the volunteer often has a better understanding of the student than the professional. Greater adult-student contact and individuals with the time and willingness to work on an ancillary one-to-one basis are the most valuable and least used roles the volunteer can fill in the classroom. Yet, the volunteer can perform these duties at little or no cost to the school system," the report said.

Another value of volunteerism is expressed by the Milwaukee Public Schools, which believe that volunteer tutors can complement the efforts of teachers and other staff by providing additional motivation, reinforcing skills, developing receptivity to learning and enhancing pupil self-image.

The Salem (Ore.) Public Schools say a big advantage of their volunteer aide program is that it gives students a chance to see parents and other interested citizens involved in school activities in a helping relationship. And the program makes it possible for youngsters to receive the specialized skills possessed by the aides while offering citizens a first-hand glimpse of their schools in action.

Barbara Schneider, director of the Volunteer Talent Pool for School District No. 102 in La Grange Park, Ill., a system of only four schools, estimates that volunteers put in a total of 18,917 hours in one year--the equivalent of more than 13 full-time employes working 40 hours a week, 36 weeks a year. "This is indeed an impressive figure by itself," she says.

"But it is my sincere belief that no 13 full-time staff members could bring to the children of this district the myriad of talents provided by the 218 different volunteers who contributed their time and talents so unselfishly."

In Prince George's County, Md., Martha King, coordinator of the schools' volunteer program, asserts, "A volunteer can make the difference between success and failure, between pride and shame, between turning off education and tuning in on learning."

Still another benefit of volunteerism can be found in low-income ghetto schools where members of the minority community serve as volunteers. "Minority children tend to relate better" to adults they know, report Barbara Carter and Gloria Dapper. "Studies have proved that a child tends to live up or down to the expectations of his teacher. This seems a valid reason to recruit more volunteers from the neighborhood."

Who Gains; How Much?

Although many consider it difficult to measure the effectiveness of volunteer programs with an objective yardstick, some studies have been undertaken to determine whether the use of volunteers makes a difference to the student. One of these studies, conducted in 25 Michigan schools, revealed that, during a five-year period, teacher aides and volunteers reduced the amount of non-instructional time that teachers spent in correcting papers by 89%; enforcing discipline, 36%; taking attendance, 76%; preparing reports, 25%; serving children moving between classes, 61%; and monitoring lessons, 83%.

The Denver School Volunteer Program, Inc., a tax-exempt, volunteer organization that offers a reading tutorial service to the city's public schools without charge, evaluates its program by means of an annual survey of classroom teachers. The study for 1971 showed that 85% of the responding teachers indicated "some" to "great" gains were made by pupils in self-concept; 83% indicated "some" to "great" gains in attitudes toward reading; 75% found gains in attitudes toward school; and 70% found gains in attitudes toward teachers. More than half of the respondents indicated that actual improvements had been made by pupils in spelling, writing, following directions and listening skills.

As part of its funding under Title III of the federal Elementary and Secondary Education Act (ESEA), the Logan-Cache County (Utah) Tutorial Cen-

Wage/Price Controls Are Disregarded

Workers in the Richmond (Calif.) School Volunteer Program are experiencing no wage freeze as they continue their service in the classrooms of the district. "In fact," reports the program coordinator, "they are receiving more wages than ever before for their few hours of service a week. The feeling of being needed and wanted by the children with whom they work--which is their wages--increases with each week of participation in the widespread school volunteer program."

ter gathered data that could be used to assess the effects of tutoring on underachieving students. The assessment, which covered the school years 1962 to 1969, found that tutoring definitely improved standardized test scores in reading and writing. Test data showed that of the 110 students tested in reading, 105 came up to potential or better; of the 100 tested in writing, 97 came up to potential or better. According to the study, the effects of tutoring were particularly clearcut among 7th and 10th graders.

Operation SHARE, a four-county student tutorial program in California, found that substantial gains were made during 1969-70 by the majority of youngsters receiving tutorial assistance from volunteer college and high school students. Data for this period showed that:

- In reading, 76% of tutees for all grades gained six months or more; 70% gained seven months or more; 65% gained eight months or more; 59% gained nine months or more; 41% gained one year or more; and 3% gained two years or more.

- In math, 72% gained seven months or more; 70% gained eight months or more; 62% gained nine months or more; 38% gained one year or more; and 3% gained two years or more.

The Volunteer's Payoff: Personal Satisfaction

Beside the benefits to education, numerous school districts maintain that the volunteer, as well as the student, gains from the program. The Peoria (Ill.) Public Schools reflect this feeling: "The child benefits from having someone who can spend time with him individually, who can listen to him read, who can help him with his math problems, who can be concerned with his problems. The volunteer benefits by the relationship she is able to establish with children. She gains new insights into the problems of education and the art of teaching. She gains personal satisfaction when a child shows improvement."

The Denver school district, in its Administrator's Handbook for School Volunteer Programs, notes that the advantages of the program have been well defined for the schools, the teachers and the pupils, but the benefits to the volunteer are deeply personal. While stating that these benefits are "virtually impossible to measure," Denver suggests they include:

- The satisfaction of seeing the happiness of a child who discovers, perhaps for the first time, the taste of success and the joy of relating to a friendly, sympathetic adult who gives him exclusive attention.

- The sense of fulfillment that comes through active participation in a direct-service program.

- The easing of the frustration of a teacher who couldn't give each child the individual attention needed.

- An awareness and understanding of the problems that the schools face and of the need for citizen support of education.

Pinpointing the Problems

While volunteer programs have been judged as an effective educational endeavor by nearly all districts responding to the Education U.S.A. Special Report query, certain problems were noted by a number of the districts using volunteers. They included:

- Staff resistance to the volunteer.
- Irregular attendance by volunteers.
- High dropout and turnover rates among volunteers.
- Recruitment problems, particularly in low-income areas.
- Making sure volunteers are used properly.
- Inadequate communications.

"Our main problems have been in helping the professional staff develop an awareness of the vast potential for help a volunteer possesses" and in finding ways "to utilize the volunteer's potential," reports Lois D. Rogers, coordinator of Oklahoma City's volunteer program.

Janice Keller, a Salt Lake City school official, points out that the greatest problem with volunteers in her district is the teacher who doesn't want a volunteer or doesn't know how to use one. She is quick to add, however, that this has been solved by training both teachers and volunteers and by holding sessions to "air gripes and solve problems."

The reluctance of principals to accept the volunteer program or to interpret its merits to the faculty was cited by Winifred Herbert, coordinator of Volunteers in Portland (Ore.) Schools. But, she says, this problem tends to dissipate once the principal can be shown successful use of the program in another school.

The community relations coordinator for the Ferguson-Florissant (Mo.) School District, Karel Bentlage, finds the main problem she faces is a loss

Volunteer: Bottom Rung of the Career Ladder?

Competition is keen in Los Angeles' inner city for employment as a paraprofessional education aide. Mrs. Carrie Haynes, an inner-city elementary school principal, reports that nearly all of the 20 aides at her school moved into their paid positions after serving as parent volunteers. "Our parents believe that one way to become a paid aide is to work as a school volunteer, and this seems to be true throughout the inner city."

In many instances, parents in poverty-area schools have had new doors opened for them through the school's volunteer services. The New York City Schools have determined that parents have become better informed and more understanding of their child and their child's teachers when they participate. Furthermore, many have stepped onto the career ladder by being hired as paraprofessionals in the schools where they began as unpaid volunteers.

of interest on the volunteer's part and the volunteer's "inclination to become too involved in the teaching aide aspect of volunteer work." However, these problems are being solved, she notes.

An /I/D/E/A/ national seminar on volunteerism disclosed that the main roadblocks to the effective use of volunteers were school administrators, shy and insecure teachers, and teacher unions. "In many cases, this is just a matter of understanding," one seminar participant claimed. "You need to show the union that volunteers will not replace teachers or paid aides."

The American Federation of Teachers, AFL-CIO, stands firm in its belief that volunteers must not infringe upon the teacher's role, although it recognizes there is a place for volunteers in the schools. In a 1967 pronouncement, AFT declared: "There is a place for lay volunteer assistance in the school setting...[but] the use of volunteers must be restricted to those activities approved by the teacher, and under no circumstances must a teacher be forced to use or supervise a lay person...the direction, control and responsibility for the educational process must rest firmly with the teacher."

One volunteer coordinator taking part in the /I/D/E/A/ seminar pinpointed a prevalent attitude among many teachers concerning volunteers: If volunteers come to help, they're welcome; if they come to criticize or make more work, we want no part of it. "Such attitudes come as a result of bitter experiences where teachers have been offered help in the past that did not turn out to be help," the participant explained.

Another roadblock is an attitude among some principals and teachers that "if we cannot do it, how can a nonprofessional volunteer?" /I/D/E/A/ conference participants laid a great deal of blame and responsibility for this attitude at the doors of teacher-training institutions. "They do not enlighten the novice teacher that anyone else in the community could possibly be of any help to him." However, one participant maintained that college-sponsored tutorial programs are experiencing a growth spurt.

An additional roadblock is the view of many administrators that volunteers in their school are a group of people over which administrators have no control. When an Iowa principal was asked why she didn't use volunteers, she replied, "I can fire a teacher." This "no-ability-to-fire" policy is not nationwide. The New York City program, for one, shows no reluctance to do so if necessary, report Barbara Carter and Gloria Dapper.

Frequently, problems can be positive rather than negative. Such is the case when the demand for volunteers exceeds the supply or when programs witness a sudden surge in growth. "Our program has grown so rapidly that more staff could be used to continue the program expansion and innovation while still maintaining the vital personal approach," says Robin F. Spaulding, director of the school volunteer program in Worcester, Mass.

However, the bulk of these problems seem to pale into insignificance as districts continue to use, expand and improve volunteer services. It appears that the commonly mentioned problems can be overcome or avoided entirely by careful planning, good coordination, effective training of both volunteers and staff, periodic evaluations and recognition of volunteer efforts.

RULES OF THE ROAD

Starting the school volunteer program out on the right foot can mean the difference between success and failure. And, while volunteer programs are initiated and run in a number of ways, the experts emphasize that planning, coordination, supervision and direction are all vital to an effective program.

Planning: Step One

Planning how volunteers will be used, getting the approval of the board of education and acceptance by teachers and administrators are basic to the success of a program, warns the Texas Education Agency. "No one plan will ensure for all schools the successful use of volunteers. Local needs must be identified, and personnel must be obtained to meet these needs."

The agency stresses that a successful program must:

- Clearly define the roles of teachers, aides and volunteers.
- Stake out boundaries to avoid conflicts of interest and responsibilities.

"Without tactful screening, orientation, staff acceptance and community cooperation, the volunteer project is foredoomed to failure--or, at best, limited success," the agency adds.

The first step in starting a volunteer program is to get the school superintendent, school board, or administrative and professional staff of at least one school to accept it, advises VIE. Successful programs have been launched by concerned individuals, boards of education, local superintendents, professional staff, community or civic organizations, college and high school students, and parents. Regardless of how a program is started, however, responsibility for organization must rest with whoever is willing to establish cooperative working arrangements with the central school administrative staff and the professional and administrative staff in the participating school, the VIE handbook says.

The handbook provides an organizational plan that can be adapted in developing both large and small programs. The plan suggests that the following steps be taken:

1. Determine needs.

2. Prepare objectives.

3. Identify resources (material, financial and human).

4. Design program by:

   - Obtaining administrative approval.
   - Identifying services to be performed.
   - Preparing personnel practices for volunteers in conjunction with administrative policy.
   - Drawing up a budget and securing necessary funds.
   - Outlining duties and functions of leadership positions.
   - Selecting a coordinator and other needed staff.
   - Establishing criteria for and a method of recruiting volunteers.
   - Planning for orientation.
   - Developing a plan for selling the program to the public.

5. Recruit volunteers.

6. Reexamine plan.

7. Allocate resources.

8. Deploy volunteers.

9. Begin program operation and monitoring.

10. Report progress.

11. Evaluate program results.

Similar advice is given in the Des Moines Area Community College book, Your Volunteer Program. It proposes five W's that must be answered before starting a volunteer program:

- Who will be responsible for the volunteers, their recruitment, training and supervision?
- What jobs can volunteers do?
- Why are you considering a volunteer program?
- When can the volunteer program be initiated?
- Where can you find volunteers who will be interested in the program?

Coordination: Someone Must Be Responsible

Coordination--whether by an outside organization or by school personnel --is viewed as a "must" for a successful volunteer program. Project VOICE's How-To-Do Handbook tells why: "Haphazard volunteer programs are not effective. Only a coordinated, meaningful program will make a real contribution to education. To have a structured, well organized, effective volunteer program someone must be responsible for its coordination."

Although the School District of University City, Mo., had been receiving the services of volunteers for several years on an informal basis, the district started an organized Volunteer Aide Project in 1971 in response to

requests for training and coordination. The program now has a full-time coordinator who is responsible for such things as:

- Serving as a liaison between the district and the community.
- Coordinating recruitment.
- Helping to plan and lead training sessions and workshops.
- Sending and reviewing applications and placing volunteers.
- Maintaining a file of active and inactive volunteers and a file of resource volunteers.
- Keeping track of assignments.
- Distributing printed forms, materials and evaluation questionnaires.
- Writing pay orders and keeping accounts.

New York City's school volunteer program is administered jointly by School Volunteer Central Office (an agency of the board of education) and participating community school districts. The central office develops guidelines, handles citywide recruitment and serves as a coordinating agency and resource center. Since the New York schools are committed to achieving a decentralized administration, school officials are hopeful that each community school district will eventually finance and operate its own volunteer program, with the central office continuing to function as the recruiting, coordinating and resource agency.

School Volunteers for Worcester serve as the central coordinating agency for all 1,200 volunteers in the Worcester (Mass.) Public Schools. The agency, which recruits, trains and places volunteers, was initiated by school personnel and organized in cooperation with community members in 1966.

The Des Moines Public Schools, which now have a 675-member volunteer program, hired a full-time paid coordinator in 1970 to direct the district's program and to assist and supervise the work of local school volunteer chairmen. This practice is being followed by most of the larger district-run programs. Prior to hiring a full-time coordinator, Des Moines had a limited program run by the local chapter of the American Assn. of University Women.

The Denver schools' Office of Volunteer Services acts as a liaison center for the district's volunteer program. It identifies the various types

Don't Forget Money

An important consideration in starting a volunteer project is cost. The amount of money needed will depend mainly on the scope of the program. The cost of hiring staff members, either professional or clerical, will depend on the prevailing salary rates in the area. Funds also will be needed for office supplies and equipment, telephone service, preparation and reproduction of materials, and postage.

In preparing preliminary budgets, plans should be made for continuing or expanding the program after the initial phase is completed. Sometimes initial costs are underwritten by local citizen efforts, foundation grants or the board of education.

of service available and requested, as well as assisting in the referral, organization and utilization of both club-sponsored projects and individual volunteers. Any organized group, such as the YWCA, interested in offering its services to the schools is asked to present its goals and objectives to the office for approval. The office maintains a complete file of operating volunteer programs to aid school principals wishing to obtain information.

In Little Rock, Ark., Volunteers in Public Schools (VIPS) coordinates the use of volunteers, initiates new programs, and recruits and trains volunteers. Thirteen community organizations represented on the VIPS board--including the American Assn. of University Women, the Urban League, the Junior League and the Arkansas Council on Human Relations--help plan and coordinate programs and provide services, materials and financial assistance.

Coordination at the Local Level

In addition to districtwide direction of volunteer programs, many districts, particularly the larger ones, also provide for coordination at the local school level. For example, the School District of Philadelphia asks a staff representative (usually a teacher or counselor) to serve as the liaison between the professional staff and the volunteer group. This representative does the following:

- Acquaints staff with the program (goals, services available, ways to use services effectively).
- Introduces volunteer groups to staff.
- Secures names of teachers interested in classroom assistance.
- Provides information about the individual needs of some pupils.
- Assigns and schedules volunteers.
- Determines the place in which the volunteer and the individual pupil will work together.
- Provides materials and storage space.
- Arranges periodic conferences between volunteers and classroom teachers.
- Conducts inservice meetings for volunteers.

Local schools may also have a volunteer who serves as chairman and helps recruit more volunteers, keeps records and maintains regular communication with all members of the volunteer unit. In the Des Moines Public Schools, each principal is responsible for accepting, directing and terminating a

Wanted: 'A Nice Guy'

In Guidelines for the Use of Volunteers, the Montgomery County (Md.) Public Schools recommend that the role of the coordinator of volunteers at the local school level be filled by the principal, vice principal, counselor, teacher, aide or parent. "Since the coordinator may well be the key to the success of the entire program, his selection must have the concurrence of the school staff after careful evaluation of all possible candidates.... A coordinator must be pleasant, intelligent, tactful and patient," the district suggests.

volunteer program within his school. In carrying out these responsibilities, the principal may: designate a staff member to serve as the immediate supervisor and administrator of the program; select a school volunteer chairman from among the school's volunteers.

The local school volunteer chairman receives direction and assistance from the district's full-time, paid volunteer program coordinator. The chairman is responsible for:

- Setting up volunteer service schedules with the principal or other school representative.
- Arranging for substitutes when needed.
- Learning school procedures and location of materials.
- Working as a liaison person between the volunteers and the school administration and between the volunteers and the program coordinator.

Direction: Make Clear Who's on First

Many school districts have found that one way to avoid potential problems and overcome staff resistance in a volunteer program is to establish guidelines for those involved in the program. These guidelines usually define the roles and responsibilities of lay workers and professional staff--making it absolutely clear that volunteers are not teachers, but explaining the relationship between volunteers and staff. Guidelines often include a statement of goals and philosophy, as well as basic rules and regulations.

Sometimes the tone is set by the state. For example, school volunteer programs in California are guided by a provision in the State Education Code (Sec. 931.5) which holds that a person may serve as a nonteaching volunteer aide under the immediate supervision and direction of certificated personnel. Such a nonteaching aide cannot be an employe of the district or receive compensation of any type for his service. The code says:

> It is the intent of the legislature to permit school districts to use volunteer aides to enhance its educational program but not to permit displacement of classified [nonteaching] employes nor to allow districts to utilize volunteers in lieu of normal employment requirements.

On the local district level, the Roane County (Tenn.) Schools, a district of 4,727 pupils, have drawn up a code of ethics for the schools' 250 volunteers. This code clearly states that the school volunteer never replaces the teacher, but rather offers supplementary service which can increase a teacher's effectiveness. "The professional competence of school personnel will be our source of guidance and direction," the code declares. "Although we will work closely with them, we will always be aware that there is a difference between volunteer and professional activity."

In explaining the relationship of the volunteer to the school staff, the guidelines governing operation of the Hartford, Conn., school volunteer program state: "Under the direction of the school principal, the volunteer works under the supervision of the classroom teacher and only with those teachers who have requested the services of the volunteer. The volunteer's

role is to be part of the cooperative effort of the school staff--the volunteers will never replace paid school staff, nor will their presence mean that fewer paid staff members will be needed."

In How To Utilize Volunteers and Their Services, the St. Louis Public Schools emphasize the line that separates the professional from the volunteer. The following are listed as professional tasks and strictly off-limits to volunteers:

- Diagnosing student needs.
- Prescribing instructional materials.
- Selecting appropriate materials.
- Presenting or teaching content.
- Counseling with students.
- Evaluating student programs and achievement.
- Initiating or determining the why, the how, the where and the when.

A manual developed by the Volunteer Talent Pool and Training Center of Sarasota, Fla., and the School Board of Sarasota County offers these guidelines for adoption by school volunteer programs:

- The teacher is responsible for the curriculum and the teaching plan.
- The volunteer does not discipline a schoolchild; this responsibility rests with the teacher.
- The volunteer must accept children as they are, not as he wishes them to be.
- The volunteer does not give material things (food, toys, etc.) to the child in school without the specific approval of the teacher.

Like Roane County, the San Francisco Education Auxiliary, a volunteer, private service agency which places and trains many volunteers in the San Francisco Unified School District, has drafted a code of ethics for volunteers. It requires that in committing himself to the student, the school and the community, the volunteer acknowledges that:

- Any authority he is given is at the discretion of the staff member who is responsible for the students' instruction, safety and discipline.

- Criticism of school personnel or practices is an ineffective and unsatisfactory method of improving public education.

- The achievements of students are to be valued and their rights respected; personal information about them is not to be revealed.

- Regulations and procedures of the school are always to be followed.

Recognizing that the future development of its Volunteer Services Program depended, in part, upon establishment of a districtwide policy, the Columbus (Ohio) Board of Education enacted such a policy in mid-1972. The policy affirms the board's commitment to and support of the Volunteer Services Program. It also requires that volunteers function only under the direction and supervision of school personnel and only in schools and classrooms where they have been requested.

HOW VOLUNTEER SERVICES ARE USED

Ways in which schools use volunteer services are becoming almost boundless. In fact, a better title for this chapter, subject only to slight exaggeration, may have been "1,001 Ways To Lighten the Loads of the Administrator and the Teacher." To illustrate, the tasks performed by volunteers seem to be restricted only by the ingenuity of the administrator or teacher and by whatever guidelines or legal restrictions may exist regarding the use of volunteer aides.

In School Volunteers, Barbara Carter and Gloria Dapper note that the range of volunteer activities in education today is as broad as education itself. "There appears to be no school program--curricular or extracurricular--in which volunteers cannot be used effectively." They point out that volunteer activities are no longer limited to nonteaching chores (e.g., monitoring lunchrooms and playgrounds, taking attendance, helping with field trips). While volunteers still perform these essential services, they also aid the school's psychologist, nurse and community relations director.

"It doesn't stop there," the two writers say. "Volunteers today are also directly involved in the very process of education itself--as visiting lecturers, kindergarten assistants, story tellers, readers of English themes and, most of all, as tutors. Volunteers tutor children in almost every basic subject--reading, math and science"--as well as tutoring children who are learning to speak English as a second language.

While the tasks performed may indeed be broad and varied, they frequently are geared toward achieving certain stated objectives or goals. For instance, the purposes of the Des Moines school volunteer program illustrate goals enumerated by scores of other volunteer programs:

- Increase the educational attainment of children.
- Provide enrichment experiences beyond those that the school can provide.
- Provide more effective utilization of teacher time and skills.
- Give more individual attention to children who need it.
- Promote greater school-community involvement.

A look at school volunteer programs across the nation will bear out the assertion that attaining the above objectives has led to an explosion in the numbers of school volunteers and in the kinds of things they do.

Types of Volunteer Services

Crest Hill Elementary School in Casper, Wyo., is a small school which has one volunteer parent for every 30 students. Despite the limited size of this volunteer work force, it performs a multitude of activities. A representative sample includes:

- Duplicating work sheets.
- Proofreading, typing, duplicating and distributing class newspaper.
- Preparing art materials in readiness for class instruction.
- Supervising clean-up time after an activity.
- Taking inventory of classroom materials and equipment.

- Arranging for field trips and resource speakers.
- Maintaining a folder of representative work for each pupil.
- Displaying pupils' work in the classroom.
- Arranging bulletin board and displays.
- Supervising children's work on committees.

- Making charts.
- Writing stories dictated by pupils.
- Checking papers.
- Ordering audiovisual materials and operating equipment.
- Preparing materials for science investigations.

- Supervising the seatwork of children.
- Supervising indoor games.
- Helping teachers type materials for listening centers.
- Reading to the class during story time.
- Using their special talents--in art and music, for instance.
- Helping young children with their clothing.

In addition to performing many of these same tasks, a volunteer in Prince George's County, Md., may also be involved in such activities as:

- Checking out reference materials.
- Supervising the classroom while a teacher works with a small group in reading.
- Helping at the listening table or at the manuscript handwriting table.
- Presenting drill games in mathematics; using manipulative objects with slow learners to demonstrate basic facts in mathematics.
- Leading small group discussions.

Clothing Needy Children: A Worthy Aim

One out of five pupils in the Kanawha County (Charleston), W.Va., schools lacks a basic wardrobe to attend school because his family is impoverished. To provide these youngsters with the necessary clothing for school, the County Board of Education maintains a "Clothing Center," which is coordinated by the board's Office of Tutorial and Volunteer Service and the Kanawha County Council of Parents and Teachers.

- Assisting the teacher in planning and supervising field trips.
- Providing a one-to-one relationship for those children who need this ratio of adult assistance to experience success in school.
- Staffing learning centers.

- Tutoring individual children when requested by the teacher.
- Playing reading and word games.
- Working with small groups for reinforcement of skills.
- Making instructional materials.

The Mamaroneck (N.Y.) Public Schools divide the work of their volunteers into these four basic categories:

1. Classroom assistants--Volunteers who help students individually or in small groups under the guidance of the classroom teacher.

2. Tutorial assistants--Volunteers who assist students on a one-to-one basis, usually in reading, mathematics or language skills. Tutorial volunteers are guided either by an assistant principal, school psychologist or reading specialist.

3. Clerical assistants--Volunteers who provide general clerical help in school libraries, health offices or school offices.

4. Assistants in special programs--Volunteers who work in such activities as English as a second language, prekindergarten, special education, conservation and guidance.

Volunteer opportunities in the Westport (Conn.) School System include tutoring (reading, math and English as a second language); enrichment (art, ceramics, dramatics, needlework, photography); clerical (typing and collating materials); assisting in prekindergarten, kindergarten and the library; helping physically handicapped pupils; and research and writing.

The oldest and most consistent form of volunteer service in the Newton (Mass.) Public Schools is that of volunteer librarians. For more than 25 years, mothers of pupils have constituted almost the entire staff of Newton's elementary school libraries and have also provided assistance at the junior high level. Every elementary school in Newton has an average of 10-15 such volunteers, who give anywhere from two hours to several full school days a week.

In the Jefferson County (Colo.) Schools, volunteers work as reading aides for students in kindergarten and in grades 4-6. Under teacher supervision, these trained aides are able to:

- Work directly with students to help them learn reading skills.
- Provide opportunities for students to apply their reading skills.
- Help students overcome their reading deficiencies.
- Provide opportunities for students to share their reading experience.
- Administer diagnostic tests to determine students' reading needs.
- Assist teachers in the preparation of instructional materials.

The Akron (Ohio) Public Schools report that the "creative" administrator and his staff have found many useful activities for the talents and abilities of volunteers. Among the activities are acting as interpreters for foreign-speaking parents and children, assisting staff in the maintenance of school security measures, helping register pupils, aiding school beautification activities, assisting in the supervision of sports events, and sharing experiences, materials and special talents.

An elementary school in the Metropolitan Public Schools of Nashville-Davidson County, Tenn., has an extensive volunteer program which includes serving in a medical clinic, oral language tutoring, preparing materials for teachers and teaching word perception skills to pupils.

School Volunteers for Worcester, Mass., work in the public schools as teacher aides and as aides in the areas of child study, library, clerical, science and special skills. They further assist in recreation and physical education by helping professionals develop creative programs in sports, gymnastics, outings and dance.

A group of parents at a suburban Los Angeles elementary school devotes all of its volunteer time to a single project--helping children improve perceptual motor skills. The trained volunteers test those children in grades 1-3 who've been referred by their teachers. Children with perceptual difficulties take part in a daily 30-minute session run by volunteers to improve such skills as visual motor, figure ground, perceptual constancy, position in space and spatial relationships.

In Minneapolis, WISE (Women in Service to Education) furnishes volunteers to work in behavior modification with children at two elementary schools. These volunteers meet with kindergarten and first-grade students for one-half hour twice weekly. One way the volunteers work with the children is to play games in which the children are rewarded for practicing these desired behaviors. Students are referred to the volunteers by their teachers.

Some of the duties performed by volunteers in the Tacoma (Wash.) Public Schools include helping with medical examinations (eye and ear tests), physical education classes, public relations, special events and the breakfast program. Volunteers also work in tutoring and enrichment activities.

Oklahoma City's Helping Hands volunteers' program assisted in a campaign to alert teen-agers to the dangers and treatment for venereal disease by helping arrange a doctors' speaker bureau for schools. The volunteers have also worked with the local bar association in a special drug education project.

In the Rochester (Mich.) Community Schools, volunteers serve in a "dialogue" communication program in which three volunteers from each school are trained to answer questions and assess local community attitudes. The district's "block captain" program involves more than 300 volunteers who visit every home in the community to give residents a fact sheet and to answer questions about the schools.

Schools in Greenwich, Conn., are utilizing trained volunteers to operate television cameras and tape recorders in classrooms. Volunteers tape

students and teachers performing various activities. Students get to evaluate their performances and teachers can watch themselves teach.

The San Francisco Education Auxiliary operates a program of college and career counseling in five city high schools, using specially trained volunteers who work under the supervision of a professional. This program, Volunteers in College/Career Information, is funded by grants from the Zellerbach Foundation, the San Francisco Foundation and the Junior League. Volunteers from the Junior League of Peoria, Ill., present a mini-unit on drug abuse to all fifth-grade students in the city schools. The volunteers also make presentations on drug abuse for second, fourth and sixth graders.

In Jackson, Miss., some 300 volunteers act as substitutes for public school teachers attending inservice training sessions. (Note: This practice should be checked out by the local administrator with the state department of education; some states prohibit using volunteers for this type of activity.)

Houston's Volunteers in Public Schools (VIPS) operate a screening clinic to determine if kindergarten children have deficiencies in vision, language, learning, fine and gross motor skills, or social adjustment. Besides helping youngsters directly, the project is part of an effort to finalize development of a screening instrument for five-year-olds. Volunteers in the El Paso, Tex., schools have also taken up the task of screening children for learning disabilities. The effort is being carried out by a coalition of volunteer workers from the Junior League of El Paso and the El Paso Section of the National Council of Jewish Women.

In New York City, the Chancellor's Action Center is a new ombudsman-like operation for handling complaints from community members about high schools, special schools, special education and other centralized programs. Trained parent volunteers receive complaints by telephone daily, Monday through Friday, from 10 a.m. to 12 p.m., and spend their afternoons researching the complaints for follow-up action and for returning phone calls.

School volunteers in Rhode Island are involved in a statewide project of setting educational goals and drafting a master plan for all levels of education. The specially trained volunteers serve as a resource to the task forces which are examining different aspects of educational planning.

Volunteer services are being utilized by a number of school districts, such as St. Louis and Boise, in the Junior Great Books Program. By encouraging the reading of fine authors and through group discussions, this program tries to help students develop the ability to think reflectively and critically about basic ideas expressed in literature. Most districts carry out this project in conjunction with the Great Books Foundation, a nonprofit organization headquartered in Chicago.

In addition to performing a number of routine tasks, volunteers in the Utica, Mich., schools have also become "campaign committees" at election time. "They have been in the schools and know we need more money to do a better job," school officials report. "We have passed $44.5 million in building money and won six of our seven operational millage requests since we started emphasizing the assistance of volunteers in our school programs."

Volunteers Enrich Instructional Programs

Another important service performed by volunteers in districts across the country falls into the area of providing resources to enrich the instructional program. For example, the Rochester, N.Y., School Volunteer Program compiles an annual "resource roster" of community citizens who are willing to speak to classes about their own experiences, interests, profession or trade. The resource roster lists speakers from such fields as the building trades, business, communications, law, medicine, health, music and science, as well as resource people in ethnic cultures, literature and travel.

Los Angeles' School Volunteer Program publishes School Volunteer Community Resources, a list of educational, enrichment and specialized services. Resources include community groups and individuals with unusual skills, talents and experiences willing to make a contribution to students. This effort is coordinated by the program's Community Resource Unit. Members of the unit include representatives from such groups as the Docents Council of the Los Angeles County Museum of Art, Docents of the Greater Los Angeles Zoo Assn., Museum of Natural History, Museum of Science and Industry, and the Music Center, in addition to members of the Junior League.

The Mamaroneck, N.Y., School Volunteer Program offers a corps of community resource volunteers who wish to help but cannot give their time on a regular basis. Their presentations can be a single effort or a series of programs. Volunteers include members of the Larchmont-Mamaroneck Nature Council who serve as conservation aides to the schools.

Part of the school volunteer effort in Boise, Idaho, consists of special resource volunteers who respond to individual teacher invitations for classroom and curriculum enrichment. "Enrichment" volunteers are available for the study of archaeology, bird watching, fish and game, folk music, metallurgy, radiation control, writing, aviation, local and state history, rock collecting, spinning and taxidermy.

The Volunteer Bureau of the Greater Rockford, Ill., Area has initiated Project Source to bring the community's skills and talents into the classroom. The project is sponsored by the American Assn. of University Women and involves the volunteer services of business and professional people, those with unusual skills and travelers with slides and souvenirs.

In the Denver Public Schools, two programs concentrate on raising the self-image of boys and girls:

- Denver Girls, Inc.--Sponsored by the Denver Public Schools, Junior League and Zonta Club, this volunteer program aims at raising the self-image of upper elementary and junior high girls by means of counseling, encouragement and friendship. Adult volunteers are women who agree to make themselves available to a girl at least once a week.

- Denver Boys--This program offers individual counseling to boys, grades 2-12, who have demonstrated a need for adult male attention, interest and guidance. It is cosponsored by the Denver Public Schools, Rotary Club of Denver and Colorado Division of Employment.

If You've Got Talent, Share It

St. Louis Public Schools boast of offering a wide range of volunteer services "to suit every interest and personality." Some are sponsored and coordinated by the city's service organizations; many are geared to meet specific needs. Among the programs:

Adopt-a-School--Volunteer groups interested in serving the community give time to children by "adopting" a school. The first such adoption in St. Louis was made by a women's service organization, Hadassah, in January 1969 and is still in operation.

Art Bazaar Volunteers--Volunteers from the Traveling Exhibit Committee of the Children's Art Bazaar work from September to April to bring children portfolios of paintings and hall displays which explain and teach new art techniques.

Chamber Music Performers--Sponsored by the St. Louis section of the National Council of Jewish Women, this program enables children to hear accomplished musicians who perform, explain their instruments and answer questions.

CoCo Volunteers--A Council of Community Organizations which represents more than 20 community groups, is conducting a pilot program for volunteers to serve in poverty-area schools receiving funds under Title I, ESEA.

Continued Education School Volunteers--Volunteers serve in a continuation school for pregnant, unmarried teen-age girls.

Distributive Education Volunteers--The Sales and Marketing Executives (SME) give high school pupils basic information about business, emphasizing that selling can be creative and profitable. SME volunteers plan programs with school personnel; many employ and train students.

Friend to Friend--In an attempt to assist school social workers, trained volunteers are assigned to cases where routine procedures are needed to help children and their families. These volunteers, who are recruited by the Women's Crusade and work under the supervision of social workers, give supportive help to parents, and friendship and companionship to children.

Good Neighbors--These volunteers attempt to develop a constructive relationship with a family that needs a friend. A distressed family, when referred by the school social worker, is matched with a Good Neighbor volunteer who acquaints the family with community resources.

Reading Is Fun-damental--Known as RIF, this program stimulates children to read through selection and ownership of paperback books. Volunteers participate in book distribution.

School Health Volunteers--These volunteers, all trained by the St. Louis Bi-State Chapter, American Red Cross, serve in a school nurse's office giving simple first aid.

Vit-A-Lunchroom Volunteers--Activities carried out by these volunteers include collecting lunch checks, giving out food supplies or tallying the number of lunches.

Volunteers in Adult Basic Education--These volunteers provide assistance in classes conducted to teach adults basic skills.

STUDENTS SERVING STUDENTS

One of the noteworthy aspects of the school volunteer boom is the emergence of projects where students serve other students. While tutoring of younger pupils appears to be the most widespread type of student volunteer activity in the nation's schools, students at all levels--college, secondary and even elementary--are making significant, and often innovative, volunteer contributions to the educational effort.

The National Student Volunteer Program (NSVP) estimates that in 1971 80% of U.S. colleges and universities had volunteer programs involving approximately 400,000 students. At that time, 11 states had statewide student volunteer programs, while 20 others were starting them.

The proliferation of student volunteer programs at the high school level has prompted ACTION, the federal umbrella agency for several volunteer programs, to publish High School Student Volunteers, a manual for high schools beginning new programs or expanding existing ones. In an introduction to the book, Joseph Blatchford, the former director of ACTION, writes:

> The recent emergence of high school student volunteer programs convinces me that the high schools of this country offer a most exciting opportunity for expansion of volunteer involvement today. Such programs provide students with avenues for responsible and productive service, benefitting both the community and the student volunteer. The volunteer work is honored as serious effort, while learning is enhanced and made relevant.

How Students Help

Student volunteers serve other students in a variety of ways. For example, the San Juan (Calif.) Unified School District has a Youth Volunteer Program which recruits high school students to aid other students in their own schools or in nearby intermediate or elementary schools. The program also involves some younger students.

Among the jobs given to the youth volunteers are assisting in remedial reading, math, foreign language, science, language, art and physical education; providing noon and after-school recreation; helping in specialized instruction; and reading stories to primary students.

Other tasks include coaching gymnastics, aiding on field trips or in the library, working in offices, working with gifted students, serving as

club leaders and assistants, helping physically and educationally handicapped students, building creative playgrounds, and helping with building and ground maintenance.

Although this program is aimed at utilizing the services of volunteer youth, it also employs a large number of adult volunteers who assist in the management and coordination of the program, provide inservice training for student volunteers, help evaluate the performance of the students in their assignments, furnish transportation for student volunteers when needed, advise faculty members regarding the program's needs, and assist in coordination.

"The assistance given to other students is immeasurable," claim San Juan administrators. "But reports from staff indicate significant improvement in the attendance, behavior and scholastic achievement of the student volunteers themselves. It is apparently the result of their relationships with the younger students and with the staff who supervise their services."

Another example of high school volunteer work is in Oak Park, Ill., where high school students serve in the city's elementary schools, sharing special skills and helping teachers with regular instructional activities. The teen-agers receive no academic credit for their volunteer work, but are able to schedule their classes to allow for a block of time for volunteering.

Under a federally funded (Title I, ESEA) summer enrichment program, the Lynfield (Ohio) Public Schools used primary-aged students with learning disabilities to help younger pupils in a prekindergarten program. The older students were allowed to structure their own time and were free to help each other and the preschoolers with their work.

Niles North High School in suburban Skokie, Ill., has introduced an independent study program in community service which involves volunteer work in the community accompanied by an academic assignment. Students serve in schools, as well as in community agencies such as education, recreation and community centers, day nurseries and hospitals.

Students as Tutors

Utilization of students as volunteer tutors, especially utilization of younger pupils, seems to be catching on as an effective--and inexpensive--way of individualizing education and building self-esteem. The use of children as teaching resources within the classroom has been described by

Start 'Em Young

Can 11-year-olds be teachers? A Fanwood, N.J., elementary school believes they can. The school is using 25 fifth- and sixth-grade students to tutor younger children. The "teacherettes" also help by correcting papers, assisting kindergarten children with their coats and boots, making visual aids and monitoring classrooms at lunch time.

one large system as "one of the most potent forces" in the movement toward individualization of learning. "There is nothing unfamiliar, or even spanking-new about peer learning," New York City officials write. "Children have been teaching one another since the beginning of time. Some of this teaching has been unplanned, spontaneous, informal--occuring at home and in play areas --as well as in formal classroom settings. Teachers have always been aware of the strengths which children share in working with their peers. What we have not realized fully are the positive learning effects which child tutors derive from the opportunity to take part in the teaching role itself."

Similar views are to be found in a study, Student Involvement in the Instructional Process Through Tutoring, conducted for the Florida State Dept. of Education by Billie Francis McClellan. A promising resource for the individualization of instruction and for changing the learning climate of the classroom is found in the children themselves, the study says.

"Success has come from the use of elementary school pupils to assist each other in learning. High school boys and girls, particularly those with academic problems of their own, have shown a willingness and an eagerness to do something worthwhile, something which they can do and has merit," the study notes. It further points out that the one-to-one relationship between the older student and the younger pupil gives each an experience that contributes to personal growth. The older student is able to gain firsthand knowledge of what it means to help another person and to acquire insight into the role of the teacher, making the educational process more meaningful for him. For the younger child, the program permits the individualized instruction which educators recommend but seldom have been able to arrange.

Looking at student tutorial programs across the country, the Education U.S.A. Special Report survey found one in Tacoma, Wash., where fourth, fifth and sixth graders who are having problems in school serve as tutors for handicapped youngsters in special education classes. Trained tutors from upper-grade classes work each day in the special education classrooms. School

Tutoring: A Worthwhile Project for College Students

Jettye Fern Grant, coordinator for Operation Catch-Up, a program in Berkeley, Calif., which utilizes U. of California students to tutor elementary youngsters, believes such programs provide an answer to the problems of urban education. "Whenever there is a school with low-achieving pupils, there is likely to be located nearby a college or university campus with intelligent young adults whose greatest ambition is to provide some worthwhile social service to their community," she says.

And for some students, working as a volunteer can also count for college credit. A list of some of the colleges and universities which give credit for volunteer work has been compiled by the Oklahoma City Public Schools, working with the National Student Assn. For more information, write Helping Hands, Oklahoma City Schools, 900 N. Klein, Oklahoma City, Okla. 73106.

officials report that not only do the special students benefit academically from the tutoring but they find themselves more readily accepted by non-handicapped students in the school. "The tutors become ambassadors between the handicapped students and the other children in the school. The special classroom is no longer a place to fear," officials add.

In the San Antonio (Tex.) Independent School District's tutorial program, about 100 students from three high schools use their study hall periods and other free school time to help an equal number of elementary school pupils with their schoolwork. All tutoring is done during school hours in half-hour sessions, with the tutors allowed 15 minutes to travel to nearby elementary schools. When being tutored in reading, children read aloud from their books to their tutors. In cases where a student can't identify words, special flashcards are made for later use. Tutors employ available teaching materials that may not be suitable for use in large classes and have designed their own teaching aids.

At one elementary school in the Mehlville (Mo.) School District "big brothers" and "big sisters" from the fifth and sixth grades help first and second graders with reading during recess. The program offers a concentrated period of practice in reading tailored to the specific needs of each child. One approach being used is for big brother to make an assignment each day. Little brother reads the assignment to someone in his family each evening. The following day, big brother asks little brother comprehensive questions that big brother has developed the evening before. After discussing the story, little brother reads it to big brother. Faculty members at the school find that the program is of mutual benefit for both sets of students.

In Charles County, Md., underachieving high school students serve as volunteer tutors of first graders who are in the lowest third of their classes. The hope is that both tutors and students will benefit from the experience. School officials tell of one tutor who is using his experience to help his younger brothers and sisters and of another tutor who is borrowing books to help an illiterate adult learn to read. Attendance by the tutors at the sessions is better than it is at school. As for those being tutored, teachers report that they are at least one book ahead of where they would be without tutors.

California: Leader of Student Tutoring Programs

From all indications, California schools are in the forefront of the student tutorial movement. For instance, four California counties are taking part in Operation SHARE, an innovative project that brings student tutors into the homes of younger pupils, most of whom are Mexican-American, to furnish remedial assistance.

Operation SHARE began as a federally funded (Title III, ESEA) effort in Santa Clara County. After three years of successful operation, state funds were obtained to expand the program into three other counties--Alameda, San Diego and San Mateo. Through SHARE, some 12,000 volunteer college and high school students provide one-to-one relationships for an equal number of students from 300 elementary and secondary schools in 50 school districts.

The volunteers contribute some 150,000 tutoring hours a year. Children receiving the services of the project are referred primarily by teachers. These youngsters are potentially successful students who, for a number of reasons, are having difficulty in school.

In addition to taking part in Operation SHARE, the Escondido Union School District has a variety of student tutorial programs. At one elementary school, the entire sixth-grade class tutors a first-grade class at least one hour each week. At the high school level, 40 "cadet teachers" visit an elementary school for an hour a day to tutor youngsters in reading and math.

The Torrance (Calif.) Unified School District has latched on to cross-age teaching as a means of giving youngsters an extra dose of individual help. The youngest group of cross-age helpers are fourth, fifth and sixth graders who assist kindergarten pupils with reading. At two elementary schools, grade 7 and 8 students are tutoring students in grades 2, 3 and 4. Control groups have been set up to compare results between students who have received the extra help and those who haven't. This program has involved orienting the tutors in the use of specially developed reading materials, daily advance preparation of lessons by the tutors under teacher supervision, and daily evaluation. In another Torrance program, high school students tutor elementary pupils in a variety of subjects, ranging from shop to modern dance. Tutors receive five credits toward graduation for their work.

Ford Foundation funds spurred development of a schoolwide student tutorial project at an elementary school in a low-income area of suburban Los Angeles. The school has paired all of its classes so older children help younger pupils on a daily basis. For example, second- and third-grade children assist in the kindergarten classes; intermediate and upper graders help primary-grade youngsters; intermediate and upper graders needing help are tutored by students from a nearby junior high school who are bused to the elementary school three mornings a week.

The tutorial program was implemented by following sequential steps. Initially, there was a socialization period of approximately two weeks which enabled the children of paired classes to establish rapport and develop the desire to help one another. Pre-training of tutors was undertaken by both sending and receiving teachers. Prior to expansion of the tutorial program to a schoolwide activity, specific tutoring procedures were tried out and monitored for 10 weeks. This was preceded by a six-week workshop for teachers. A school spokesman says the program has resulted in a change in attitudes toward reading and is expected to have a marked effect on achievement.

For the past several years, the San Francisco Education Auxiliary has been helping to coordinate and expand a program that began at a city high school with a few students working in elementary classrooms as volunteer aides. Now the tutor/aide program is a recognized part of the curriculum in 10 junior and senior high schools, involving hundreds of students who receive elective course credit for their work. In most cases, students spend one period a day, four days a week, working in an elementary or junior high school. On the fifth day, they meet with their teacher who conducts a seminar in education based on their experiences. The teacher also acts an an on-the-job supervisor, visiting the classrooms where tutors are working.

RECRUITING AND PLACING VOLUNTEERS

Despite the growing number of volunteers in America's schools, more of these workers always seem to be needed. School districts that are initiating a volunteer program, as well as districts that are expanding existing programs or introducing new volunteer projects, often are faced with the dilemma of not having enough volunteers to meet the demands for their services. How do districts and schools find the necessary workers to carry out volunteer projects? Clearly, it doesn't just happen. In most cases, getting enough volunteers demands a deliberate recruitment effort.

Some general advice about recruitment is offered by the Portland (Ore.) Public Schools:

> The volunteer should be made to feel that he is urgently needed for a particular, important job. He should be convinced that his special interests and particular needs, talents or skills will be put to constructive use in the schools. The volunteer should know that he will receive all necessary help and support from the professional staff and from the school coordinator. He should be aware that every opportunity for his own personal growth, and the assumption of responsibility, will be provided. Last, but not least, he should be welcomed as part of the school-home-community team--all dedicated to working together to provide better education for all children.

The amount and type of recruiting varies according to the needs and resources of the school or school system. Recruitment is described by one expert as an ongoing, pervasive promotional operation.

"Recruitment is synonymous with promotion in volunteer programs," maintains Mary T. Swanson in Your School Volunteer. She says:

> Everyone is a potential volunteer, regardless of race, creed, religion, experience, education, income, age or disposition and will volunteer in some way if asked to do so. Promotion of the needs for one's service is the key to recruitment.

She defines promotion as an act of furthering the growth or development of an agency's purpose and program, an act which is built upon the basis of established public relations between the organization and all concerned. The manual cites the need to determine goals or objectives before undertaking a recruitment effort. How many volunteers are needed? When? Where? For what kinds of jobs?

Once these questions are answered, the following steps should be taken:

1. Prospecting--finding persons who have some likelihood of becoming successful volunteers.

2. Selecting--choosing those who have the best chance for success.

3. Presenting the job--convincing the person that volunteer service is for him if he will do those things involved and required.

4. Placing the person in the most suitable location according to his availability for the area, time, talents and out-of-pocket money that may be necessary for the job.

5. Training--equipping him for success with correct knowledge, attitudes, habits and facilities for the job.

How To Promote Volunteerism

Among the techniques employed by schools to bolster the ranks of volunteer workers is extensive use of the media and other publicity devices. This approach is used in Wood County, W.Va., where the program coordinator and members of an advisory committee carry out such recruitment projects as:

- Speaking to civic groups, PTAs and other organizations.
- Distributing posters for display in local businesses.
- Preparing articles and programs for newspapers, radio and TV.
- Asking businesses to use their marquees for publicizing the program.

With "Adopt-a-Pupil" as its theme, New York City's school volunteer program carries out an ambitious recruitment campaign. During 1971-72, recruitment activities included advertisements or write-ups in national magazines, major newspapers, regional and local publications, special bulletins, house organs, programs and school newspapers. Two television channels ran one-minute taped spots during periods of peak recruitment (September-October and December-January). A staff member and a volunteer were interviewed on a day-time television show. Another channel ran 60-second film clips on a regular basis, while two channels showed a half-hour film supplied by the volunteer program. Twenty-second spots were shown on television throughout the year. To supplement this, radio spots of 20-, 40- and 60-second lengths were used on most of the city's AM and FM stations. Three of the major stations permitted volunteers and staff to tape one-minute spots to be broadcast at regular intervals, while four volunteers took part in a half-hour interview show.

New, colorful, illustrated fliers were prepared for mass distribution throughout the city--in libraries, post offices, professional offices, churches, private and public schools, apartment complexes and public buildings. Other special recruitment-related events included a booth (shared with the Mayor's Office for Volunteers) at a conference sponsored by the Public Education Assn.; participation in a Volunteer Fair at New York U.;

and a booth at an all-day life insurance conference. The school volunteer program was featured for a month in the public service window of the IBM building located in the heart of Manhattan.

For some time, recruitment activities in the Central Bucks School District in Doylestown, Pa., were carried out by individual schools through letters and calls to parents. However, in 1972, the district decided to beef up recruitment efforts with a districtwide committee. The committee spoke to senior citizen groups and community organizations and made slide-tape presentations on volunteer activities. The district's community relations director spearheaded a media publicity campaign that consisted of:

- Press releases and advertisements.
- Radio announcements using the voices of children ("I need you") and voices of volunteers ("Why I do it").
- Posters made by elementary pupils for display in local store windows and on bulletin boards.
- Articles in the district's newsletter on what volunteers do and how citizens can volunteer.

Virginia Bigelow, coordinator of Seattle's large volunteer program (some 1,500 workers), admits that recruiting enough volunteers to fill the school district's needs is a major problem. "This year we have been able to recruit some highly qualified unemployed people, such as teachers. However, many of our most reliable women volunteers now have paying jobs," she explained. To overcome the problem of finding enough volunteers, Seattle recruits on both a local school and citywide basis. At the school level, volunteers are enlisted by sending fliers home with students, asking teachers and room mothers to identify potential volunteers and asking the school chairman to contact all agencies, groups, churches and community organizations that might be able to supply volunteers. Citywide recruitment is done by:

- Taking full advantage of free public service television and radio spot announcements.
- Publicizing the program in city and community papers.
- Working closely with many organizations (e.g., Junior League, Council of Jewish Women, PTSA).

Volunteers: Joiners, Loners, Anyone

School administrators need not look far to find an organization that will gladly take on a volunteer project. Social, fraternal and professional organizations are considered "fair game" in any volunteer recruiting program. Among the national organizations with local chapters participating in volunteer programs are the American Red Cross, National Council of Jewish Women, Junior League, Hadassah, American Assn. of University Women, League of Women Voters and the YWCA. Churches, synagogues, chambers of commerce, community volunteer bureaus or centers may also be fertile sources of volunteer assistance. An alert administrator can add many more to the list.

- Having an advisory committee that represents many groups in the community (e.g., Rotary Club, Urban League).
- Direct mailing to retirement groups and homes.
- Asking satisfied volunteers to tell their friends about the program.
- Encouraging both cross-age tutoring within a school and the use of high school student tutors in nearby elementary schools.

School Volunteers for Boston (SVB) is another volunteer organization that relies heavily on public relations to recruit volunteers. Among the devices used in Boston are a weekly column in the Boston Globe, "Opportunities for Volunteers," which highlights the most pressing needs; features in various companies' newsletters and magazines; free ads in local magazines; distribution of SVB literature through the Boston Public Library; donation of advertising space in 250 Metropolitan Boston Transit Authority cars by Metro Transit Advertising; distribution of information on volunteers to newcomers in the metropolitan Boston area by Welcome Wagon; and printed shopping bags. To reach college students, SVB sent information about its program to the alumni associations, guidance counselors, volunteer coordinators and selected departments at nearby colleges and universities.

Volunteers in the Hartford, Conn., schools are recruited by the Voluntary Action Center of Greater Hartford, which coordinates public relations campaigns, contacts agencies and conducts interviews.

In Duval County, Fla., the superintendent of schools has appealed for volunteer help in a mailer which also includes information on the purposes of the volunteer program and where to call for additional information. Another Duval County recruitment approach was the distribution of 80,000 letters to all parents of elementary and junior high school students, urging them to participate in the volunteer program.

In the North Kingstown (R.I.) Schools, the volunteer program is coordinated by LINKS (Laymen in North Kingstown Schools), which recruits by means of fliers and phone calls to parents, newspaper ads and referrals. One recruitment flier features a statement of goals, volunteer responsibilities and requirements, as well as an application form.

The Rochester (N.Y.) School Volunteer Program (RSVP) has prepared an illustrated brochure asking for volunteers and explaining the ways in which volunteers serve and what qualifications are needed. Another recruitment technique used in Rochester is to ask all principals to list community organizations and key parents in their area who might be willing to help. Follow-up contacts are then made.

Several volunteer programs have designed and produced bumper stickers to call attention to the need for more volunteers. In Little Rock, the sticker says, "Care a little--Little Rock Volunteers in Public Schools." In Boise, it reads, "Be somebody. Be a Boise school volunteer."

To find volunteers for a new tutorial program in reading, the Milwaukee Public Schools initiated a recruitment program on a gradual basis across the city. The first attempt to enlist volunteers was through a brochure carried home by elementary schoolchildren and later by secondary school

students. The brochure included a return form to indicate interest in the volunteer program and to request an application blank. As the program progressed, other means of recruiting were used, such as PTA meetings, speakers for outside groups and announcements in the media.

In Buffalo, N.Y., the School Volunteer Program Advisory Committee launched an areawide campaign to obtain more volunteers for service in the public schools. As part of the campaign, the Buffalo Teachers Federation conducted a survey of teachers to determine needs. The teacher organization then worked with principals to set up an interview and screening committee in each school to match requests with the talents and preferences of applicants. In addition, the Buffalo Council of PTAs and school principals continued to recruit volunteers from their school community.

In other recruitment efforts:

Friends in Learning--an organization of women who coordinate a volunteer tutorial program for the Westfield, Mass., schools--set up a sign-up table at the district's high school at the beginning of the school year to recruit student volunteers.

The coordinator of volunteer services for the Kalamazoo (Mich.) Public Schools recruits college-age volunteers by working with the director of the Student Volunteer Corps at Western Michigan U. High school students are recruited in their own schools by a student service director.

Staff members in the School District of the City of York, Pa., contact junior and senior high school students, particularly members of the Future Teachers of America, to seek their services. Contacts are also made with the Dept. of Education at York College of Pennsylvania.

Recruiting Volunteers in Low Income Areas

Many coordinators of volunteer programs agree that their programs need more minority people from the school's own neighborhood. They explain that minority parents are sometimes reluctant to volunteer because of their own limited education, or because they are afraid to go into an unfamiliar situation, or because of outright hostility to the school system. Nevertheless, several urban school systems are meeting these problems head on and with great success.

To help recruit (and train) volunteers from poverty communities, New York City zeroes in on a target area, employing a team made up of a credentialed teacher and a paraprofessional. The paraprofessional--a former school volunteer and a member of the local community--inspires recruits with confidence that they can do the job. The paraprofessional also assists with follow-up supervision. The teacher, meanwhile, handles all the training and supervision and recommends specific remedial solutions to the volunteers after diagnosing the problems of the volunteer's tutees.

The approach used by New York was initiated in 1970-71, with the aid of a grant from the New York Community Trust. Initial efforts demonstrated

that volunteers of very limited education, with no specific skills and no experience in the working world can become successful tutors in reading and in teaching English as a second language if they receive appropriate training, constant supervision and encouragement. "The fact that these volunteers literally and figuratively speak the same language as the pupils they tutor enables them to establish an instant rapport and an easy relationship which greatly enhances their effectiveness as tutors," school officials report.

To obtain volunteers in the low-income Dorchester/Mattapan area of Boston, School Volunteers for Boston sent memos home to the entire parent body at each of the schools in the area. Some of the schools invited parents to a coffee where they were made aware of the need for their participation.

In a low-income Detroit community, the school principal goes to neighborhood block clubs and churches himself to invite and recruit black volunteers, first involving them in the work, then suggesting any training that might lead to further work.

Involving the Business Community

More and more American business firms, recognizing an opportunity for public service, are releasing employes from their jobs to spend specific periods in local schools. In many San Francisco business offices, for instance, community service in the public schools is now an established practice. Working in cooperation with the San Francisco Education Auxiliary, several firms are now making school "work" part of the regular work week. "Most companies agree that this service offers them good return on the investment of time involved--a return of greater employe interest, productivity and awareness," auxiliary officials claim.

Business Volunteers Add 'Oomph' to Career Ed

The San Antonio Independent School District calls on local businessmen, civic and social leaders, and workers in a variety of employment fields to serve in its VOICE (Vocational Opportunities in Current Education) program. As part of VOICE, community volunteers act as speakers, resource people and career motivators in the district's career development program and also provide field trips for students to places of employment.

Charles W. Hickman Jr., an administrator in the Charlotte-Mecklenburg, N.C., schools endorses the idea of "attaching" a large industrial concern to a school:

"With the new directions in occupational and career education, a large company would have much to offer a school," he writes. "The company would develop an understanding of the needs of the school, school personnel would learn the resources of the company, and the students would benefit from the variety of experiences offered."

This schoolwork takes many forms--tutoring, career counseling, enrichment--all on company time. Stewardesses from Pan American Airways enrich social studies and language classes with their own experiences; tutors also come from such companies as Standard Oil of California, Metropolitan Life Insurance, Pacific Telephone, Pacific Gas and Electric, United Air Lines and the Bank of California.

The movement is catching on elsewhere. Business volunteers in New York City schools are divided into categories:

- "Released" time volunteers, where the company releases volunteers on company time to serve in nearby schools on a regular basis, usually one morning a week. An example of this is Mutual Insurance Co. of New York (MONY), which supplies 40 school volunteers.

- "Donated" time volunteers, where the volunteer donates his own earning time to the program. Among these volunteers are representatives from the New York Assn. of Life Underwriters, free-lance and self-employed business people and employes who work part-time or on irregular shifts.

In Philadelphia, more than a dozen companies are taking part in the school volunteer program. Sun Oil employes use their knowledge to train high school students in auto air conditioning, station management and sales. Philadelphia Gas Works employes tutor, as well as instruct students in gas chemistry, gas making and air pollution abatement.

In Detroit, Chrysler Corp. has adopted a high school and turned a wing of the school into an automotive training center. Chrysler has also set up a job placement center for the student.

How Much Time? Requirements Vary

Many school districts ask that volunteers devote a minimum amount of time to their volunteer programs. While this is not usually a rigid requirement, here are some time commitments suggested by various school districts:

Akron and Canton, Ohio--one scheduled morning or afternoon a week, during school time.
Long Beach, Calif.--three hours a week (to be covered by workmen's compensation).
Alhambra, Calif.--a minimum of two hours a week (to be covered by workmen's compensation).
Des Moines--tutors and aides give a minimum of one-half day per week; time for resource volunteers is flexible.
Westfield, Mass.--one day a week.
Little Rock--two hours a week.
Buffalo--one-half day per week.
New York City--volunteers working in the reading and English-as-a-second-language programs give two mornings or afternoons a week; those involved in the early childhood program work one full day a week.

Oklahoma City Schools' Helping Hands volunteer program now includes volunteers from Honeywell Manufacturing Co., who tutor disadvantaged students one night a week at a rented community center. This is similar to a volunteer tutorial effort by Southwestern Bell Telephone Co. in the Oklahoma City schools.

Businesses and organizations often get involved in volunteer activities by underwriting printing costs for brochures, manuals and reports. For instance, a recruitment brochure used in the Pasadena, Calif., schools was funded by the local Exchange Club. In Boston, a 16-page volunteer handbook was developed and printed by New England Life Insurance Co. and given to all new volunteers. Prudential Life Insurance Co. printed and distributed two editions of a newsletter for Boston school volunteers. In San Francisco, KBHK-TV picked up the tab on handbooks developed for volunteers and teachers using volunteers.

Involving Senior Citizens

Several school districts are finding that senior citizens can add a new dimension, as well as scores of dedicated workers, to a volunteer program. A grandparent program was introduced in the Los Angeles schools in 1972 to supplement the volunteer work force and, at the same time, provide meaningful opportunities for older persons to serve their communities. "Any grandparent is special to children," school officials said. "As a school grandparent, older citizens are offered a chance to be that 'special person' to the children of an entire elementary school classroom. They are a guest, a welcome addition to the classroom experience, an understanding adult who has time to listen, time to play."

TEAM (Talent, Experience, Ability, Maturity) is a special volunteer program serving two Louisville, Ky., junior high schools. Purpose of the project, organized in 1965, is to use the talent, experience, ability and maturity of retired and semi-retired persons to work with schoolchildren who need the individual help a teacher doesn't have time to give. Members of TEAM assist students in current events, mathematics, fine arts (including creative writing, dancing, music and photography), home economics, industrial arts, counseling, language arts, foreign language and social studies. This project is cosponsored by the Louisville Section of the National Council of Jewish Women, the city's Volunteer's Bureau and the Kentucky Commission on Aging.

In Quincy, Mass., staff members of the Thomas B. Pollard Elementary School realized they did not have the paid staff to implement a proposed individualized learning program for the school's 500 students. The staff decided to seek help from residents of a nearby senior citizens housing unit by placing an ad in the development's newspaper. The ad resulted in a group of volunteers to do clerical work, help in the school's media center and assist children in the classroom. The plan for individualizing instruction could then be put into action--at no cost to the school system.

Washington State education officials believe that while older Americans can play a valuable part in the education of youngsters, few of the state's

school districts have found significant ways to involve senior citizens. A 1972 survey of school districts in Washington revealed that about two-fifths of the respondents use the services of senior citizens to teach mini-enrichment courses or to assist with academic subjects. However, the survey disclosed that in most cases the district does not have an organized program designed to pull in the expertise of older Americans. "It happens on a hit-or-miss basis," the report stated.

Recruitment and Requirements: First Cousins

Closely connected with the recruitment of volunteers are the qualifications or requirements imposed by school districts. These are generally stated in recruitment literature and advertisements to discourage application by those who can't meet the requirements. In most programs, however, the requirements and qualifications are minimal and usually deal with health, time commitments and attitude toward volunteer service.

For example, the Pasadena, Calif., SERVE program states that a volunteer need not have professional training, but must have an interest in youth and belief in their ability to learn and grow; a desire to teach and to learn; an acceptance of people of all ages, abilities, backgrounds and personalities; and a desire to help. SERVE regulations number only two, both intended to protect the volunteer. The first is a chest X-ray (required of everyone who works regularly in a school), and the second is signing in each time work is performed in order to be covered by workmen's compensation (only if the volunteer works two hours a week or more).

Volunteers in the Peoria (Ill.) Public Schools must:

- Be able to give a half da or more each week.
- Have normal hearing and vision; be free from heart trouble, contagious diseases and nervous disorders; and have the use of limbs within normal limits. Provide evidence of freedom from tuberculosis.
- Complete the training program provided for volunteers.
- Be willing to work wherever assigned.

A brochure designed to recruit volunteers for the Kanawha County, W.Va., evening tutorial program notes that neither a teaching certificate nor special training is needed. Volunteers should be equipped with only four things: ability to tune in with young people; interest in sharing experiences, successes and failures; capacity to listen with understanding; and some proficiency in the chosen tutorial subject area.

While volunteers serving in North Kingstown, R.I.'s LINKS need no special qualifications, they are expected to commit themselves to be reliable, confidential, noncritical and unobtrusive.

Anyone can become a VIP (Volunteer for the Instructional Program) in the Jefferson County (Colo.) R-1 School District--that is, anyone who has a sincere interest in children and a genuine desire to help in the schools; who is willing to spend some time to acquire skills necessary for a specific task; and who will work dependably with students and staff.

How Do You 'Place' Volunteers?

Responses to the Education U.S.A. Special Report survey show that placement of school volunteers generally reflects attempts to satisfy the wishes of the volunteer, as well as attempts to match the talents and skills of the volunteer with the needs of the school or program. In nearly every case, volunteers are placed only in schools or classrooms where staff has requested their services. Some specific examples:

In placing their volunteers, the Peoria Public Schools give priority to schools with compensatory programs funded under Title I, ESEA. Although the district makes every effort to place a volunteer in the school of his choice, he cannot be placed in a classroom containing his own child.

Volunteers in the Long Beach, Calif., schools are placed according to information obtained from their applications and a personal interview. The district tries to match up the wishes and abilities of the volunteer with the request and needs of the teacher. Careful consideration is given to accommodating the transportation needs and convenience of the volunteer.

Each volunteer in the Hartford, Conn., schools is interviewed by the manager of the School Volunteer Assn. to determine his or her interests and skills. The volunteer chairman at each school, working with the principal, then schedules volunteers according to their availability and the requests of teachers. Volunteers are notified in writing of their starting dates and the names of the teachers with whom they'll be working.

The Volunteer Aide Project of University City (Mo.) School District tries to place volunteers by matching their skills and goals with requests from teachers. Volunteers are asked to commit themselves to times and days.

In the Canton (Ohio) City Schools, placement of volunteers is made in response to needs. School needs for volunteers are surveyed periodically by means of request forms and visits to schools by the program coordinator.

After training for the Prince George's County, Md., program, the volunteer is placed in a school which has requested his services, provided the principal and volunteer agree to the placement, and scheduling can be arranged.

What's in a Name?

Slogans used for school volunteer recruitment generally try to get one message across--"Help!" In addition, some cite the rewards of becoming a volunteer. Some examples:

"Help Us Help Our Students."--Kanawha County, W.Va.
"Help Young Minds To Grow."--Rochester, N.Y.
"Help a Child Succeed. Be a Volunteer."--Cleveland Heights, Ohio
"You Are the Key!"--Pasadena, Calif.
"Become a School Volunteer. It's a Rewarding Experience."--
Worcester, Mass.

ORIENTATION AND TRAINING

Orientation and training are considered to be absolutely essential to a successful volunteer program. The importance of doing a thorough job in these two areas is underscored by Julianne Amundson, director of the SERVE (Serving Education Through Volunteer Effort) program in the Pasadena, Calif., schools: "Problems in working with school volunteers occur when insufficient efforts have been made in orientation. This can result in misunderstandings of the role of a volunteer, what to do if a volunteer feels he is improperly placed, or the ethics of confidentiality.

"School orientation involving administrators, teachers and volunteers is one method of preventing such problems. A second is the training of the volunteer coordinator so he feels secure in the role. A third is working with staff in assessing why they want volunteer help and what their role is. Training in specific skills and in the psychological and physical aspects of child development are also essential tools in avoiding misunderstanding between school and community."

Project VOICE's How-To-Do Handbook describes orientation as the process of acquainting volunteers with the program, school or educational system, physical facilities, equipment and persons with whom they'll be working. Orientation also gives the volunteer an understanding of what his role will be.

"The volunteer's first interest is knowing what kind of job he will be doing and what the benefits of his time and help will be," the handbook states. Orientation should provide information about the objectives, aims, policies and procedures of the program. It should also stress the relationship of the individual's specific job to the purpose of the total program. Another facet of orientation is introducing school personnel and teachers to volunteerism and orienting them in the effective use of volunteers.

According to the VOICE publication, training differs from orientation in that training gives the volunteer opportunities to acquire specific skills and techniques. The goal of a training program should be to develop the volunteer's confidence, skills, knowledge and motivation to perform his tasks. The handbook divides training into three categories:

1. Initial or preservice training which tells a volunteer what's expected of him.
2. Inservice or on-the-job training which helps the volunteer get acquainted with the work situation and learn his responsibilities.
3. On-going training which can cover new or different material or can treat in greater depth material already covered.

The following examples show the many ways in which school districts are conducting orientation and training for volunteer programs. Among the techniques being used are formal meetings, informal discussions, tours, workshops, conferences, college courses, publications, films and demonstrations.

Orienting the Volunteer to the School

Every volunteer in the Hartford, Conn., district undergoes an orientation at the school where he is assigned to work. This orientation focuses on the school's policies and procedures and enables the volunteer to meet the staff and to get acquainted with the materials available for his use.

In addition, orientation sessions for new volunteers in Hartford are conducted periodically during the school year. During these sessions, volunteers receive background information about the school system, learning problems and their role as a school volunteer. Presentations are made by teachers, principals, administrators, members of the School Volunteer Assn. and experienced volunteers.

The Canton (Ohio) City Schools use either a large-group orientation session or personal interviews to review with the volunteer the basic philosophy of the Canton School Volunteer Corps, various volunteer needs and the role of the volunteer in the school program. Emphasis is placed on the volunteer's commitment to the school, student, program and community.

In early fall, the New Orleans Public Schools hold an orientation and workshop program for volunteers. Some topics covered during a recent orientation included "How To Help Each Child Learn," "Volunteer-Teacher Relationship" and "Responsibilities of the Volunteer." Workshops were set up for the various areas of volunteer service, such as clerical, counselor and library aides, classroom assistants and school coordinators.

Each volunteer accepted for service in the School District of Philadelphia attends 3 two-hour preservice and orientation sessions. New volunteers receive a set of printed guidelines, outlining their responsibilities and ways of cooperating with staff members and parents.

A recent orientation session for Oklahoma City's school volunteers featured a statement on the school system's philosophy; a review of "now" approaches to learning; and a panel discussion of the roles of the principal, teacher and volunteer. The morning program also included a rundown on such procedures as assignment, training and record keeping.

In New York City, orientation is part of the preservice training courses conducted monthly for new volunteers at the program's central office. Courses also are held from time to time in areas from which volunteers cannot travel conveniently to the central office. Instructors are professional staff members and experienced volunteers. One of the preservice course offerings is reading; a second trains volunteers in English-as-a-second-language program. Each consists of five sessions, two and one-half hours in length. The first session is a general orientation to the schools and the volunteer program; in the next four, volunteers work on techniques.

Although the Milwaukee Public Schools have no formal orientation program for their new volunteer tutors, the district instructs local schools to acquaint newly assigned volunteers with general rules, schedules and the physical plant. "The individual teacher will want to acquaint the volunteer with classroom procedures, routines, materials and facilities. The teacher and volunteer will work out the details of scheduling children, communicating assignments and feedback, use of materials and the tutoring location," the district suggests to its staff.

Training Volunteers: A Wide Variety of Approaches

Under the direction of consultants, the Canton (Ohio) City Schools offer training in skills and the use of materials for volunteers, on a small-group or individual basis. Additionally, a class is usually held every semester to give volunteers an in-depth understanding of the schools, the program and the child. Carried out in 6 two-hour sessions, the class is devoted to such areas as interpersonal relationships, understanding the child, ways to effect positive behavior in the student, the exceptional child, and development of an appropriate repertoire of skills.

The Cedar Rapids (Iowa) Community Schools have started a coordinated reading volunteer program in grades 1-4 as part of a Title III, ESEA, project. Reading volunteers attend a six-hour orientation session and receive four hours of training before being assigned. As part of the training, volunteers observe in a classroom, receive a general overview of the district's reading program, examine some of the materials and games that are used to reinforce reading skills, and receive a packet of "Tutor Tips." Volunteers are then assigned to a neighborhood school to work with a specific teacher.

Westport, Conn., schools hold five training sessions for math tutors and seven for reading tutors. After completing this training, volunteers are assigned to classrooms where principals and teachers have requested help.

Preservice training for volunteer tutors in the Prince George's County (Md.) Schools is designed to provide general training in the use of materials and teaching techniques related to the subject areas in which volunteers will tutor. Volunteers tutoring in subjects such as math and science are expected to have some experience in the subject, so training is not given.

School Volunteers for Boston (SVB) rates reading as its first and most important priority. In 1972, 132 volunteers completed SVB's reading training program, consisting of 5 two-hour sessions. Training was given on videotape by a Boston College reading specialist, while another reading specialist supervised the training and led follow-up discussions. After the sessions, volunteers were assigned to a school for "on-the-job" training. SVB believes this combination of theory and practice provides solid background for reading volunteers.

Community Resource Volunteers (CRV) in the Minneapolis Public Schools are trained by a competent instructor who donates his time. Training courses have been held in such areas as creative dramatics (federally funded), candlemaking, drawing to music, understanding art, reading and story telling. In

addition, directors of several departments at the U. of Minnesota have assumed responsibility for training groups of university students to serve as resource volunteers. Among these volunteers are students from the School of Veterinary Medicine, School of Forestry and School of Architecture.

Participants in the parent tutorial program in the Ferguson-Florissant (Mo.) School District are being trained in workshops funded under the federal Education Professions Development Act (EPDA). Each parent tutor attends 16 training sessions in either math or language arts and receives two credits from a local junior college. Besides specialized instruction in math and language arts, the parent tutor receives guidance in child development, techniques for communicating with the elementary students, and a foundation for transmitting the aims and objectives of the school district.

The Oakland (Calif.) Public Schools offer numerous morning workshops for volunteers at several locations. Many are arranged in a series of three, and volunteers are encouraged to attend all the workshops in a series. Workshops for 1972-73 cover such subjects as:

- Attitudes and methods (for all volunteers).
- Reading (problems and principles, methods and aids, games and resources, techniques in tutoring multisensory approach to reading).
- Math (tutoring and new techniques, motivation and methods, games and ideas).
- Library-media center (equipment, materials and resources).
- Coordinating a school program.

As part of Boston's "Know Your City" program--a volunteer project designed to familiarize second graders with their own neighborhoods--participating teachers attend 15 one-hour resource training workshops. The workshops, funded by the Junior League of Boston, acquaint teachers with the use of available community resources and provide creative techniques for use in the classroom.

To help train volunteers for schools in Rochester, N.Y., the State U. of New York at Brockport sponsors a series of noncredit classes for both paid and volunteer school aides. These classes feature instruction in basic skills, instructional skills and use of teacher aides (for teachers).

Florida Trains Trainers

At the state level, the Florida State Dept. of Education obtained federal EPDA funds (Part B and D) to develop and sponsor a training program for school districts interested in implementing or improving volunteer programs. Through regional training workshops, the state department familiarized persons responsible for programs with various approaches used in volunteer activities. Training materials were designed to assist coordinators in identifying roles, problems, responsibilities and techniques for carrying out an effective volunteer program to meet local needs. The training module developed for the project was tested in the Des Moines area schools in cooperation with Project MOTIVATE of the Des Moines Area Community College.

Orienting the Teacher in the Use of Volunteers

Several types of publications are used and are useful in the orientation and training of volunteers. One takes the form of a guidebook or handbook and usually includes information on program objectives and background, policies and procedures, roles and relationships, tasks, and the school district. These handbooks are often geared toward a particular group involved in a volunteer program--the volunteer, the teacher, the principal.

The San Francisco Education Auxiliary issues a Volunteer Handbook, consisting of a code of ethics, job requirements and questions to determine if the volunteer has the proper attitude for the job. The book also contains tutoring tips for reading. San Francisco also distributes a Teacher Handbook for faculty members working with volunteers. One section of the book dealing with teacher requests for volunteer assistance says the teacher should:

- Know why he wants a volunteer and what he expects the volunteer to do.
- Know how he feels about other adults in his classroom.
- Know, understand and accept people who want to help him.
- Know the strengths of volunteers and respect them.
- Know how to communicate with a volunteer; make time to talk with him.
- Let his volunteer tell him what he wants to do and what he needs to do it.
- Let his volunteer know that his help is appreciated.

The Volunteer Handbook prepared by School Volunteers for Boston reviews the types of services performed by volunteers, as well as discussing the role of the volunteer, the teachers and the volunteer chairman. The book suggests to teachers that when their volunteer arrives, they do the following:

- Tell the volunteer why his services were requested.
- Allow time for conferences, initially and periodically.
- Acquaint the volunteer with the entire classroom setting.
- Inform the volunteer of children's needs for individual attention.
- Discuss with the volunteer the goals for the child.
- Share material being used.
- Work as a team--teacher and volunteer—in helping the child to achieve.

As part of the Community Resource Volunteers (CRV) program in the Minneapolis schools, both volunteers and teachers receive a pamphlet of guidelines (published under a Title III, ESEA, grant). The teacher's version carries instructions on how to select and request a resource volunteer, how to supervise a presentation, and how to carry out follow-up activities. Among the recommendations for follow-up are:

- After the presentation, volunteers appreciate an informal visit.
- If the volunteer is a new one, evaluation forms are sent for the teacher and principal to fill out and return to the CRV office.
- Teachers should inform the CRV office when they have suggestions or criticism to make about a volunteer's presentation.
- Thank you letters from the children are a source of joy to the volunteers and offer an excellent language experience. (Some volunteers who appeared to be losing enthusiasm for the program have indicated renewed interest after receiving letters from children and teachers.)

How To Be a Good Volunteer

The Roane County (Tenn.) Schools, which operate a volunteer services program with Title I, ESEA, funds, provide volunteers with a loose-leaf handbook to aid them in their work. The handbook, which is supplemented annually, includes a place for volunteers to keep a monthly service record, as well as a quarterly newsletter prepared for volunteers. The book also contains the volunteer's code of ethics, helpful hints and recommended ways of establishing a smooth relationship between the volunteer and the professional. Teachers receive a different handbook to help them work with volunteers.

The Fountain Valley (Calif.) School District publishes a comprehensive Parent Aide Guide. In addition to providing background, the guidebook tells volunteers what to do in certain emergency situations, such as accidents, earthquake, fire, flood or windstorm.

During its preservice orientation sessions, Los Angeles gives new volunteers a booklet which serves as a guide to the program and a guide to working with and tutoring youngsters. The booklet contains a list of references that may be helpful to volunteers, tutors and staff members. The publication also provides a sample lesson plan, student interest inventory, student information sheet and a teacher-volunteer communication form that is completed and given to the teacher at the conclusion of each tutoring session.

Handbooks for volunteers often contain hints on how to be a good volunteer. Guidelines for the School Volunteer, published by the Oklahoma City Schools, advises that the "committed" volunteer is one who:

- Knows and conforms to school regulations.
- Is punctual and dependable in attendance.
- Notifies the principal when she is absent.
- Accepts the task given her by a staff member.
- Knows the volunteer's relationship to staff members is one which requires mutual respect and confidence.
- Exhibits the proper respect for instructional materials.
- Knows the importance of the volunteer's role as an example to children in behavior, speech and dress.
- Realizes that school records and the relationships between staff members and children are confidential matters.
- Understands and appreciates the work of the school staff and informs the community.
- Knows her personal contribution to the education of children is setting an example of an interested and informed citizen.

In its Volunteer Handbook, the Charleston County (S.C.) School District gives this advice to volunteers:

- Love and know children.
- Have patience with the child and yourself.
- Be supervision oriented.
- Have an open mind.
- Be dependable.
- Think before you commit yourself.
- Have a sense of humor.
- Use your imagination.
- Use tact and discretion.
- Understand your purposes or goals.
- Recognize the worth of each child.

EVALUATING THE PROGRAMS

Accountability has become the watchdog word of education today. The public and its elected officials, in addition to school administrators, all want to know, "Are our schools and the people who staff them doing the job they're supposed to be doing?" This same question should apply to volunteer programs. The most logical way to find the answer is by periodic monitoring and evaluation of the program.

The /I/D/E/A/ report on Expanding Volunteers in Teaching and Learning Programs explains that monitoring procedures: o Assure that volunteers are fulfilling their assignments. o Provide for the compilation of data necessary for a year-end evaluation report. A year-end examination of program results should include a close check of operating plans and a reaffirmation of the program's goals.

VIE's Handbook for Educational Volunteer Programs stresses that evaluation should start with the initial planning of activities and continue throughout the operation of the program. The handbook lists three major activities for effective evaluation: (1) Ask questions that focus on important decisions. (2) Establish valid criteria for judging information. (3) Use appropriate means to gather data.

An evaluation scheme suggested by VIE looks like this:

Major Questions	Sample Criteria	Sample Means
Are we working on real need?	Societal goals Job Market	Interviews
Is our objective manageable?	Understandable Personnel available Techniques available	Questionnaire Volunteer forms Interview expert
Are volunteers using the procedures?	Check practice with description of procedures	Observation Logs
Do the procedures work?	Client opinion Expert opinion	Questionnaire Observation
Does the product match the objective?	Check with stated objectives	Tests and narrative records

Evaluation at the Local Level

At the local school level, the Akron (Ohio) Public Schools offer several questions that schools can answer in evaluating their volunteer program:

- Has the program helped give more service to the child?
- Has the program given the staff more time to teach?
- Has the volunteer developed a greater appreciation of the work of the school through the program?
- Has the program developed an involvement on the part of the volunteer and led to greater community support?
- Has the school developed a way to give recognition to volunteers?
- Has the school devised a way to keep a service record?
- Has interaction between the school staff and the volunteers been mutually rewarding?
- Has the ongoing and annual evaluation produced suggestions for ways to improve the program?

As part of the evaluation process in the Roane County (Tenn.) Schools, principals are asked to complete a form ranking the value of services performed by volunteers and responding to questions on training, scheduling and ways of improving the program. Another form is sent to teachers asking for information about tasks performed by volunteers and ways of strengthening the program. Teachers are also asked to fill out a questionnaire for each child tutored, answering such questions as: What specific type of help does the child need? Have any changes been seen in the child since tutoring began? The questionnaire solicits additional comments from both the teacher and the volunteer tutor.

Volunteers in the Rochester, N.Y., School Volunteer Program (RSVP) are requested to rate the administration of the program on a scale of one to four. Areas rated in 1972 were the general orientation program, local school orientation, RSVP workshops, reaction to working in the school, and evidence that services were helpful.

Teachers in the East Lansing (Mich.) Public Schools are given a form to fill out every spring to rate the volunteers assigned to them and to assess the program as a whole.

In conjunction with a pilot program of volunteer reading tutors implemented by the Milwaukee Public Schools in 1971, questionnaires were completed by principals, teachers and the volunteer tutors. An analysis of the data revealed strengths, weaknesses and suggestions as perceived by each of the three groups and resulted in a rating of various aspects of the program.

Students involved in the cross-age tutoring program of the Prince George's County (Md.) Schools are asked to evaluate the program by answering the following questions and then stating how or why:

1. Do you feel being a tutor has helped you in any way?
2. Do you feel that you have helped the students you have tutored?
3. Was the training you received adequate?
4. Would you like to tutor again next year?

KEEPING VOLUNTEERS ON THE JOB

While the importance of such things as training, coordination and guidelines cannot be overemphasized as hallmarks of an effective volunteer program, another area should not be ignored. This is the area of maintaining morale, a "must" if volunteers are to be retained and become ambassadors for the program.

Speaking at a workshop sponsored by the Washington Technical Institute under a federal EDPA grant in 1970, Sarah Davis, director of Los Angeles' volunteer program, told participants of the need to keep volunteer morale high. "Many school volunteer programs fall below their potential because they do not encourage volunteers to add new ideas to the experience of professional school personnel, to bring a freshness of attitude to the classroom and to become a communications link between the school and community."

She listed some ways of doing it:

> Once a volunteer becomes involved in a volunteer program, it is the responsibility of school personnel to maintain that initial interest by having a genuine respect of volunteer skills and strengths, by instilling a sense of belonging through the planning of goals and objectives, by clearly detailing what is and what is not expected of the volunteer, and by keeping the volunteer informed of what is occurring in the schools.

VIE's Handbook for Educational Volunteer Programs emphasizes that from their first involvement in the program, volunteers should begin to develop a feeling of belonging that will increase their desire to participate. "A corps of satisfied volunteers who return year after year is not only the backbone of a program, but is also the best source of additional volunteers," the handbook states. "While the desire to help others may be the initial stimulus to serve, a volunteer's continuing performance is directly affected by the degree of satisfaction her work provides. This satisfaction is a volunteer's sole reward--she gets no pay check."

There are several informal ways of sustaining and building volunteer morale. VIE suggests that school officials:

- Remind the volunteer how useful her service is to others.
- Stress that volunteer service leads to more information on many subjects.
- Point out how volunteer service has led to the acquisition of new skills.
- Show that opportunities exist for diversified jobs and additional responsibilities.

Good PR Pays Off in High Morale

Formal methods of keeping morale high include public relations (both internal and external communications) and recognition through various techniques and activities.

The public relations aspect of a school volunteer program has two purposes, according to Project VOICE's How-To-Do Handbook. One is to keep volunteers informed about and interested in their own activities. The other is to provide the community with facts that make for an improved image of the school through its volunteer services.

An in-house newsletter is a commonly used method of keeping volunteers informed and interested. Community Resource Volunteers Newsletter, published by the Minneapolis Public Schools, highlights the enrichment services contributed by various CRVs. The newsletter carries letters from youngsters and volunteers participating in the program, as well as announcements of openings for volunteers and the names and specialties of new volunteers. One issue (Winter 1971-72) featured the responses of the CRV director to teachers' criticisms, suggestions and comments regarding the program.

The El Paso Independent School District publishes "VIPS Voice" for its Volunteers in Public Schools (VIPS). The Fall 1972 issue contained an article on an El Paso couple who both serve as VIPS--the husband on his day off and the wife two nights a week. Other articles included a list of school volunteer chairmen, a list of new board members and a feature on the VIPS' "mini-gym" program.

Tutor Talk, a newsletter published by the Milwaukee Public Schools for its volunteer reading tutors, features tutoring tips, progress reports, announcements of training programs and news of magazine articles on tutoring.

SVW News, the newsletter of School Volunteers for Worcester, Mass., carries announcements of workshops and other programs for volunteers in addition to summaries and comments on previous workshops.

Another side of the public relations coin is to keep the community aware of the school's volunteer needs and services. One way of doing this is through publicity.

"Volunteers' feelings of worth about themselves and the program can be reinforced through articles in the newspaper and reports made on radio or television," the VIE handbook suggests. Among the school districts sending releases to the media about volunteer activities and accomplishments are Los Angeles, San Francisco, Richmond (Calif.), San Antonio, New York City, Denver, Chicago and Central Bucks County (Pa.).

Some other public relations devices are volunteer identification cards and badges, exhibits on volunteer activities at open houses, and brochures.

The value of recognition for volunteers cannot be overlooked. In Your Volunteer Program, Mary Swanson notes that school officials should make recognition a habit and be generous in giving it, privately and publicly.

Aside from on-the-job praise, a simple thank you, or common day-to-day courtesy or thoughtfulness, formal recogniton programs and ceremonies may be helpful.

For example, the Head Start Parent Policy Committee of the Chicago Board of Education sponsors an annual recognition and awards luncheon for outstanding volunteers. At the 1972 program, 142 outstanding volunteers received individual awards, and 35 schools were honored for contributions of volunteer hours in excess of their commitment. Names of both the individuals and the schools were listed in the printed program.

Since 1965, parent volunteers in the Fountain Valley (Calif.) School District have been honored by an annual "Blue Ribbon Luncheon." The mayors of the two cities served by the district (Fountain Valley and Huntington Beach) each issue a proclamation establishing a "Parent Volunteers in Education Day" to give thanks and recognition for the work of volunteers.

The Canton (Ohio) School Volunteer Corps also holds a luncheon to honor its volunteers. In addition to a slide presentation illustrating the tasks performed by volunteers, the 1971 luncheon program included "thank you" presentations by a group of third and fourth graders.

School Volunteer Recognition Week is observed annually by the Los Angeles schools. Ceremonies are held in individual schools, and a districtwide recognition event is presented at the central administrative offices.

In Iowa, the PTA and Iowa State Education Assn. in 1972 designated one week in May as School Volunteer Recognition Week to stimulate interest and appreciation and to promote understanding of volunteer services. Iowa's governor issued a proclamation making the week an official state observance.

St. Rose of Lima, a parochial school in Miami, Fla., presents its volunteers with a certificate of appreciation. Outstanding volunteers receive a more elaborate certificate.

A 'Slight' Can Be Disastrous

Making a volunteer feel welcome is a good way to keep that person on the job, whereas a cold shoulder can prove disastrous. Take the case of a volunteer parent at one suburban school. The volunteer, a former teacher, tells this story about serving as a tutor for several months in her children's school:

"My son's teacher called to ask if I could help in the classroom one day a week. Although it meant giving up a day of paid work in our business, I agreed mainly to please my son. While working at school, parents are allowed in the teachers lounge during recess and lunch. The teachers have their own coffee pot and coffee mugs. They all contribute to the coffee kitty. But, never once has a teacher--or the principal--asked me if I'd like a cup of coffee. I'd even pay for my own and bring a cup. What kind of treatment is that?"

SAMPLE PROGRAMS

The following school volunteer programs were selected for inclusion in this Special Report as sample programs not only because they appear to be highly successful and effective, but because they exemplify:

A large, growing urban program (Los Angeles).
A large urban program that combines individual and organizational resources (Denver).
A relatively new, fast-growing program that is sponsored jointly by a school district and a service organization (Boise).
The first comprehensive statewide program (New Hampshire).
Development of a cross-age teaching program (Ontario-Montclair, Calif.).

Case Study No. 1: Los Angeles, Calif.

Los Angeles, the second largest school district in the nation, has, in the last decade, built the largest school volunteer program. The giant Los Angeles School Volunteer Program is essentially a community involvement project, sponsored by the Los Angeles Unified School District and a School Volunteer Executive Board, made up of volunteer administrators.

The program, funded by the school district, has four main objectives:

1. To assist teachers in providing more individualization and enrichment of instruction to their classes.
2. To increase children's motivation for learning.
3. To provide an opportunity for interested community members to participate effectively in the school's program.
4. To strengthen school-community relations through positive participation.

Since volunteer services are intended to make it possible for professional staff to use their skills and training more effectively, the program emphasizes that a school volunteer never replaces the classroom teacher and always performs his services under professional direction and supervision.

The program was initiated by the school district's Office of Urban Affairs in 1963, with some 380 volunteers and tutors serving in some 30 schools. By 1972, the number of participants rose to more than 10,000 adult volunteers and student tutors from colleges and high schools serving in about 400 schools.

There are approximately 200 local organizations--including PTAs, school-community advisory councils, the Junior League, National Council of Jewish

Women and the National Council of Negro Women--now serving as school volunteer sponsors in the program.

Although the volunteer work force in Los Angeles contributes more than $70,000 a week in man-hours, the program costs the district only $74,000 a year. The budget goes for salaries (one director, one specialist, one secretary, two clerk typists, four part-time college tutorial assistants and two education aides), printing of manuals and forms, and supplies.

Volunteers--who come from all walks of life, age groups, ethnic and economic groups--serve under the direction and at the request of school administrators and teachers. The program is characterized by its extreme flexibility, and volunteer duties vary from classroom to classroom.

Most volunteers assist teachers by helping children who need individual attention, preparing teaching materials, reading stories, correcting workbooks, making posters, preparing inventories, translating, typing, performing a multitude of clerical tasks and working in school libraries. Volunteers who have special skills bring enrichment to the school program.

They work at the preschool, elementary, junior high and senior high levels, and at schools for the handicapped. They work during school hours, after school and on Saturday, usually a minimum of one-half day a week.

Volunteers are recruited from a variety of sources--through organizations actively involved in the program, by other volunteers, by school principals, by teachers and by articles and announcements in the media.

When a volunteer is recruited by a sponsoring group, the group or the local school arranges to help the volunteer fill out the proper application blank and interviews the applicant. Those who apply directly to the central School Volunteer Office are helped and interviewed by committee members.

What kind of individuals does Los Angeles look for? The program wants volunteer workers who can demonstrate:

- A deep dedication to fulfill all obligations of the position.
- A positive attitude, interest and enthusiasm to work with children.
- The ability to work cooperatively with school personnel.
- Adequate communication skills (in English or another language).
- Good health and moral character.
- Flexibility of skills.
- Regularity of attendance.

Busing for Volunteers

Transportation can be a problem for some volunteers, particularly in low-income areas. One way the SERVE (Serving Education Through Resource Volunteer Effort) program of the Pasadena, Calif., schools solves this problem is to permit volunteers to ride school buses to and from schools if a seat is available.

How does a program get started? First, the school principal and staff agree to establish a program in which staff members may participate on a voluntary basis. The principal then informs his area superintendent (the district has 12 administrative areas).

The next step is to confer with the staff of the district's Office of Volunteer and Tutorial Services regarding program development, recruiting, screening, volunteer requirements, preservice orientation (required of all volunteers) and other available services.

Within the local school, responsibilities are broken down as follows:

Principal's responsibility

1. Designate a staff member to coordinate the volunteer program. (The principal may reserve this role for himself.)

Principal's and/or teacher coordinator's responsibilities

1. Organize the volunteer program within the school.
2. Determine with staff the specific duties of school volunteers.
3. Work with designated staff members in order to utilize volunteer services constructively.
4. Orient school volunteers to the school and community; review school policies and procedures.
5. Assign volunteers to the office or classroom and define responsibility.
6. Assign a school volunteer chairman from among the volunteers.
7. Provide guidance and supervision for the program.
8. Maintain a record of attendance and service performed. If a volunteer works a minimum of three hours per week, he is covered under workmen's compensation.
9. Make certain each volunteer satisfies prerequisites for placement (a completed application form, satisfactory chest X-ray and preservice orientation).
10. Terminate a volunteer worker when it is deemed necessary. The assistance of the director of Volunteer and Tutorial Services may be requested should this step become necessary.
11. Evaluate total school program and assist with citywide evaluation.

Teacher's responsibilities

1. Direct and supervise the volunteer worker assigned.
2. Provide guidance and supervision and determine specific duties in order to meet individual and group needs.
3. Become acquainted with materials available from the Office of Volunteer and Tutorial Services.
4. Evaluate effectiveness of the program in the classroom and assist in evaluation of the total school volunteer program.

School volunteer chairman's responsibilities

1. Work as a team with the staff to ensure the smooth functioning of the program in a school.

a. If requested to do so by the staff coordinator, mail sign-in sheets monthly to the central office.
b. Act as a liaison regarding school policies and procedures between school volunteers and school personnel.
c. Plan with the staff coordinators for meetings with volunteers and staff to advance the program.

2. Assist the staff coordinator in orienting new volunteers; make volunteers feel at ease and establish group rapport.
3. Communicate with each volunteer as often as possible, by telephone or other means.
4. Plan meetings with the volunteers as indicated by their needs so they may become better acquainted with one another, discuss progress, exchange ideas and constructive criticism, and give reactions to their work.
5. If a volunteer has missed more than two consecutive weeks, or comes on a hit-and-miss basis, the coordinator telephones the volunteer to ascertain the reason and solves the problem with the help of the staff coordinator.
6. Act as a liaison between the school's volunteer program and the volunteer area coordinator of the Executive Board.
7. Meet with the area coordinator and school volunteer chairmen from other schools to exchange ideas.

Local school responsibilities are carried out with assistance from a volunteer area consultant who serves as a link between the central volunteer office and the local school operation.

Volunteer training activities include one preservice orientation for all volunteers. This consists of a morning program, held once a month by the central staff, to explain the program's objectives and the responsibilities of the "partners" on the team--the principal, teacher, volunteer and pupil. Occasionally, a "portable" preservice orientation is presented for those who cannot travel to the regular orientation.

Inservice training is offered on an ongoing basis by the School Volunteer Office and the district's Division of Career and Continuing Education. This training is recommended for all active school volunteers who are interested in learning methods and techniques and in helping children with reading, math and language arts. Other classes are provided to teach volunteers how to make educational aids, operate various machines and publicize school volunteer activities. Each school is also asked to conduct meetings for the ongoing training of volunteers. Los Angeles has also developed several handbooks and resource books for use in training volunteers and staff. Another significant part of the School Volunteer Program is the Tutorial Unit, which is responsible for recruiting, orienting, training and placing volunteer tutors in an after-school program of assistance. The unit also serves as a resource liaison and trainer, when requested, for in-school tutorial programs and for college students tutoring at elementary and junior high schools during the school day.

Problems that confronted the School Volunteer Program in its early days are now being solved. The most significant of these problems and the solutions to them are:

1. The need for more paid staff, which is being solved by enlisting volunteer assistance.
2. Better teacher utilization of volunteer services, which is being accomplished by conducting inservice training classes for teachers.
3. Retaining volunteers, which is being done by encouraging a better teacher-volunteer relationship.

Those involved in the program believe it has been an unqualified success in promoting positive community involvement in a large, diverse urban school district. However, they admit that one major problem has not yet been overcome: There is still an urgent need for more volunteers!

Case Study No. 2: Denver, Colo.

The volunteer program of the Denver Public Schools represents an unusual and effective blend of both individual and organizational efforts to strengthen education. The 3,400 volunteers who serve in the program are all part of an organized school district attempt to "assist teachers in helping young minds grow." The program is coordinated by the district's Office of Volunteer Service, which acts as a liaison center for recruiting, preparing and placing individual volunteers in 119 of the city's schools. This office works with community organizations and other interested citizens to provide assistance to schools and teachers, particularly those serving large concentrations of economically disadvantaged students.

Any organized group interested in volunteering its services is required to present its goals and objectives to the office for approval. Before any volunteer program--except those developed under the direction of the local school principal--is initiated in a school, it must be screened and approved by the Office of Volunteer Service.

A Volunteer Advisory Council--made up of individuals representing organized volunteer groups, students from college and university education and

Why Do Volunteers Drop Out?

Why do so many volunteers drop out? At a VIE regional workshop, presented in 1971 by the Des Moines Area Community College's Project Motivate, participants gave these reasons:

- Poor placement.
- Lack of supervision.
- No guarantee that the volunteer's participation will be effective.
- Long-range potential of volunteers isn't utilized.
- Opportunities for personal growth could be curtailed.
- Time, talent and skills were not utilized in a useful way.
- Job ladders were not encouraged, i.e., a volunteer who has done an excellent job should be given the opportunity of moving up, perhaps becoming a trainer of other volunteers.

volunteer programs, teachers, and local and central administrative personnel --meets periodically to: relay requests, information and suggestions about volunteer programs; become aware of volunteer programs; promote interaction and cooperation; and serve as a mediating agency in decision making.

Volunteer services in Denver may vary from a relatively simple task to one requiring highly specialized skills. Most types of volunteer service fall into one of these categories:

- Classroom assistance--Individuals or organized groups provide a type of classroom assistance in which the volunteer works directly under the supervision of the teacher. Assistance may be in the form of such tasks as individual or group instruction, seat work or center supervision, conducting drills, or reading and correcting work.

- Individual help, one-to-one--Volunteers furnish individual or tutorial service to children with specific problems. These programs may be under the supervision of a teacher or completely independent of the classroom.

- Parent groups--Individual schools have organized parent volunteer groups to meet the needs within their own school. Such groups may provide classroom assistance to teachers, individual one-to-one tutoring, clerical assistance, library service and other services requested by staff.

- Enrichment--Volunteers who have special training, talent or a hobby related to cultural activities are invited to join this phase of the Denver program and share their interests and abilities with youngsters.

- Special services--These reflect the individual interests of volunteers and may require additional training and close liaison with school personnel. This service includes such activities as clinic coverage and assisting children with learning disabilities.

- After-school study halls--This is designed to offer tutoring to children who are recommended by their teachers to participate in afternoon or evening study halls located in an available facility near the school. Volunteers are usually responsible for picking up the children at their homes, taking them to the center, working with them and then returning them to their homes. In most study halls, a teacher works with volunteers to assist and direct in areas involving curriculum.

Among the organization-sponsored volunteer activities, which fall into several of the above categories, is the Denver School Volunteer Program, a tax-exempt, volunteer corporation which provides a reading tutorial service at the request of a local school administrator. Under this program, trained volunteers work with recommended students on a one-to-one basis at the school for one or two afternoons a week. The organization furnishes materials, training, liability insurance, speakers and expertise for its volunteers. It conducts its own publicity, recruitment and fund-raising campaigns. A similar organization activity is the Teacher Assistant Program (TAP), which is also an independent, nonprofit corporation that trains and places volunteers in Denver elementary schools. TAP volunteers serve at least two hours a week at the request of the teacher and provide general classroom assistance.

Other organizations sponsoring volunteer programs include: National Council of Jewish Women (Adopt-a-School, Story-Telling Time and Traveling Theater), Junior League of Denver (Children's Theater and Operation Community Talent), YWCA (Community School for pregnant teen-age girls), Community Study Hall Assn., and the PTA (Community Volunteers in the Health Office).

The district's Office of Volunteer Service, headed by a paid coordinator, encourages and helps local schools to develop their own volunteer programs in response to local needs and resources. The district prides itself on maintaining local flexibility and has developed an Administrator's Handbook for School Volunteer Programs to aid local schools in setting up programs.

The handbook explains that the school principal, or his designated representative, serves as the general supervisor of all volunteers at his school. Acceptance, organization, direction and termination of volunteer programs are all his responsibility. The handbook recommends that a local program have the following components:

1. Commitment--All programs should be based on the need for and complete utilization of volunteers' time and talent. Administrators and staff determine which services can be beneficial to their instructional program. The staff creates an appreciative atmosphere for volunteers.

2. Recruitment--The professional staff and parents may use their own initiative to recruit volunteers. Goals and objectives must be acceptable and registered with the Office of Volunteer Service. The office assists schools in the interpretation and establishment of a program.

3. Orientation--An effective volunteer program is dependent on volunteer-teacher orientation to the goals of the program. Such orientation should be carried out within the school and should acquaint the volunteer with the policies and procedures of the school.

4. Training--The volunteer working directly under the supervision of a classroom teacher must receive training in how to operate within that classroom. The teacher should assume responsibility for this training.

The Office of Volunteer Service asks that a volunteer be appointed as school volunteer chairman at the local school to serve as a contact person. A staff liaison person should also be named to help coordinate the program.

Denver school officials find that the combination of local school volunteer programs and programs sponsored by community organizations--all coordinated through the central Office of Volunteer Service--has managed to serve pupils well at almost no cost to the district and with a minimum of problems.

The only problems cited by school officials are:

1. Lack of building orientation and in-depth training of volunteers by teachers and administrators. (Officials hope the newly published Administrator's Handbook will solve this problem.)
2. Inconsistent reliability and attendance. (Officials believe a city-wide orientation program will eliminate this drawback.)

Case Study No. 3: Boise, Idaho

Boise School Volunteers (BSV) is an established, communitywide program operated within the school district under the joint sponsorship of the Junior League of Boise and the Independent School District of Boise City. This rapidly growing program is designed to assist professional personnel in providing maximum educational opportunities for all students and assisting each student in achieving the highest possible degree of personal development. BSV recruits, trains and places volunteers as a supplement to the professional staff at all grade levels, kindergarten through senior high school.

Since its establishment in 1970, BSV has tripled its initial volunteer force of 400 members--most of whom are parents of Boise students--and continues to grow. It is being run during 1972-73 on a $12,000 budget, half of which comes from the district and the remainder from the Junior League. In addition to providing financial assistance, the Junior League serves in an advisory capacity to the program.

Volunteers in schools work at least one-half day a week. They relieve the classroom teacher of nonteaching tasks and provide individual attention to students with special needs. Another group works as special resource volunteers, filling requests for enrichment activities. Others serve as leaders in the Junior Great Books Discussion Program, meeting weekly or biweekly with elementary school youngsters to explore "some of the best books ever written."

The structure of the Boise program is relatively simple. A paid professional staff member of the district--known as the volunteer specialist--coordinates the program on a districtwide basis. She is assisted by a chairman of coordinators, the general chairman of BSV and committee chairmen--all volunteers. Clerical help is provided by a part-time paid secretary.

Each school initiates and directs its own volunteer program. The school selects a local school coordinator (a volunteer) who directs the program--in

It's Up to the Teacher

In defining the role of the teacher in the volunteer program, the City School District of Rochester, N.Y., notes that much of what the volunteer does will depend on the teacher's judgment and attitude. The district urges teachers to establish good working relationships with their volunteers by:

- Getting to know the volunteer as a person.
- Including the volunteer in planning sessions.
- Introducing the volunteer to the students and establishing his position with them.
- Stressing methods and teaching skills that give positive reinforcement to children.
- Using volunteer services as supplements rather than as substitutes.

cooperation with the principal and professional staff--and serves as a BSV representative and liaison person. The school coordinator plays a major role in the volunteer program, with responsibilities for:

- Working with staff to provide volunteer training and supervision.
- Finding volunteers from the community to meet teacher requests.
- Communicating with volunteers and with BSV.
- Keeping and submitting records of volunteers' names, addresses and hours.
- Evaluating the local program at the end of each year.
- Checking up on volunteers and maintaining morale.

The teacher-in-charge at each school has responsibility for welcoming the volunteer, orienting him to the classroom, providing work space, furnishing materials and instructions for his use, and making a constructive criticism and evaluation of the program and of the individual volunteer.

The BSV office has full responsibility for:

- Guidance in matters of program and policy.
- Orienting professional staff to the program.
- Arranging preservice and inservice training sessions for volunteers.
- Materials, forms, literature, etc., for maintaining the program.
- Speakers, slides and filmstrips to promote the program.
- Any other assistance that will assure success of the program.

Districtwide training activities include publications for teachers and volunteers, and sponsorship of semiannual training conferences to familiarize volunteers with current teachings in different areas and assist them with problems. These supplement local school orientation and training.

Recruiting is done by BSV by means of sending fliers home with elementary students, distributing pamphlets in the community, placing announcements in newspapers and on radio, talking to parent organizations, and writing letters of invitation to potential resource volunteers. A BSV newsletter is published monthly to keep and promote interest in the program.

BSV officials find only three significant weaknesses in the program, all of which they are seeking to resolve through improved training and orientation.

1. Confusion in the mind of the volunteer about his role and supervision.
2. Lack of experience--on the part of volunteers and professionals.
3. Dependability, consistency and accountability of the volunteer.

BSV reports, however, that the volunteers' willingness to serve is concrete evidence of their encouragement and their support of the school staff.

Case Study No. 4: New Hampshire

A new spirit of cooperation among all volunteer programs in the State of New Hampshire was born during the 1968-69 school year with formation of the nation's first statewide School Volunteer Program (SVP). In recognition of a need for improving coordination, recruitment, training, communication

and funding among several local volunteer programs, SVP was established by the New Hampshire Council for Better Schools, a nonprofit organization devoted to improving public education in the state.

Financial support for New Hampshire's SVP comes from charitable foundations, trusts and businesses. The State Dept. of Education has channeled federal EPDA funds into the program for training. In addition, local financial support is given in the form of membership dues: school districts may join for 5¢ per pupil; individual schools may join for 10¢ per pupil; school volunteers and other interested citizens may join for $2 a year.

Dues entitle members to receive a bimonthly SVP newsletter and to attend regional workshops and training programs at no charge. Members benefit from the services of a professional director, employed by SVP to aid local communities in recruiting, training and using volunteer resources.

Assistance is also given by paid local coordinators, all lay persons who've moved up the ladder from volunteer work to the administration of other volunteers. By having paid administrators in each of its communities, SVP reports it is able to assure school boards of constant quality control of volunteer activities, relieve school personnel of the sometimes-burdensome details of volunteer scheduling and supervision, and provide a liaison between teachers-volunteers-administrators-SVP central office.

In 1972, the activities of the more than 2,000 volunteers in New Hampshire schools were touched by the supervision or consulting services of SVP. Volunteer work is performed at the local school level, where it is usually coordinated by a volunteer chairman, aided by a support committee.

Among the SVP workers are:

- Students from New Hampshire College and Notre Dame College in Manchester who work as tutors, usually in math or reading.
- Volunteers who listen to oral reading, develop vocabulary cards, correct workbooks and tests, conduct small group drills, supervise the library or study hall, record attendance, play the piano or read and tell stories.
- Volunteers who help supervise the lunch period or playground, operate audiovisual equipment, repair torn books, file and catalog materials, arrange bulletin boards, make out reports, inventory materials or make routine telephone calls.
- College students and others who serve as "cultural or enrichment" volunteers.

SVP is guided by the concept that a volunteer is not a replacement for paid staff, but a concerned citizen who wishes to help by giving his time. Volunteers always work under the direction and supervision of a teacher or other staff members.

Volunteers are recruited on the state and local level, generally through parent groups, senior citizen groups, service clubs, church organizations, industry, high schools and colleges. They are asked to meet the following qualifications: a genuine interest in and fondness for children; a desire

to help enrich the school curriculum; reliability, consistency, discretion; willingness to donate a minimum of three hours a week or willingness to participate in a short-term project; a personal interview; and attendance at an SVP orientation and training program.

SVP officials feel the program continues to improve as volunteers gain in experience and teachers increase their ability to use volunteer services effectively. Although the program was hampered by some initial resistance from teachers and administrators, SVP believes this has been overcome, for the most part, by positive experiences with volunteers.

Case Study No. 5: Ontario-Montclair, Calif.

In an attempt to improve the academic and social achievement of its pupils, the Ontario-Montclair School District received a federal grant (Title III, ESEA) in 1968 to develop, operate and test an innovative cross-age teaching program. As defined by the school district, cross-age teaching is a learning process where a trained older child assists a younger child on a one-to-one tutorial basis in his academic and social difficulties.

The ongoing program involves some 60 "youngers," students from the fourth, fifth and sixth grades of two elementary schools. These students, whose school work is below grade level and whose social acceptance by schoolmates is slight, take part in the program for a full school year.

The program also involves "olders," eighth-grade students at a junior high school who elect to take a one semester class in "Cross-Age Teaching." These students receive a three-week training session aimed at teaching them to diagnose the learning difficulties of the youngers and equipping them with techniques for helping these youngers.

Training and supervision are carried out by two elementary school clinicians who work half-time in the project, which also has a full-time project director. Staff members involved in the project participate in an orientation process that emphasizes openness, clarity and thoroughness of communication. Staff members are given an opportunity to take part in consensus decision making throughout the program.

Following tutor and staff training, each older is matched with a younger on the basis of the personality and interests of each. In no case is the achievement span ever less than two years or is an older boy assigned to tutor a younger girl. Teachers of the youngers pair the tutee with the tutor.

Olders are transported by bus three times a week (Tuesday, Wednesday and Thursday) to spend 40 minutes tutoring youngers at the youngers' schools. The older selects a suitable place to work--an empty classroom, a lunchroom table, the library, patio, athletic field or another spot. The tutorial period may be devoted to reinforcing skills in the area of word attack, oral reading, math or communication.

At the completion of the work period, the younger and older report back to the teacher or clinician with comments and questions generated by the tu-

torial work. The teacher makes an evaluation of the progress--by means of an informal conference or a review of the work--and then suggests either further work or a new curricular area for the next session.

Every Friday, olders attend a feedback session with their teachers to evaluate the week's work and examine problems and progress. Role playing is used frequently in these sessions to prepare olders to handle various situations with the hope of turning failure into success, and disinterest into enthusiasm. On Monday, olders attend a content teaching session where new materials are prepared, different techniques are learned and varying methods are compared.

Project officials report that concrete results have been achieved in the program. One set of standardized test data revealed that after seven months in the program, youngers--who had been averaging six months' growth in reading and math in a year's time--advanced an average of 13 months in both areas. The olders exceeded their peers by three months in reading and math during the same seven-month period. Gains of participating students surpassed those of the control groups in self-concept, social acceptability and discipline.

Other advantages of the program cited by school officials are:

- Older students join with teachers in continuous planning and evaluation.
- Education becomes relevant and meaningful to each student involved.
- Younger students experience a new level of personal attention--and of success.
- Older students develop a new self-concept, seeing themselves as giving help, strength and friendship.
- Students become involved in constructive rebellion directed at bridging the gap between their teachers and themselves.
- Teachers become directors of the learning process rather than classroom authoritarians.

The few negative feelings encountered in the program came from parents who expressed disappointment that tutoring took their child away from such classroom activities as art. However, the program was modified to meet this criticism.

School officials declare that one of the main benefits of the Ontario-Montclair teaching program is that it can be adapted to any size and type of district. The program may be self-contained in one school where sixth-grade olders tutor second- and third-grade youngers.

Cost will vary in relation to the number of students involved, the extent of transportation required and the number of paid staff members participating. Ontario-Montclair administrators estimate that development of an inter-school program requires about $30,500 or $165 per pupil (including salaries for one coordinator, four half-time clinicians and clerical assistance); program implementation requires about $9,500 or $53 per pupil (using only two clinicians at half-time and limited clerical assistance); cost for the ongoing phase may be reduced to $42 per pupil. An intra-school program with no additional staff or transportation requirements could cost between zero and $600 a year.

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FOR MORE INFORMATION

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Los Angeles Unified School District, 450 N. Grand Ave., Los Angeles, Calif. 90051. Sarah A. Davis, director, Volunteer and Tutorial Services.

Minneapolis Public Schools, Special School District No. 1, 807 NE Broadway Minneapolis, Minn. 55413. Betty Jane Reed, director, Community Volunteers.

National School Volunteer Program, Inc., 16 Arlington St., Boston, Mass. 02116. Isabel G. Besecker, president.

New Hampshire School Volunteer Program, 196 Bridge St., Manchester, N.H. 03104. Jane VanderWolk, director.

Oklahoma City Public Schools, 900 N. Klein, Oklahoma City, Okla. 73106. Lois D. Rogers, coordinator.

Ontario-Montclair School District, 950 W. D St., Ontario, Calif. 91761. John Mainiero, coordinator, Cross-Age Teaching Program.

Operation SHARE, Santa Clara County Office of Education, 45 Santa Teresa St., San Jose, Calif. 95110. Gilbert Solano, regional chief.

Rochester School Volunteer Program, City School District, 410 Alexander St., Rochester, N.Y. 14607. Mary C. Doughty, director.

St. Louis Public Schools, 911 Locust St., St. Louis, Mo. 63101. June Baehr, coordinator of volunteer activities.

'If It's Too Hot in the Kitchen . . .'

School Volunteers for Boston, the coordinating agency for volunteers serving in the Boston Public Schools, believe each volunteer should fully understand his position. The organization points out that each volunteer is committed to one thing--aiding in the education of children--and that this service is carried out in a structured and organized manner. The organization adds:

"To follow this commitment, a volunteer cannot consider himself another member of the school staff or an individual coming into the school for his own purposes. The volunteer is a person who offers the resources of his time, energy and skills to be used fully in the educational process. Guidelines for volunteers stem from this basic concept and the described goal. Any person who cannot in his own conscience abide by these rules must not be a school volunteer."

School District of Philadelphia, 21st St. South of the Parkway, Philadelphia, Pa. 19103. Doris B. Wilson, director of volunteer services.

School Volunteer Association (Hartford Public Schools), 18 Asylum St., Hartford, Conn. 06103. Louise Leonard, manager.

School Volunteers for Boston (Boston Public Schools), 16 Arlington St., Boston, Mass. 02116. Isabel G. Besecker, director.

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