

The Winnipeg School Division Volunteer Program

A Case Study

by

Heather L. Burkett (nee Cummings)

A thesis submitted to the University of Manitoba
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ABSTRACT

The purpose of this study was to investigate Winnipeg School Division's volunteer program. Four stages of development were traced between 1965 and 1985. The legal and financial constraints which shaped the program were examined. Six variables:

recruitment, orientation, training, supervision, recognition and retention provided a conceptual framework for the investigation.

The study entailed collecting data from questionnaires and interviews. Questionnaires were distributed to principals and resource teachers in 1979 and 1984. Information was collected from 78 schools in 1979 and from 76 schools in 1984. Interviews were conducted with twenty volunteers working in the Division and eight people knowledgeable about the development of the volunteer program in the Winnipeg School Division.

The study revealed that staff involvement in training and planning is required before recruiting volunteers and that administrative support in a stable school environment is necessary for a successful program. Inconsistencies existed in orientation, supervision and in recognition practices. Training varied according to jobs. Schools with Division coordinator services maintained consistently higher percentages in training and supervision. The presence of Division coordinators coincided with a greater number of adult volunteers and with more community involvement.

Some of the major recommendations were to develop a policy for the volunteer program, to establish a Divisional leadership team, to create an evaluation process and to focus attention on in-school supervision.

The study suggested that further research is required, particularly, in evaluation of volunteer service and in establishing the best methods and materials for training volunteers.

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CHAPTER 1

INTRODUCTION

Chapter one will introduce a study of the Winnipeg School Division volunteer program. It outlines the advantages and disadvantages of volunteer programs, the purpose and significance of this study, and it offers for inspection the research methodology and data sources employed. It contains limitations and delimitations, definition of terms and provides a profile of the organization of this thesis.

Background

School volunteers have rapidly increased in number throughout the last two decades. In 1976, approximately ten thousand volunteers worked in American schools. (1) By 1979, the National School Volunteer Program, Inc., for the United States claimed to provide leadership for six million school volunteers.

Similarly, the number of volunteers has been growing in Canadian schools. H. G. Hedges of the Ontario Institute for Studies in Education (O.I.S.E.), surveyed forty school systems in Ontario in 1972 and found that volunteer programs existed in 52% of the schools in the samples. The schools

participating in the survey had an average of 8.2 volunteers, who worked an average of slightly over two hours or approximately one half day per week. The Area Six Resource Team for Volunteers in Toronto conducted a survey from January to June 1975 in 28 Toronto schools. "Counting all volunteers from those used in senior secondary schools in the study of careers, the total came to 3,000, almost three volunteers for each classroom teacher" (Scott, 1976, p. iv).

In January 1981, Statistics Canada released findings from a survey it conducted for the year ending February 1980. It was found that 2.7 million adults, or 15% of the adult Canadian population, were volunteering in Canada, giving 373,991,000 hours of service a year. For an average industrial wage, this was a yield of 3.5 billion dollars worth of work per annum. (2) Most recent Gallup poll results released in November 1984 indicate a sharp increase of 10% in these statistics. This means that 25% of the Canadian adult population now volunteer their services in a wide variety of activities. Since there are many similarities between the Canadian and American school systems we can extrapolate the impact that volunteers have on schools in Canada when we observe that education ranks third as a category of volunteer service in the United States.

Advantages and Disadvantages of Volunteer Programs

As the number of volunteers increases, discussion continues regarding the advantages and disadvantages of school volunteer programs. The controversy encompasses educational, financial, social, and political factors.

Educational Factors

Greater academic achievement for students is the major goal of most school volunteer programs. The School Volunteer Program (SVP) of Greater Miami tested students in grades two to six who were one or more years below national norms in reading achievement. Those tutored by SVP-trained volunteers gained significantly more in reading achievement than non-tutored students. (3) Students being tutored by volunteers from School Volunteers for New Haven, Inc. made dramatic gains in reading level scores as measured by the Gilmore Oral Reading Test. (4) Fifth and sixth-grade students tutored one hour a day for five weeks in Alexandria, Virginia, in 1976, made one year's growth in math while the control group showed little progress. (5) Heller (1977) found that learning disabled students receiving assistance from graduate student volunteers had increased skills of word recognition and comprehension, and

Kennison (1977) established that reading specialists, hard pressed to serve all the students referred, successfully used volunteer help to provide needed reinforcement of specific skills.

The use of teacher time appears to change when volunteers are present. In a project carried out in Palm Beach County Schools, Florida, Thurber reports that when a volunteer was present, three of four teachers spent "less time lecturing, giving directions, criticizing and justifying authority. They spent more time clarifying and supporting pupils' feelings and ideas, listening to pupils and praising and encouraging positive behavior" (NASSP Bulletin, 1977, p. iii).

In a study (1972) conducted by the Niagara Centre of The Ontario Institute for Studies in Education, after 150 days of observation in classrooms, teacher-plus-volunteer time spent on one-to-one relationships with students increased by almost four times. "While the greatest number of entries (for volunteer tasks) were under supervision and technical assistance, there were also entries in other functions, including all the functions in the instructional sequence" (Hedges, 1974, p. 9). Twenty-one percent of teacher time was transferred from low level functions to higher level functions such as the initiation and consolidation of new learning when volunteers were used in the classroom. The two greatest consumers of teachers' time,

active supervision and consolidating content, became some of the largest allocations of volunteer work. (6)

Volunteers bring new skills to students which staff members alone cannot provide. Resource banks of speakers on various topics and volunteers with specialized skills can contribute to school programs. Often, a child's learning environment can be expanded if information regarding community functions and resources can be exchanged between school staff and volunteers. Similarly, parents, as volunteers, learn new skills which can be used at home to help their own children's educational progress.

Use of staff time is one of the disadvantages found in education factors. Teacher instructional time and energy levels may be reduced when so much staff time is taken to organize volunteers that the benefits do not equal the effort output. Teacher work load is increased particularly if volunteers prove to be unreliable or there is a high drop out and turnover rate necessitating training of replacement volunteers.

The quality of education is a concern of teachers, parents and students. Observers may point to badly organized volunteer programs where volunteers do not have sufficient skills to carry out their tasks and question the quality of education provided for students. Research does not verify the belief that paid professionals ensure quality. However, it does support the need for organization in volunteer

programs. In the Niagara Study (1972) principals and teachers were found to believe volunteers helpful but the planning for volunteer programs was unsystematic and evaluation of the effectiveness of volunteers in terms of either changes in teacher behavior or changes in student growth appeared to be almost non-existent. (7)

Financial Factors

Budget restraints will effect the resources available for schools and funding for programs will dictate sufficient record keeping procedures for volunteers. Too much paper work can provide work overload for volunteers and staff, but records must be available if evaluation is to be constructive and ongoing supervision beneficial. Programs fail to gain funding when record keeping is insufficient. When there is some method of measuring results, volunteer motivation is increased and ineffective programs can be eliminated.

Use of community resources provides manpower and information to schools. Audrey Ross, coordinator of the Miami Volunteer Program, believes that schools cannot and never will be able to afford all the resources their communities offer freely to the educational system. If instruction is going to be tailored to meet individual needs and if smaller adult-child ratios continue to be necessary

for certain programs such as field trips, then community volunteers will be required to provide a practical and cost effective means to achieve desired educational goals.

Communities benefit financially from volunteer programs. Volunteers acquire training in such areas as office skills, child care techniques, library organization and public relations that can be applied later to an employment situation.

Local businesses are beginning to support volunteer programs. "Released" time volunteers from businesses in which the company releases volunteers to serve in nearby schools on company time, and "donated" time volunteers in which the volunteer donates his own earning time to the program are two successful methods that use business support. Large international companies are also becoming involved. For example, by 1975, Pan-Am Airlines had one thousand stewardesses involved as volunteers in ten American and British cities. Frank Nyman of the Metropolitan Insurance Company in San Francisco has suggested three reasons for businesses recruitment: "(Companies) will have more satisfied employees, a feeling that the firm is an important part of the community, and, most attractive of all, a better public image" (Yeager, 1974, p. 27).

Social Factors

The development of a student's self-esteem in a humanistic environment is an important factor in most volunteer programs. A volunteer can provide students with another social model besides the teacher. Hedges (1974) reports that volunteer participation enables the school to consider to a higher degree the particular interests and needs of youngsters and also provides more opportunities for youngsters to talk to an interested adult. Urie Bronfenbrenner, in his book, "Two Worlds of Childhood", places this latter action as the prime need in North American children today. The School Volunteer Program of Greater Miami (SVP) ran a "Listen to Children" program in which "more than 75% of the involved students who had displayed self-defeating behavior made significant gains in tests about their self image and perception" (Jackson, 1977, p. 78).

Both student and parent attitudes can be effected by volunteer programs. Elliot, 1973, and Powell, 1975, have recommended cross-age tutoring as a means of improving student attitude towards school. (8) H. G. Hedges states that: "volunteer programs in schools appear to be one of the most effective means of influencing parents' attitudes towards the school" (Hedges, 1972, p. 2). According to the

Plowden Report, individual parental attitudes account for more of the variation in pupil achievement than do either the conditions of the school or characteristics of the home. (9)

A sense of community is brought to the school system by volunteers. They can provide insight regarding the learner and his environment. The school, in turn, "will stand less in isolation from the rest of the child's experiences" (Hedges, 1972, p. 6) if his parents and other adults from his community are involved in the school. Pat Simmons (1979) has suggested "organizations will become increasingly preoccupied with their survival and less able to meet the needs of their constituents...(and therefore the volunteers')...special knowledge of their community and their availability for personal involvement will be the important selection criteria" (Simmons, 1979, p. 16).

Organizations are being encouraged to build effective decision-making teams in which participants have specific knowledge of their own communities. Abbey-Livingston (1976) stated that:

They are seeking a mix of those who represent and can act as links with the community served, those who have technical skills, and those who have commitment. They build in time and resources for teams of people to acquire skills in working together, problem-solving and planning. (p. 16)

Intrinsic satisfaction for providing worthwhile service to others may also be derived by volunteers. Henderson

(1981) found that volunteers perceived their efforts as "recreational" because of the interesting nature of the tasks performed, the personal interaction provided, and the feeling of co-operation gained. (10) Ross, Gibbons and Strowder all report that each has received dozens of letters from volunteers reporting on the extraordinary self-fulfillment they have received from affecting the life of a young person. (11)

Scheier (1981) suggests that a shortage of volunteers could be experienced in the eighties, not because fewer people are volunteering but because the number of opportunities for volunteers has escalated in the past decade. At one time, a major concern of each individual was to fit into his or her society, to be a partner in his or her community and to do his or her duty to self and others. (12) The more recent emphasis on "experiencing one-self as a person" (Maier, 1973, p. 18) or developing individuality has been a trend that "changes volunteerism from one that is a contribution of free time and energy with a search for added status to an opportunity to realize things that would not be achieved in the daily course of life" (Simmons, 1979, p. 17). As the "meaning of work decreases, the meaning of leisure time will have to increase" (Simmons, 1979, p. 18), and agencies, including schools, will have "to find new ways to induce more and more fellow citizens to get out of their passive rut and to give

their time and energy to activities that promote personal growth and improve the community" (Schindler-Rainman and R. Lippitt, 1975, p. 31). It will be important for children to learn to volunteer by seeing active volunteerism in the educational setting.

Political Factors

Volunteers become stronger advocates for public schools according to Bill Gibbons, Director of Vancouver's HOSTS Project. He credits a twelve million dollar allocation for remediation of reading problems by Washington State legislators to the success of the HOSTS program. With Ross (1979), he maintains that a volunteer's personal experience in the classroom can quell rumors and lead to increased public support for schools, more money and more jobs. (13)

"A dynamic leader" has been suggested by Carl B. Smith of Indiana University as the one factor that makes the difference in a successful versus unsuccessful volunteer program. Potential problems can arise when "an active member of the parent-teacher organization who is not qualified desires to manage the program" (McCraig, 1975, p. 332). A leader must have the skills necessary to maintain organizational momentum. If the leader is inconsistent in his/her guidance or enthusiasm, the program can falter. Not only will the leader be responsible for communication in the

organization and deal with daily problems such as inadequate materials and space, but he or she will have to be prepared to deal with public relations and the acquisition of administrative support. (14)

Many teachers feel threatened by volunteerism. "A teacher is a person without functions which are clearly identified as the exclusive prerogative of his professional status and qualifications" (Perras, 1973, p. 16). Consequently they may appear easy to replace. Teachers can become anxious about the status of the teaching profession and their continuing employment opportunities. They may feel that reducing the pressure on the public for increased funding for education because of volunteer manpower, especially during times of declining enrollment, decreasing budgets and teacher layoffs, may in fact have ramifications for the future number of teachers holding jobs. Researchers in the Niagara Study (1972) did not locate a single instance "in which the existence of a volunteer program created a greater pupil-teacher ratio. Nevertheless, it (was deemed) possible that such programs...softened the need for a continued reduction in ratios during a period of budgetary ceilings" (Hedges, 1974, p. 9).

Teacher associations have attempted to alleviate these concerns by ensuring that there are written policies regarding the roles of volunteers/para-professionals versus

teachers. The National School Program, Inc. in the United states has recommended that

the best interest of students is served when volunteers and school staff work cooperatively. In the event of a strike, when the regular supervision is not available, it would not be appropriate for volunteers to attempt to meet students' needs. (Syckoff, 1977, p. 756)

Often, concerns are alleviated by involving professionals early in the development of the service delivery system and consulting them on an ongoing basis.

The National Organization for Women (N.O.W.) has stated that "volunteer labor for social services is an extension of unpaid household work (and maintains that) humanitarianism for some on the backs of others ends by being exploitation" (Nathan, 1979, p. 73). However, volunteering is not a phenomenon of middle to upper class housewives.

Evidence suggests that while numbers of volunteers increase, so does the percentage of male volunteers. Persons under the age of 25 and above the age of 60, and middle and low-middle income level groups are proportionately increasing as well. (Feeney, 1978, p. 10)

Mary Poole, Past-President of the National Council of women has commented: "It's not service volunteering that degrades women; on the contrary, it's the prevailing attitude toward women that's degrading service volunteering" (Feeney, 1978, p. 11).

Often, there are recruitment problems in low-income areas because people have long working hours, volunteers who

enter the neighborhood become "do-gooders" and minority groups with limited education feel inadequate or are too frightened to volunteer their time. Programs using a buddy-system or para-professionals who are members of the local community and work to inspire recruits with confidence have been successfully established to overcome these problems. An example of this is New York City's Volunteer Program. It has been found that volunteers recruited from the neighborhood "literally and figuratively speak the same language as the pupils they tutor. This enables them to establish an instant rapport and an easy relationship which greatly enhances their effectiveness as tutors" (ERIC ED 079257, 1973, p. 34).

Many difficulties can be avoided if volunteers are adequately screened, orientated, trained, assigned specific duties and properly supervised. Often people with "good intentions" or those who are unaware of the commitment called for will decide against volunteering once they learn the expectations, philosophy and goals of a program. It is important to fit the person to the job and vice versa. Careless demands can exceed volunteer time and energy and result in volunteer "burn out". Volunteers have a right to meaningful jobs which use their skills to full advantage. Their ideas should be taken into consideration when decisions are being made. Spending time with volunteers to ensure positive volunteer-student interaction is a wise

investment. Many time-saving jobs rather than time-absorbing tasks can be designed for volunteers. Administrative support is required in order to provide staff members with time to organize programs. Problems with confidentiality, dependability, classroom interference, overbearing personalities, continuity and accountability are unlikely to occur with adequate preparation and supervision. When the volunteer program provides expectations, process and structure, unsuitable volunteers can be dealt with through tactful shifting of activities or dismissal.

In the final analysis, rapid growth in the volunteer population over the last two decades would indicate support and enthusiasm for volunteer activities. However, quantity is not synonymous with quality. Although volunteers provide many services to schools, they are there to supplement the educational program, not to replace it. School organizations, striving for quality of education, face the challenge of effectively using volunteers in supportive roles. The beneficiaries of their response to that challenge will be the students.

PURPOSE OF THE STUDY

Winnipeg School Division is the largest public school system in the Province of Manitoba with approximately 34,000

pupils. Its volunteer program has grown from spontaneous, isolated ventures to an organized effort with professional coordinators.

The purpose of this study was to investigate Winnipeg School Division's volunteer program. Specifically, the following questions were addressed:

1. What have been the stages of development for Winnipeg School Division's volunteer program?
2. What legal and financial constraints have shaped the program?
3. How are volunteers recruited, oriented, trained, supervised, given recognition and retained in Winnipeg School Division?

SIGNIFICANCE OF THE STUDY

This study is significant for several reasons. A developmental record and analysis of its volunteer program and recommendations arising from it, will assist in future planning for the volunteer program in Winnipeg School Division. It also may be of interest to those people involved in the study and development of school division volunteer organizations. It adds to the literature on volunteer programs by analyzing a specific program through interviewing and questioning people involved in the program

and relating their information to specific volunteer organization variables.

RESEARCH METHODOLOGY AND DATA SOURCES

Udy states that the present state of development of organization theory suggests that exploration is much more to the point than is hypothesis testing.(15) Therefore, the research methodology in this thesis reflects an exploration relying primarily on descriptive and judgemental data in an attempt to not only reconstruct the stages of development in Winnipeg School Division's volunteer program, but to examine the present operation in the light of this development and to analyze areas requiring improvement.

Primary and secondary sources have been used to trace the development of Winnipeg School Division's volunteer program between 1964 and 1985. Primary documents include School Board Minutes, relevant statutes of the Canadian and Manitoba governments, the volunteer coordinators' yearly reports and the Administrative Policy Handbook from the Manitoba Teachers' Society. They include data collected from eight informal personal interviews and twenty formal personal interviews. Newspaper clippings, questionnaires and a literature review provide secondary sources.

Levinson et al. suggest a breakdown of the organization to be studied into its component parts. In this case, data

have been collated and analyzed in order to address the three questions outlined in the purpose of this thesis. Variables of recruitment, orientation, training, supervision, recognition and retention have been selected as crucial elements of a volunteer program according to the literature review found in Chapter Two.

In the spring of 1979 and fall of 1984, questionnaires addressing these variables were distributed to every elementary, junior high and senior high principal in Winnipeg School Division (see Appendix A). Information was collected for the 1978-79 and 1983-84 school years. An accompanying letter from the Winnipeg School Division Superintendents' Department requested that the questionnaires be completed with the assistance of resource teachers. Seventy-five of the seventy-eight principals returned their surveys in 1979 and sixty-six of the seventy-six principals returned their surveys in 1984. In both instances, the information from the remaining schools was gathered over the telephone. Three schools had either closed or been absorbed into another school's population over the five years and one new school had opened in time for the 1984 questionnaire.

The questionnaires contained many identical questions so that direct comparisons could be made. The first contained 16 items and the second contained 20 items. On both surveys, question one asked whether or not a school

used volunteer services. Question four dealt with recruitment, question five addressed orientation and questions two and three asked about retention. Question seven on the 1984 questionnaire was asked in addition to question six which appeared on both surveys to address the training variable. Supervision was dealt with in questions seven, nine, ten and eleven in the 1979 questionnaire and in questions eight, eleven, twelve and thirteen in the 1984 survey. No direct questions were asked about recognition. The remaining questions on both questionnaires dealt with evaluation.

The data collected from these questionnaires were separated into three different categories for the 1979 survey. They included; elementary schools with division coordinators, elementary schools without division coordinators, and junior and senior high schools.

In 1979, data from junior and senior high schools were grouped together because the division coordinators had little involvement with these levels and because junior and senior high schools reported that they used volunteers in a similar manner. Isaac Brock School and Sargent Park School each had a junior high and an elementary school population. The coordinators' major area of activity was with the elementary levels of each school. Therefore, these two schools were grouped with elementary schools for the purpose of the 1979 study.

In 1984, the data collected from the junior and senior high schools were separated into schools with division coordinators and those without input from division coordinators. This reflects the expansion of the coordinators' roles over the five year period between 1979 and 1984 into junior and senior high schools. Data from schools with both an elementary and junior high population remained with the elementary schools' population.

Levinson et al. (1972) go on to suggest that a study must include: "the planning of a sample of interviewees to be representative of those parts, and of the organization as a whole, including careful attention to leadership and a supplementary sample of people to be questioned by printed form" (p. 22). They conclude that interviews with important persons outside the organization are a vital task when the formal study procedure of an organization is developed.

In this thesis, informal personal interviews were conducted with eight individuals knowledgeable about the development of volunteer programs in the Winnipeg School Division. The data from these interviews were used to reconstruct the historical development of the program and analyze the legal and financial constraints placed upon it. The interviewees represented each of the various interest groups. Interviews lasted from 15 minutes to three hours, depending on the information obtained. The interviewees included: the two Winnipeg School Division volunteer

coordinators, a representative of the Winnipeg Division Superintendents' Department, a former Chairperson of the Winnipeg School Division, the Director of the Winnipeg Volunteer Centre, a former lawyer for Winnipeg School Division, a representative of the Manitoba Teachers' Society, and a past President of the Winnipeg Teachers' Association.

In addition, formal interviews (See Appendix B for interview schedules), containing structured and unstructured questions, were conducted with twenty volunteers. Four volunteers were selected randomly in each of five different schools in five different community settings. 1981 Canadian Census data were used to select the five different schools from five different median family income areas representing the full range of family incomes in the Division.

It is believed that informal and formal interviews can clarify and substantiate certain points, and elicit personal opinions, knowledge and attitudes. At the same time, an effort was made to avoid misrepresentation and to examine interview findings for such items as bias, faulty memory, subjectivity, fixed attitudes, and personal loyalties.

LIMITATIONS AND DELIMITATIONS

Although this study traces the major events and gathers statistics regarding the present volunteer program in Winnipeg School Division, only partial explanations for its development were possible due to the limited number of factors that could be analyzed.

The possibility of incomplete documentation and less than candid interview and questionnaire responses should be considered limitations. Not all principals returned their questionnaires. This inhibited the collection of data. To reduce this limitation, a call-back system was used, but even with this service, principals were not compelled to answer the questionnaire. The number of volunteer interviews was limited to twenty and only five schools had volunteers who were interviewed. Student interviews were not possible within the survey and interview constraints established by the Division.

DEFINITION OF TERMS

The following definitions of terms were held for the purposes of this study:

Volunteers

In education, volunteers are concerned people who work regularly without remuneration in schools to support the efforts of professional personnel. For the purpose of this paper, junior and senior high school students working in elementary schools whether they have been working for an academic credit or not, will be included as volunteers. Students from the Faculty of Education will be included only if they have acted in a volunteer capacity.

Orientation

Swanson (1970) states that orientation is "the process of giving an intelligent understanding of the environment and all components of the organization to which the volunteer has agreed to serve" (p. 132-133). It is used to inform volunteers about the facilities, rules and programs in the school and it usually gives volunteers the organizational background for the program.

Recruitment

Staff and volunteer recruitment will be examined separately in this study. Ivan Scheier (1978) states that

"failure to 'think dividend' for staff has been the most devastating omission of volunteer leadership for the last decade" (p. 43).

Training

Marlene Wilson (1976) states that training is "meant to encompass anything that helps to increase the realization of a person's or organization's potential" (p. 139). It provides background to volunteers regarding the jobs that they are being asked to carry out. It often means learning specific skills and a variety of approaches in order to help children.

Volunteer Centre

This is a non-profit agency working as a division of the Social Planning Council for Winnipeg.

ORGANIZATION OF THE THESIS

This thesis consists of seven chapters. Chapter one outlines the nature of the study including the background, purpose, significance, research methodology, limitations, delimitations and definitions.

In Chapter two, a literature review provides appropriate background for the study of volunteer programs and establishes the conceptual framework for the variables that exist in the Division's program.

Chapter three describes the stages which have led to the present development of Winnipeg School Division's volunteer program.

Chapter four addresses the legal and financial constraints that have helped to shape the volunteer program in Winnipeg School Division.

Chapter five deals with how volunteers are recruited, orientated, trained, supervised, given recognition and retained in Winnipeg School Division by collating data collected through questionnaires and interviews.

Chapter six provides an analysis of the data collected.

Chapter seven makes specific recommendations for the future development of the Winnipeg School Division's volunteer program. It suggests implications for further research arising from the study.

Footnotes

- (1) Sawin, J. D. (1972). Legal aspects of the use of teacher aides: emerging problems in school law (pp. 74). Washington: The National Organization on Legal Problems in Education.
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CHAPTER 2

LITERATURE REVIEW

The literature review found in this chapter will be divided into two sections. The first section will provide a chronological profile of some of the major works written on volunteerism and volunteers in schools. The second section will address literature pertaining to the following variables: recruitment, orientation, training, supervision, recognition and retention.

A Chronological Review

"Since man's earliest history, volunteer associations have existed for survival purposes, through recognition of the need for cooperation in the face of a hostile environment" (Canadian Department of Health and Social Development, 1977, p. 7). Manser and Higgins Cass (1975 and 1976) have traced volunteerism through the Greco-Roman and Judeo-Christian periods onward through the monasteries of the Middle-Ages, the lay movements of the fourteenth century, the formation of the Church of England and the resulting Poor Law of 1601, the Industrial Revolution, and the 1865 Charity Organization Society formed in England to coordinate private and public charities. They have examined

the self-help societies which sprung up in order to respond to a great influx of immigrants to North America after 1840 and the establishment of large-scale private agencies, such as the Red Cross and YMCA. They suggest that the present concept of volunteerism occurred as a result of the 1930's Great Depression, when federal governments realized their obligation to help the needy because misfortune could strike anyone. (1)

In the thirties, governments began to take over much of the work formerly performed by religious communities. At the same time, new services were required as the nature of the family began to change. New problems arose as families decreased in numbers and family support systems fragmented. Before long, governments found that it was not economically feasible to support all the necessary services. The functions of the public and the voluntary sectors had to be reconciled. Money had to be made available to support volunteer programs, and the result today is as one British government publication states: "State and voluntary services are now complementary and cooperative. Both central and local authorities make grants to voluntary social services. Public authorities plan and carry out their duties taking account of the voluntary help available" (The Royal Bank of Canada, 1982, p. 2).

As the pendulum swung back to the voluntary sector, literature developed regarding the use of volunteers and the

implementation of volunteer programs. In the sixties, school programs in which the volunteers were high school students (Cloward, 1967; Leep, 1967; Lippitt, Eiseman, and Lippitt, 1969), college students (Cowen, 1969), parents (Jordan, 1968), professional people (Stradley, 1967), or lay people from the community (Jensen, 1967), were described primarily as worthwhile enterprises. Some articles dealt with one definite area such as the role of the volunteer coordinator or the basic points to stress when establishing a program such as a job description (Aves, 1969). Harriet H. Naylor offered a more complete examination with Volunteers Today: Finding - Training and Working with Them (1967), but as Hedges (1974) found

most articles display(ed) an almost complete absence of broad survey data, systematic or objective evaluation procedures, instruments for analyzing or categorizing the work of volunteers, and detailed plans for implementing a program. Most articles on the subject (were) mainly descriptive, personal and testimonial in style and tend(ed) to focus only on programs in individual schools. The most useful information in the literature (was) the evidence of widespread interest in the subject and the broad but unsystematic array of school activities performed or supplemented by volunteer help. (p. 9)

Although elements of the descriptive style remain today in much of the literature, a more comprehensive approach to school volunteer programs came forth in the early seventies. Studies about volunteers in the community generally (Schindeer, Rainman and Lippitt, 1971) and about volunteers

within private organizations (Church and Livingstone, 1975) were completed. Novia Carter chaired two committees under the Canadian Council on Social Development and in 1974 they produced Trends in Voluntary Support, and in 1975 Volunteers: The Untapped Potential. These studies outlined the characteristics of volunteers in Canada, the use agencies make of volunteer help and clarified many misconceptions concerning volunteers and their needs.

Documented research directly applying to school volunteers was initiated. The Niagara Survey (Robinson, Brison, Hedges, Hill and Yau, 1971) was conducted by the Niagara Centre of The Ontario Institute for Studies in Education for the 1969-70 school year. The results are found in the monograph Volunteer Helpers in Elementary Schools. The survey established a Taxonomy of Classroom Functions to examine use of teacher time and volunteer time in the classroom. The study dealt with differences in the use of teacher time but it did not measure quality of performance or the impact of the changes in time distribution. It suggested that an increased commitment to individualization and growing diversity of curriculum experiences were possible reasons for the growth of volunteer programs.

The Niagara Centre continued its study and in 1970-71 developed and implemented a staff centered operational model for parent volunteer programs. During the following two years, adaptations were made to the original model. Two

reports, Using Volunteers in Schools (Hedges, 1972a) and Extending Volunteer Programs in Schools (Hedges, 1973) describe these changes. By 1974, Hedges suggested that both parents and students should play larger roles in the model. This reflected a move from the autocratic or democratic managerial models to a participative style of management.

Marlene Wilson's work and particularly her book, The Effective Management of Volunteer Programs (1976), in which she draws upon the work of such writers as Peter Drucker (The Practice of Management and The Effective Executive), Douglas McGregor (The Human Side of Enterprise), Robert Townsend (Up the Organization), M. Scott Myers (Every Employee A Manager) and Louis Allen with his "Theory M" found in Personnel Journal (December, 1973), set the trend for the following decade of literature in volunteer program management. In her practical guide, Wilson translated management functions into the terminology of volunteer administration and applied Maslow's Hierarchy of Needs, Herzberg's Motivation Hygiene Theory, McClelland and Akinson's Thematic Apperception Methods (TAT) (Motivation and Organizational Climate) and Vroom's Expectancy Theory to components of a volunteer program. Soon writers were advocating a systems approach to volunteer management and calling for organized programs.

Eva Schindler-Rainman and Ronald Lippitt provided a philosophical base for a volunteer management system in

their book The Volunteer Community: Creative Use of Human Resources (1975), and Harriet Naylor continued her widespread contributions to the field with comprehensive information for the development, implementation and evaluation of a volunteer component within an organization in such works as "Volunteering is Different Now" (Options, 1978), "Volunteers - An Endangered Species or New Breed" (National 4H News, 1978), and Leadership For Volunteering (1976).

Ivan Scheier, as Director of the National Information Center on Volunteerism, also stands out in his contribution to literature addressing the question of volunteers and their programs. His book, Winning With Staff: A New Look at Staff Support for Volunteers (1978) directly applies to the school situation in which there is sometimes inadequate staff support for volunteers. He emphasizes a diagnostic approach with specific strategies to enhance staff motivation and rewards so that "token" volunteer programs can be avoided. He suggests that establishing a volunteer program requires a three to five year investment of time. The stability of the organization, the reward system for staff working with volunteers, and the top management and line staff receptivity are four factors he suggests to diagnose when examining the receptivity of an organization to volunteers. Scheier makes note of a "differential address" in which the initial approach should be directed to

the most receptive staff. He describes the process of staff training, participation, and dissemination of information to other staff. He offers an "impact evaluation loop" in which the overall results are evaluated and the insights gathered can be applied for improvement of the program. He has offered a "people approach" to management. This approach attempts to "make the minimum difference in what a person wants to do and can do, which has the maximum positive impact on other people, and/or the maximum usefulness to the volunteer-involving organization" (Scheier, 1981, p. 7-8). This is a relatively new concept because it contrasts with the traditional job approach to volunteer placement which focuses on the job that needs to be done.

The creation of a management system has continued as a major topic in volunteer literature through the late seventies and into the eighties. Pat Simmons in her report, The Volunteer Management System (1979), has demonstrated the need for more effective planning. Vern Call (1982) has offered ten characteristics of an organized program in his work, Getting Started With Parent Involvement Programs. (See Appendix C). Donna Wakaruk with Bill Ursel have provided Inventory of Volunteer Management: Effective Methods of Program Development (1982).

Perhaps the major deficit in current literature on school volunteer programs is the lack of research on the quality and effectiveness of volunteer programs regarding

student achievement, student non-academic gains, and methods that volunteers can use when working with pupils. "In part, this may be because collecting objective data on the volunteer experience is difficult...and it is almost impossible to separate the effects of schooling in general from the effects of instruction by volunteers" (Cone and Johnson, 1981, p. 12). Nevertheless, some attempts have been made to compile data on volunteer instruction and the effects of the volunteer presence in schools. One major example of recent research which has attempted to examine patterns and trends in this area is that completed by Cone and Johnson in 1981. They conducted nine studies to examine three questions: What is the value of volunteers in schools? Why do people volunteer to work in classrooms? What is the effect of volunteering on the volunteer? Generally, their conclusions indicated that both volunteers and their supervising teachers felt that the volunteers were effective and desirable.

It is hoped that researchers in the near future will become less reticent to delve into the specifics of student achievement, non-academic gains and residual benefits to education. Methods that volunteers can use best with students and educational volunteer training programs in the school setting should be examined. The studies of the seventies (See Chapter 1) which indicated volunteers had a direct effect on the growth of humanism and student academic

achievement would suggest a positive future for volunteerism in education, but as Cone and Johnson report, far more research and evaluation of existing programs need to be conducted to ascertain whether or not the apparent effectiveness may be due to low expectations combined with a high degree of gratitude. (2)

Variables for a Volunteer Program

This study examines six variables of a volunteer program: recruitment, orientation, training, supervision, recognition and retention. These terms designate specific aspects of a volunteer program. They have been identified in the literature about volunteer programs as significant variables and have determined research questions

Books such as Swanson's Your Volunteer Program (1970), Carter and Dapper's Organizing School Volunteer Programs (1974), and Stenzel and Feney's Volunteer Training and Development, A Manual (1976), presented outlines for recruitment, placement, orientation, training, supervision, financing, record keeping and evaluation.

In some studies variables have been presented because they offer a natural sequence of steps upon which to build a program, in other instances the variables are based on research findings.

Researchers at the Niagara Centre of The Ontario Institute for Studies in Education compared data collected for the Niagara Region during the 1969-70 school year with data collected from volunteer programs in forty Ontario school boards during the 1970-71 school year. After examining the volunteer programs and analyzing the needs in schools, an operational model (see Appendix C) was developed with six main phases or variables: readiness, recruitment, training, maintenance, evaluation and extension. Each phase or variable was broken down into a series of chronological steps to follow when planning and implementing a volunteer program. (3) This model was tested successfully in two different schools and then the study was documented for use by additional schools particularly those under the auspice of the Ontario Ministry of Education.

It was also in the early seventies that David Horton Smith of Boston College and Director of the Association of Voluntary Action Scholars, met Marlene Wilson and suggested that she write down her ideas which transferred variables found in the business world to those outlined in volunteer programs. At the University of Colorado in 1972 she had been offering a program on volunteerism. From experience she had observed that people left programs because of lack of training and when no job description existed for their participation. She set about examining the role of the coordinator, motivation techniques, organizational climate

and planning stages in volunteer programs. She used variables such as recruitment, interviewing, training and evaluation.

More recent writers such as V. W. Call (1982) have taken elements from the work of the seventies and suggested that

in contrast to individual efforts to involve volunteers in educational programs, the establishment of a volunteer program requires the management functions of program planning and design, implementation and operation of the program and monitoring and evaluation of program effectiveness. A volunteer program in education thus represents the concerted rather than fragmented efforts to involve volunteers in various capacities within the schools. (Call, 1982, p. 3)

This represents a holistic approach with no part operating on its own. A volunteer coordinator is expected to use Fred Feedler's contingency model in which no best managerial style prevails, rather one must adapt to the individual situation and use methods from the behaviorists, time and study analysts, managerial scientists, etc. The process is constantly evolving with components of planning and co-ordination; recruitment and orientation; training and placement; and evaluation and recognition.

Sue Vineyad (1984) has taken five functions of management and broken them into ten components of a volunteer program: planning (goals, objectives), organizing

(plans of action, job design), staffing (recruit, interview, place), directing (train, supervise), assessing (evaluate).

Consequently, it appears that each researcher and writer has found that there is a natural series of steps that must be followed in order to fulfill the requirements of an organized volunteer program. Whether the terms are business in nature or not they continue to reflect the process of formulating a program. Great gaps would be left in a program if any steps were left out.

Findings from the Niagara Centre projects suggest that at least two months are required for staff preparation before recruitment should be undertaken and that it is unlikely that an entire staff would be interested in using volunteers, at least in the initial stage. (4) During the implementation phase for the model, the researchers found that additional strategies were required for recruitment and that volunteers would not continue to serve if tasks they were asked to perform seemed menial or unrewarding. Volunteers required training (orientation and training), maintenance (supervision and recognition) and evaluation (supervision and retention). In other words, the six variables outlined in this study.

CONCLUSION

Volunteerism has been in society since man's earliest history, but it is only recently that literature has appeared on volunteers and, particularly, volunteers in schools. A scattered approach to building volunteer programs was adopted until the early seventies when systematic planning, evaluation of teacher behaviors in the presence of volunteers and the measurement of student growth within volunteer programs entered research. As numbers of volunteers increased largely due to individualization of instruction and the diversity of curriculums, a move was made towards system management models. Diagnosis of systems, participative administration and motivation theories arose. A number of terms were created to describe the functions of volunteer programs, six of which (recruitment, orientation, training, supervision, recognition and retention) will be used in this study.

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CHAPTER 3

HISTORICAL DEVELOPMENT

The Winnipeg School Division used volunteers on a spontaneous basis for many years until 1965, when the Winnipeg Volunteer Centre, a division of the Social Planning Council of Winnipeg, initiated an organized volunteer program in its schools. In the following twenty years, the program would develop in a series of four stages. As the stages occurred new problems arose and new solutions were employed. This chapter will describe the stages of development between 1965 and 1985 and examine the changing conditions of the program.

The Early Stage

In 1965, the program began under the direction of S. M. Mutchmor and the Executive Secretary of the Volunteer Bureau. Eight schools in the inner city were provided with ten volunteers who worked with each school's kindergarten teacher for at least one-half day each week. In 1969, the Division's Primary Supervisors took over the orientation and instruction of the volunteers. The volunteers concentrated the majority of their time on language development activities including field trips, story telling and

conversational opportunities for children with language deficits.

By 1970, 385 volunteers were working on a sufficiently regular basis in the school division so that their services could be identified. (1) Forty-four volunteers had been recruited to serve in twenty-four elementary schools. Many of these volunteers were serving two or three half days a week. In addition to those volunteers working under the auspice of the Bureau, eighty-eight volunteers representing parent-teacher associations were carrying out school related duties and thirty-five schools reported a total of 186 independent parent volunteers working at least two hours each week. They assisted at school teas, concerts and on special projects. They worked in libraries, on field trips, and in supervisory and clerical positions. Their talents were used to play the piano for music classes and to mend and repair clothing for distribution to needy children.

Six staff members from the Faculty of Education at the University of Manitoba were volunteering along with three university students. Faculty staff organized drama programs, tested new curriculum ideas and gained experience with groups of inner city children. The university students were involved in special education programs.

Fifty-eight high school students were assisting regularly in elementary schools. Four students from Gordon Bell High School had chosen to work in neighboring schools.

Thirty Kelvin High School students gave up a half-day per week of their instructional time to work with inner city children. These students worked with Indian-Metis children, emotionally disturbed youngsters, physically handicapped pupils, new Canadians, and children with learning disabilities. Other student volunteers came from Sisler High School and the occupational entrance classes in various high schools, including R. B. Russell Vocational School. Largely due to this early experience with student volunteers, a course credit system was recommended and has been developed in the Division for high school students willing to commit their time to younger children.

In June 1971, the Winnipeg School Board received requests for funds to provide recognition to volunteers by means of a tea. (2) In August of the same year, W. Donald, the Superintendent of Elementary Schools, distributed a booklet entitled The School Volunteer, which had been prepared by the Division to publicize the efforts of volunteers in Winnipeg School Division and to encourage others to become involved in the volunteer program. (3)

During this stage, the program lacked in committed leadership and central coordination. The Primary Supervisors found that "volunteerism" was only a minor part of their roles. Staff members had not received preparation or training in the use of volunteers. Each pocket of volunteers remained isolated from each other. Requests to the School

Board for budgeting and support were handled on an item by item basis, for each individual situation. A minority of volunteers worked in the academic areas with students. The program lacked a mandate from the Winnipeg School Board and few members of the Division recognized the potential value of a program. Consequently a coordinator was not hired when the Volunteer Centre transferred control of the program in 1972 to the Division with the hope that a person with the necessary skills would be hired to further develop the program. (4)

The Formative Stage

Negotiations began the following year between Carmen Moir, who was then Superintendent of Winnipeg School Division, and Helen Hayles, Director of the Volunteer Centre, to have the Division enter the 1973 Coordinators of Volunteers Project being carried out by the Centre. It was a project in which three full-time coordinators, who were hired and trained by the Centre, were placed in the Family Bureau of Winnipeg, the Canadian Association for the Mentally Retarded, Winnipeg Branch, and the Society for Crippled Children and Adults of Manitoba, to develop their respective volunteer programs.

It was decided that Winnipeg School Division would conduct a study of its own. The following was entered into

the Winnipeg School Board Minutes under Superintendent's
Report No. 742 (June 18, 1974):

Provision has been made in the 1974 Budget for development of volunteer programs in the Winnipeg schools. It is recommended that three part-time volunteer coordinators be appointed, one to work in each area (the Division was divided into three administrative geographical areas at that time). Each person would work half-time on volunteer development for four months in the fall (September to December). These people would work as a team with the Deputy Assistant Superintendent in charge of volunteers.

The program could take a different direction in each area, with an evaluation procedure developed to determine which option is most effective. The areas might use different kinds of people in varying ways:

1. One person working half-time as a resource teacher with the other half of her time being given to a volunteer development program in her area.
2. One person from the Central Volunteer Centre since the Centre has extensive experience in recruiting and coordinating the services of volunteers.
3. One person working half-time in one school in order to develop a flexible model which could be useful to other schools wishing to implement a volunteer program. The model should include:
 - identification of potential volunteer services
 - direction and instruction for volunteers so that they would be effective classroom help for the teacher
 - direction and instruction for teachers so that they can make the most effective use of volunteers
 - development of a program that would meet the personal needs of volunteers so that could be retained by the school over a period of time. (p. 680)

The team approach provided for in this report did not develop. Winnipeg School Division was divided into three

geographical areas at this time with a separate superintendent in charge of the administration for each area. The three superintendents did attempt to follow the procedures outlined but in the first two areas they met with little success. Carol Burka, a University of Manitoba Faculty Associate, was hired by the first Area Superintendent to work as a half-time resource teacher and half-time coordinator of volunteers at David Livingston School. This program did not expand and dissolved shortly after its initiation. The second Area Superintendent attempted to hire a lay person on a half-time basis but a suitable candidate was not available and therefore, the matter was not pursued.

The third Area Superintendent asked the Volunteer Centre to find a volunteer coordinator for the geographical area for which he was responsible. The Volunteer Centre hired Gail Corne. The Division was to pay the Centre for her services. She would have access to both the resources of the Centre and those of the Division.

While these negotiations took place, a needs assessment by the new vice-principal and new resource teacher in Isaac Brock Elementary and Junior High School had revealed little involvement in the school by community members even though there was an active community club nearby. There was a need for school team planning time and an extensive waiting list for direct service of students by the resource teacher. The

vice-principal and resource teacher, with support of the principal, began to discuss the advantages and disadvantages of having volunteers in their school with staff members. They provided reading materials to teachers and began to examine existing volunteer practices. Once an atmosphere to invite volunteers into the school was developed, a questionnaire regarding the use of volunteers in Isaac Brock School was distributed to staff asking specific questions such as the number of volunteers a teacher would like, specific jobs the volunteers would do, when teachers would like volunteers, what training should the volunteers have, where would the staff like the volunteers to work. The information gathered from this questionnaire suggested that the majority of teachers not only wanted volunteers but had a real need for them. The vice-principal and the resource teacher then approached Harold Pollock, the Area Superintendent in charge of the third geographical area and requested Gail Corne's services. Isaac Brock became her first school.

Gail Corne, as the Division coordinator, took over Isaac Brock's volunteer recruitment which included meeting parents, sending home recruitment letters, interviewing applicants and compiling an index file of people, available times, and talents. The vice-principal continued to work with the staff and approached the Student Teacher Parent

Committee (STP) about the new program. The resource teacher began to define specific needs and programs, and to act as a liaison officer in order to set up training programs using staff input.

Following planning and recruitment, eight volunteers received individual orientation and training sessions. Each was trained in a specific program area with a variety of approaches, for instance if a volunteer was working with sight words, some of the approaches that she would learn were a Visual Auditory Kinesthetic Tactile Method, ideas from Precision Teaching, and flash card methods. Volunteers were then matched with children requiring specific programs.

The resource teacher and the coordinator monitored daily records kept by the volunteers so that the volunteers received either verbal or non-verbal feedback after each session. These records served as tools for evaluation as the program developed. Along with feedback from teachers, students and members of the STP Committee, information on these daily "logs" assisted in implementing program changes, time adjustments, training sessions and in developing new materials.

Components of the program were identified and ideas for staff development, volunteer recruitment, orientation, training, supervision and further evaluation were developed. These components laid the ground work for formalized volunteer programs in the Division.

The Expansion Stage

On December 3, 1975, the Isaac Brock resource teacher and vice-principal with Gail Corne held a workshop for the elementary staff members of Sargent Park School. The expansion of formal volunteer programs had begun. (See Coordinator's Report on The Present Status of the Volunteer Program at Sargent Park School, December 11, 1975 - Appendix D).

By 1976, one hundred and thirteen volunteers were working in Isaac Brock School. Eighty-three of these people worked on a regular one-half day basis per cycle. Fifty-six programs were established. These programs directly affected seventy-five percent of all elementary students in Isaac Brock School. A conservative estimate of volunteer hours was 45,000 hours for the school year. (See Coordinator's Report on the Isaac Brock Program - Appendix D) The coordinator had extended her operation to include Sargent Park School and had begun preliminaries for program initiation at Harrow School when the Winnipeg School Board deleted funds for a volunteer coordinator from the 1976 Budget Estimates. In response to this deletion, the Principal of Isaac Brock, a representative of the Student Teacher Parent Advisory Committee from Isaac Brock School and the Director of the Volunteer Centre approached the Board with briefs asking for funds to be reallocated to support volunteer programs in the

Winnipeg School Division (See Appendix E). The Principal of Sargent Park School offered a brief and the coordinator's annual reports were also submitted at this time. The matter was referred to the Committee of the Whole for consideration with the 1976 Budget and a sum of \$21,000 was allocated to the 1976 Budget to assist in developing volunteer programs as stated in the June 1974 recommendation. (5) In April of that same year, Gail Corne's work week was extended from two and one-half days per week to four days per week.

The original intention of the 1974 recommendation was to establish three different organizational systems according to the three administrative geographical areas found in the Division at that time. By 1976, the third area was the only one that had maintained the original option as stated in the 1974 Board Minutes. Following the new allocation of monies, the Acting Deputy Assistant Superintendent for the first area decided to adopt the same system that the third area had used regarding volunteers. That is, a volunteer coordinator who would be hired by the Volunteer Centre, would be engaged to develop a program in the first area. (6)

Anita Neville was hired as a volunteer coordinator for the first area in December of 1976. She began working in Lord Selkirk School on a half time basis. In September 1978, her time was increased to four fifths time and by 1979, she

was working in three schools and had begun to recruit volunteers for a fourth school.

Gail Corne became a full-time coordinator in November of 1977. She was working with ten schools and had been asked to plan a program at Tyndall Park Community School, a new school being built in the second area of the Division. This meant that volunteer programs with a Division coordinator would now be available in all three areas of the Division. (See Volunteer Coordinators' Reports, Appendix D).

The program had grown rapidly and in 1979, a Division-wide survey indicated that 1,869 volunteers were working in the Division. Although volunteer coordinators worked in just 19% of the schools, their schools had 43% of the total volunteer population. By the 1982-83 school year thirty-seven schools and the Child Guidance Clinic had utilized the services of the coordinators to varying degrees. Gail Corne and Anita Neville had provided workshops with staffs on how to effectively involve volunteers in schools and had provided planning sessions to determine goals and objectives of volunteer programs. The value of volunteer programs had become generally recognized throughout Winnipeg School Division and school requests for support grew.

With the rapid growth of schools requiring coordination services the need for strong school based leaders who could help with recruitment, orientation, training, supervision

and school-based recognition of volunteer services became more apparent. As a result the network of personnel in schools who took on responsibility for programs expanded while the coordinators worked to consolidate programs, to concentrate their efforts on new programs and to address the management requirements of the eighties.

The Management Stage

By September 1979, the coordinators of volunteers for the Division had taken active part on six parent teacher committees, provided many Divisional workshops and conducted workshops on the "Effective Use of Volunteers in the School" for three other school divisions. At the same time, Gail Corne, who had just participated in the provincial government's training program for coordinators of volunteers hired for summer projects and had completed a ten week course in "Effective Management", began to explore new directions for Winnipeg School Division's volunteer program. She believed that positive recognition for volunteer program potential and for the need to train volunteers working in academic programs, had been established in the Division and its communities. New avenues for recruitment and an improved quality of instruction became her goals in the management stage. (7)

Public visibility and publicity for the program had to be increased if further recruitment was to be a goal. Following a trip to Houston to attend the National School Volunteer Conference in 1980, Gail Corne began to take initiatives with the business community. Fourteen sales staff from S. S. Stevenson Realtors volunteered to work in Aberdeen Junior High School following a presentation by the coordinators. These volunteers made it possible for students in the core area to learn about their community and city.

By 1983, the coordinators had developed a coordinated out-reach program with Stella Mission personnel. Many church groups and their affiliates would send workers to the Mission, who in turn would pass their names on to the coordinators as volunteers who would work in inner city schools.

In 1984, the New York Life Insurance Company began to send employees into Hugh John MacDonald School, another junior high in the core area.

Several presentations were made at seniors' residences and to a number of church and community service groups. The coordinators set up information booths at the Manitoba Life Underwriters' Annual Sales Congress, the University of Manitoba, the University of Winnipeg, Women's Expo at the Winnipeg Convention Centre, and The Bay Seniors' Day. Aspects of the Winnipeg School Division volunteer program were highlighted on CKND Seniors' Hours, CBC 24 Hours (local television) and CBC Information Radio. Canada Safeway included in their advertising divisional requests for volunteers (Corne and Neville, 1984, p. 3).

Publicity through educational contacts also continued in the eighties. Gail Corne presented a workshop at the 1980-81 Special Area Group (SAG) Conference for all provincial teachers on "The Volunteer in the Nursery and Kindergarten Classrooms" and another workshop at the February 1981 English as a Second Language Conference at the University of Manitoba on "The Role of the Volunteer in the English as a Second Language Classroom". She also participated that year in two evening seminars for parents and teachers in St. James School Division who wished to develop a request for a coordinator of volunteers. In 1983, both coordinators participated on the Community Contact Committee for Winnipeg School Division and in Faculty of Education seminars at the University of Winnipeg on Effective Involvement of Volunteers. They were involved in a workshop for leaders at the Native Educators Conference and developed a proposal to utilize volunteers to effectively orientate parents new to schools and/or the country. By 1984, they were consulting and planning within the core area and making a presentation on the use of volunteers at the Manitoba Association of Home and School Organizations.

New materials were written including a Care-share pamphlet, a reading handbook, and an updated handbook for volunteers (See Appendix F). Videotapes and slide shows for gross motor skills, English as a second language skills and volunteer training in general were developed. Publicity

handouts were designed to appeal to the interests of particular constituencies.

The quality of instruction in which volunteers working under the guidance of teachers was Gail Corne's second goal for the eighties. This included the development of a volunteer program for children attending the new Diagnostic Learning Centre established in September 1983. Twelve children with learning difficulties were to be taken into the Learning Centre for half a day, every day, for a six week period. An individual program was to be designed for each child through a diagnostic-prescriptive work up completed by teachers at the Centre. While each child was in the Centre, a volunteer would be trained who would take on responsibility for part of the child's program when the child returned to the home school. At the Centre, the volunteer would receive a group orientation, individual training and a chance to work with the student. In the home school, the volunteer would continue working on the program with the student under the supervision of a resource teacher. The twelve volunteers required every six weeks would be committed to two one-hour sessions weekly with their students. A liaison teacher from the Centre would follow the progress of the child with the resource teacher, classroom teacher and volunteer. During its two year operation, part of the follow-up commitment by the home

schools of students attending the Centre has continued to be the volunteer component.

Division-wide inservices were initiated in 1983 to upgrade volunteer skills. Barrie Hammond, from the Winnipeg Education Centre, conducted inservices on thinking skills. Madelaine Enns, a teacher at River Elm School, gave English as a Second Language workshops, and Katie Fraser, an Early Childhood Education Consultant, presented sessions on language development and reading. Approximately 125 volunteers attended each session. Results from evaluation surveys were positive and requests for further inservices were generated.

Local recognition of volunteers in individual schools had been supported since the first programs were created and by 1982 Division-wide receptions for all volunteers serving in the School Division were established. They are now held at a major hotel on an annual basis. At the 1985 reception, sixty-one volunteers received ten year service awards. Two hundred and ten volunteers received five year service awards. These receptions were supported by fifteen businesses in the Greater Winnipeg area.

In 1981, Canada Safeway Ltd. offered to provide the Division with a monthly gift certificate for one volunteer in the Division. A monthly draw began with winners announced in the Division's weekly bulletins. In September 1983, the coordinators established a discount card system. A number of

cultural groups and retail businesses including restaurants began to offer a predetermined discount to volunteers.

By January 1984, both coordinators had become full time employees of Winnipeg School Division. They were no longer under the auspice of the Winnipeg Volunteer Centre and worked directly under the Assistant Superintendent of Elementary Schools. Initially the Winnipeg Volunteer Centre director had been able to act as an advocate for the coordinators when Division "politics" became a factor in establishing certain programs and when routine decisions such as salaries had to be made. The coordinators had worked for principals and their schools, but at the same time were able to separate themselves from the Division hierarchy. Gradually as the program expanded the advantages of working under the umbrella of the Winnipeg Volunteer Centre were outweighed by the disadvantages. As Division employees, the coordinators, could expect salaries and benefits comparable to those found in other institutions. A budget for the program could be handled directly through the office of the Assistant Superintendent of Elementary Schools. Moreover an ownership for the program was recognized by the Division and Al Krahn, the Assistant Superintendent of Elementary Schools, took personal interest in its management. He recognized the work load that Gail Corne and Anita Neville were carrying. He arranged to expand their budget and to add a new half-time Coordinator's position in the 1985 staff

component. In addition to this post, Greenway School and Principal Sparling School, two elementary schools, received funding in 1985, through Core Area Initiatives, a government grant, for part-time volunteer coordinators to establish an early years language program.

There was a move from use of student volunteer services to adult volunteer services. The average age range for volunteers centered in the twenty-five to forty years of age group.

According to Gail Corne (1986) two major developments occurred during the management stage. Women who had chosen parenting rather than working outside of the home were being recognized for the contribution they were making in participating in their child's school life and a new attitude had developed on school staffs. People were no longer "just a volunteer". Volunteers were viewed as valuable assets. Educators were willing to take on more responsibility for the program because they could see value in it. This allowed the coordinators time to emphasize volunteer training and recruitment through business involvement.

CONCLUSION

The Winnipeg School Division program grew in four stages: the early stage, the formative stage, the expanding stage and the management stage. Characteristics of each stage overlapped into the others, but the majority of schools fell within these categories and the role of coordination evolved within this pattern.

As the program entered its twenty-first year, it was nominated for and received the Mayor's Volunteer Service Award for the City of Winnipeg. This award was created to honour those agencies or organizations which have made outstanding contributions to the City through volunteer service and to focus public attention on these remarkable and innovative volunteer efforts.

Footnotes

(1) Winnipeg School Division Board Minutes. (1971, February 2). Superintendent's report 639, section E, 11 (pp. 140-141). Winnipeg, Manitoba.

(2) Winnipeg School Division Board Minutes. (1971, June 15). Superintendent's report 652, 27 (pp. 540). Winnipeg, Manitoba.

(3) Winnipeg School Division Board Minutes. (1971, August 24). Item 1584 (pp. 667). Winnipeg, Manitoba.

(4) Hayles, H. (1979, February). Personal interview. Winnipeg, Manitoba.

(5) Winnipeg School Division Board Minutes. (1976, February 17). Items 4556 and 4557 (pp. 414). Winnipeg, Manitoba.

(6) Winnipeg School Division Board Minutes. (1976, November 23). Acting superintendent's report 817, 2 (pp. 83). Winnipeg, Manitoba.

(7) Corne, G. (1984, December). Personal Interview. Winnipeg, Manitoba.

CHAPTER 4

LEGAL AND FINANCIAL CONSTRAINTS

The tasks performed by volunteers seem to be restricted only by the ingenuity of the administrators or teacher and by whatever guidelines or legal ramifications that may exist. (NAASP Bulletin, 1977, p. 110)

Volunteer programs are finding out that they are competing for increasingly scarce resources and that they must find new ways of justifying their costs and benefits. (Drotning-Miller and Hill, 1976, p. 7)

These two statements focus on two major areas of constraint placed upon volunteer programs: the legal ramifications and the necessary financial support for volunteerism. This chapter will present an overview of these two areas as they have shaped the Winnipeg School Division volunteer program.

Legal Constraints

Black's Law Dictionary defines a volunteer as "a person who gives his services without any express or implied promise of remuneration...(and)...one who merely offers his service on his own free will, as opposed to one who is conscripted" (Black's Law Dictionary, 1968, p. 1747-1748). According to these definitions, the concepts of "service"

and "free will" are vital to the components of being a volunteer. Sills (1957) and Carter (1975) have pointed out that there has been some theoretical confusion over whether people who have been actively recruited (hence solicited), should be considered volunteers or whether the term should be limited to those who by themselves and on their own initiatives, choose to become active in a volunteer capacity. Nevertheless, in legal terms, the difference between an "employee" and a "volunteer" would be whether or not one is working without pay or any other form of remuneration. Therefore, regulations under the Manitoba Labour Relations Act and the Manitoba Department of Labour Act concerning the relationship and the reciprocal duties and obligations of employees and employers, have had no meaning or force as far as volunteers are concerned in Winnipeg School Division.

However, two main areas within civil law have affected volunteers in the Division. These are the laws of torts and of contractual arrangements. When the volunteer program became formalized in 1974, questions dealing with responsibility for the acts of volunteers were asked by staff and volunteers alike. As the program developed questions of confidentiality, liability and adequate training and supervision arose particularly in orientation sessions.

Responsibility

Although it is not usually expressed in written form, a volunteer works on a contractual basis. When one authorizes another to represent him, an "agency relationship" is said to be established. The principal is "one who has permitted or directed another to act for his benefit and subject to his direction and control" (Gifis, 1975, p. 161). The one who performs the act is known as the "agent". Although volunteers are not employees, they may still stand in the position of agent vis a vis the principal. There is some discrepancy over whether or not the principal is responsible for the tortious acts of his agent. Jennings and Zuber (1972) imply that the principal is liable for torts of the agent as long as the agent is acting within the scope of his employment. Halsbury's Laws of England (1959) suggests that anyone failing to fulfill a duty is personally responsible for their acts whether they act in the capacity of servant or agent.

The law of master and servant includes a servant (one who goes to work for another) rendering some service to or on behalf of the master where the servant is under the direction and control of the master. The distinction between principal/agent and master/servant appears to be that a worker is an agent who can enter into contracts on behalf of

his employer, with third parties and a servant when he is not authorized to act on his employer's behalf in dealing with third parties.

Masters are responsible for tortious acts of their servants (see Goshen Furnace Corporation vs. Tolley's Administration, Supreme Court of Virginia, November 16, 1922). They may also be liable for injuries suffered by their servants if it can be shown that the master failed to provide a safe working environment (see Huba vs. Schulze and Shaw (1962), 37 WWR 241 (Man. C.A.)).

In Winnipeg School Division, the use of auxiliary personnel in schools is controlled and limited by regulations 6/81 under the Manitoba Public Schools Act (formerly P250-R14 or 179/71). It is also mentioned in the Administrative Handbook for Manitoba Schools under Section 21.09. Under the regulation, a volunteer:

- (a) shall be responsible, adult person; and,
- (b) shall, subject to the Public Schools Act, this regulation and the instructions of the School Board, come under the direct supervision of a teacher designated by the principal of the school to which he is assigned (Manitoba School Regulation 6/81, Sections 2a and 2b).

In actual fact, this would lead one to believe that the volunteer comes under three masters: the teacher, the principal and the School Board.

The School Board may authorize a principal to leave pupils in care of a "designated, responsible person without

a certified teacher in attendance" (Manitoba School Regulation 91(2)). However, a school board cannot contract out its own liability in terms of volunteers. In fact, many school boards carry a third party insurance policy to cover suits involving volunteers. J. L. Condra, former lawyer for the Division explained that Winnipeg School Division carries a policy inclusive of volunteers. Moreover, the Manitoba Teacher's Society cautions teachers that "teachers who assign responsibilities such as hall duty and recess supervision to non-professionals shall be aware of the liability they themselves are accepting in assigning such duties to auxiliary personnel" (Liability and the Teacher, 1977, p. 8). Manitoba School Regulation 6/81 specifies the duties that a volunteer may be assigned and the fact that volunteers shall not be used as substitute teachers. They can only work under the direction and guidance of a certified teacher. This has shaped the Winnipeg School Division program because it means that all programs using volunteers must be designed and supervised by teaching staff or principals from within the Division and that staff members are held responsible for the acts of their volunteers.

Confidentiality

Confidentiality is stressed in the Winnipeg School Division in staff inservices and during volunteer orientation sessions. The Division's volunteer handbook states that confidentiality is an expectation. It is considered of utmost importance by the administration and teaching staff that school volunteers should clearly understand the implications of confidentiality of any information which they perceive regarding a student. Furthermore, volunteers have legal responsibilities in the area of personal injury in terms of defamation of character and duty of confidentiality. Jennings and Zuber (1972) note the following:

The law of torts affords a remedy for injury to reputation as a result of defamatory statements. A defamatory statement is one that lowers a person in the estimation of others. Usually such a statement is seen as being designed to bring the victim to "hatred, contempt or ridicule". A defamatory statement may be either direct or indirect, or by cartoon, caricature, or by any other means in a published or written form. If the defamation is oral, it is described as slander; if it is written, printed or reduced to some permanent form, it constitutes libel. It is a complete answer for an action of libel or slander to demonstrate that the statements complained of are true, but it is not an adequate defense to say that one mistakenly believed them to be true.
(p. 8)

The effect of the new Canadian Bill of Rights, now included in the Canadian Charter of Rights and Freedoms under the new Constitution, has yet to be determined by the courts. "Some provinces such as British Columbia and Newfoundland recognize invasion of privacy as a tort, but it is not clear whether or not the tort so recognized would embrace an action for breach of confidence" (Olson, 1982, p. 9).

To the knowledge of the coordinators there never has been a breach of confidentiality by volunteers in the Winnipeg School Division. (1) This may be because of the emphasis placed on this question throughout orientation and training sessions.

Liability

The Winnipeg School Division carries an insurance policy for volunteers who carry students in their personal automobiles because in the province of Manitoba a volunteer driver is liable for ordinary negligence and

if a passenger is injured as a result of that negligence, the driver and the organization would be responsible. This standard is the same standard that applies to drivers who are not volunteers. Therefore, there is no higher duty on the driver who is reimbursed for his expenses. (Yarnell, p. 28)

In the legal context, a tort or "civil wrong" as opposed to a crime, which is an act against the state, can be an intentional or unintentional act. Therefore, negligent conduct or a tortious act gives an individual the right to sue another individual for compensation.

Volunteers in the Division are often placed in charge of students and they are made aware that they, no less than the ordinary person, are personally responsible for their actions in the course of their volunteer duties. If their conduct or action results in injury to another or damage to property, a legal liability arises. If volunteers fail to do what they have assumed an obligation to do, then they may also be found liable. (see *Coggs vs. Bernard*, 1703, 1, Smith's L.C. 12th ed., 191) Negligence is considered to be "conduct falling below what would be expected of a reasonable (person) or ordinary prudence in the same circumstances" (Jennings and Zuber, 1972, p. 40).

Based on the *Donoghue vs. Stevenson* decision (1932), A.C. 562 (H.L.) of the English House of Lords, "the volunteer owes a duty of care to the children under his charge, because it is reasonably foreseeable that they could be closely and directly affected by the volunteer's actions" (Olson, 1982, p. 2). In the eye of the law, a higher standard of care is demanded with children. However, any injuries must be foreseeable, not merely a remote possibility.

Gail Corne and Anita Neville inform staff and volunteers that although students may be placed in the care of volunteers, all discipline matters must remain with the teacher in charge of the students in a program. Taken to an extreme, under the Criminal Code, teachers may chastise children physically (See Vol. 19 of the Canadian Abridgement dealing with infants and children or S.43 of the Criminal Code) but school volunteers are subject to liability for assault.

Conversely, volunteers are not denied their legal rights or left without protection. If a volunteer is harmed by a student in a Winnipeg School Division school they are supported by the Occupiers' Liability Act which states that the occupier is responsible for the conduct of other people on his premises. If a client injures a volunteer, the agency may be liable. (2)

Training and Supervision

Common law requires the organization to provide adequate instruction and supervision to the volunteer. "If there is a breach of that duty and the volunteer suffered damage, the organization would be responsible" (Yarnell, p. 26). This places the burden of responsibility on the Division for training and supervision.

Halsbury's Laws (1959) makes specific reference to gratuitous agents (volunteers) in this regard:

Where a person skilled in a particular matter gratuitously undertakes to do something involving the exercise of skill, he might do it to the best of his skill which must be such as a person skilled in such matters may reasonably be expected to possess. No one, whether skilled or not, who undertakes to render services gratuitously, is bound to perform them, but if he does so, he is under a liability should he be guilty of negligence. Such a person, too, must abide by the terms of his undertaking but, if services have been gratuitously rendered on some occasions, negligence will not necessarily be inferred from a discontinuance of them on other and distinct occasions (Jennings and Zuber, 1972, p. 38).

At the same time, a volunteer is not likely to incur liability for unsound advice, although a supervisor or the sponsoring agency may be held responsible (see *Hedley Byrne & Co. Ltd. v. Heller & Partners Ltd.* (1964) A.C. 465 (H.L.)).

It does seem reasonable that volunteers who act within the scope of the terms of their service would not likely be held personally liable. However, third parties may pursue either the volunteer or the employer or they may take action against both. Masters may also seek partial or full indemnification from the volunteer if the master is held liable for a volunteer's actions and has had to pay damages.

The courts do recognize a need to protect people depending on volunteers as opposed to the need to encourage volunteer activity. In a recent British Columbia case, *Smith vs. Horizon Aero Sports Ltd., et al.*, (1981) 130 D.L.R. 91

(B.C.), a voluntary organization was excused from liability for negligence because

"it is in the interests of society that voluntary efforts directed to promoting excellence and safety in any field of endeavor are to be encouraged. If the standard expected from a non-profit organization is put too high, such organizations may depart the field". (Olson, 1982, p. 5)

Olson (1982) suggests that this decision may be indicative of current Canadian trends and could be applied to individual volunteers as well as voluntary organizations. (3)

Financial Constraints

A Missouri Volunteer Office survey "found lack of resources may be the inhibiting factor in the expansion of existing programs and the development of new ones" (Moore, 1978, p. 13). The administrators in the survey also agreed that the benefits of most volunteer programs outweigh the costs. However, such benefits constitute "intangible assets" and are commonly thought to be "immeasurable in monetary terms" (Moore, 1978, p. 14).

Whenever cost-benefit analysis becomes impossible, since the benefits cannot be valued, it is still useful to compare the cost of providing the same benefit in different ways. This is called cost-effectiveness analysis and is regularly used in defense, public health and other fields. Apart from not valuing benefits, the procedures are

exactly the same as in cost-benefit analysis.
(Layard, 1972, p. 29)

A comparison between using paid employees to accomplish the same amount of work and the cost of coordinating volunteers would be one method of comparing costs.

The task becomes one of

selecting alternative approaches to the achievement of a benefit already determined to be worth achieving, ie., the benefit is taken for granted (having been defined as politically desirable) 'with the object of analysis' to ascertain the minimum cost of achieving it.
(Newton, 1972, p. 236)

In the Winnipeg School Division, the financial obligation of the volunteer program has direct and indirect costs. Direct costs include the volunteer coordinators' wages, mileage expenses, costs for recognizing volunteer services such as teas, printing costs and insurance. Indirect costs would include office space, equipment, telephone service, and borrowed secretarial time. Teacher time for planning and supervising programs and staff inservice time would create the bulk of indirect costs. (See Appendix G for items to consider when composing a budget for volunteer programs.)

According to Thompson (1983),

factors causing variations in budgets include:

1. Base of volunteer activities...
2. Location...
3. Size of program: number of volunteers
4. Extent to which volunteers require training to carry out their activities

5. Standard and variety of recruitment and publicity materials
6. Skill level and expertise required of coordinator of volunteers - affects salary level
7. Availability of staff resources for training of volunteers
8. Ability of agency to absorb office, clerical, telephone costs in the general operating budget
9. Number, type, quality of recognition to volunteers. (Thompson, 1983, p. 1-2)

All of these items offer constraints on the finances of a volunteer program. However, the major financial constraint appears to be sources of funding. Although the Winnipeg School Division obtains support through services from local businesses for recognition costs, it finances the remaining expenditures from its own budget. There are no direct government grants to pay for the program and monetary donations have not been collected from the public. The Division carries the financial responsibility for the program and operates within the limits of monies available through school taxes.

Some expenditures, in most cases the indirect costs, serve more than one activity and one is forced "to decide what portions of those costs to allocate to various activities" (Barsby, 1972, p.13-14). "There may be justification for ignoring them because these costs are in essence 'sunk costs' and in many cases are not increased by the presence of a particular activity" (Moore, 1978, p. 17).

Originally, ten thousand dollars was allocated in 1974 by the Winnipeg School Division to cover direct costs. This was budgeted to hire three half-time coordinators. On December 17, 1974, an allocation of fifteen thousand dollars was made to account #2012 in the 1975 Budget for continuation and possible expansion of the coordination of volunteers.

A sum of \$21,000 was allocated in the 1976 budget to assist in developing volunteer programs. On November 23, 1976, authority was given to pay Anita Neville \$309.75 per month in salary. Authorization was granted to continue the salary payment into 1977 pending Board consideration of the 1977 budget. The Volunteer Centre was also to receive \$187.04 for advertisements placed in the local press relative to hiring a second coordinator (account #2012). (4)

In January of 1977, the Director of the Volunteer Centre informed the Division administration that the salaries paid to coordinators working through the Centre were to be based on an annual rate ranging between \$9,365.00 and \$11,000.00. Without any increase in the budget allocation for 1977, Gail Corne could be paid on the annual rate of \$9,865.00 and Anita Neville could be paid a salary based on an annual rate of \$9,365.00. These latter figures were authorized by the Winnipeg School Board. (5)

In July of 1978, both coordinators were to be paid on the basis of a \$12,000.00 annual salary. The increased

payment for service was to be retroactive to January 1, 1978. Reimbursement was to be made to the Volunteer Centre. Gail Corne would receive \$12,000.00 as she worked on a full-time basis, whereas Anita Neville would receive a four-fifths salary of \$9,600.00. In 1980, the Volunteer Development fund was increased by \$9,000.00.

By January, 1984, salaries had risen to \$19,500 and \$17,500. Two thousand dollars was allocated for recognition expenses and five hundred dollars was allocated for printing and public relations. A miscellaneous fund was created for mileage and volunteer program development. The total amount allocated for 1984-85 for direct expenses was \$42,000.00. This did not include indirect costs such as teacher time or recognition expenses at individual schools. The hidden or "sunk" costs were part of the daily divisional expenditure and did not represent an increase because of the presence of the volunteer program. (6)

According to Gail Thomson, Program Manager for Volunteers in the Public Service of Manitoba, the direct cost of \$42,000.00 is low in comparison to other programs of the same kind in the province of Manitoba. The salary range for an AO (Administrative Officer) suggested for a coordinator of volunteers working for the provincial government in 1984-85 was \$21,466.00 to \$25,589.00, depending on years of experience and duties. Both Gail Corne and Anita Neville would qualify for the highest level of

salaries if they were working for the Manitoba Government because of their years in the program and the number of volunteers they coordinate. A further comparison of coordinator salaries can be made with the salary for the coordinator of "Bookmates", a language development program for pre-school inner city children operating in central Winnipeg. In 1984, the coordinator for "Bookmates" earned \$26,000.00 a year.

Program unit costs per volunteer could be calculated by dividing total program cost by the number of volunteers involved (Bretning-Miller and Hill, 1976), ie. In Winnipeg School Division, total program cost divided by the number of volunteers equaling cost per volunteer would be \$42,000 divided by 1835 (See Chapter 5 for this figure.) equals \$22.89 per volunteer per year. This figure is considerably lower than New York City's cost of one hundred and sixty dollars per volunteer in 1974 (Carter and Dapper, 1974). However, it is perhaps unfair to compare programs on this basis because of the direct and indirect costs involved and the lack of data as to outcomes in the programs. Moreover, New York was stressing a training component with paid trainers in 1974, whereas the Winnipeg School Division uses largely its staff consultants, resource teachers and classroom teachers for volunteer training.

A more efficient calculation of cost effectiveness may be dollars worth of service equalling hours times minimum

wage, or hours times \$4.86 American (the Wolozin formula based on the proportion of the Gross National Product that volunteers contribute in the United States). This could provide a comparison between the cost of paid employees and the cost of coordinating a volunteer program. As a Canadian based program, the first calculations would involve hours/week x minimum wage equals dollars worth of service/week. In Manitoba, two different minimum wage calculations are used with \$3.85 paid to those workers under eighteen years of age and \$4.30 paid to workers eighteen years or older.

The total number of hours that junior and senior high school students worked for the Winnipeg School Division was 750 in 1984 (See Chapter 5 for this figure) so the following would apply: $750 \times \$3.85 = \$2,887.50$ per week from junior and senior high school students. (Hours/week x minimum wage for those under 18 = dollars worth of service/week).

The total number of hours that adults worked in the Division was 3,489 in 1984 (See Chapter 5 for this figure) so the following would apply to the adult population: $3,489 \times \$4.30 = \$15,002.70$ per week from adult volunteers. (Hours/week x minimum wage for adults = dollars worth of service/week).

These formulae constitute a quantitative benefit of \$17,890.20 provided weekly by volunteers to students in the Winnipeg School Division. When compared to support costs of

\$42,000.00 per year, the monetary benefits of the program is clear. However, one must also keep in mind the qualitative value of such service. As Henry Chapin (1977) has stated: "Volunteers may carry out services which have an economic value, but the primary value of their efforts lies in its voluntary nature, which permits greater flexibility and responsiveness to consumer and organizational needs" (p. 44).

One area that needs to be examined in the future regarding financing of volunteer programs is that of tax deductions. Businesses may be willing to lend greater support if tax laws looked upon their contributions whether in services or dollars more favorably.

CONCLUSION

Many constraints are found in volunteer programs, ie., the expertise of leaders, the quality of volunteers, the degree of support by staff and communities, etc., but the two major constraints imposed on volunteer programs are the legal ramifications of the program and the financial means to create it. Coordinators and staff in Winnipeg School Division have had to be cognizant of the law as it applies to volunteers in four areas: responsibility, confidentiality, liability, training and supervision. They have had an obligation to inform volunteers of their legal

position before beginning a program. At the same time, indirect and direct costs have been deducted from a limited source of funds. At the beginning, a volunteer program has minimal costs, but these expenditures grow with the program. "Volunteers donate their valuable time and skills for the benefit of the community and deserve the fullest protection" (Olson, 1982, p. vi) as do the staff, students and organization supporting them. They do "require a significant investment of staff time and agency money" (Schlosser, 1969, p. 12) but there appears to be an inherent advantage in terms of monetary value and their capacity to "minimize costs for a desired level of...benefits" (Dasgubta and Pearce, 1972, p. 114).

FOOTNOTES

- (1) Corne, G. (1984, December). Personal interview.
Winnipeg, Manitoba.
- (2) Olson, H. (1982). Volunteers and the law (pp. 28).
Edmonton, Alberta: Volunteer Action Centre.
- (3) Olson, H. (1982). Volunteers and the law (pp. 5).
Edmonton, Alberta: Volunteer Action Centre.
- (4) Winnipeg School Division Board Minutes. (1977,
January 18). Acting superintendent's report, 824, 2.7 (pp.
320). Winnipeg, Manitoba.
- (5) Winnipeg School Division Board Minutes. (1977,
January 18). Acting superintendent's report, 824, 2.7 (pp.
320). Winnipeg, Manitoba.
- (6) Krahn, A. (1985, October 17). Personal report on
volunteer expenditures. Report presented to Winnipeg School
Division Board. Winnipeg, Manitoba.

CHAPTER 5

DATA COLLECTION

Information in this chapter was collected by asking principals and resource teachers in Winnipeg School Division to complete two questionnaires, one in 1979 and one in 1984, (see Appendix A) and by conducting informal interviews (see Appendix B) with 20 volunteers working in the Division. Data collected from the eight informal interviews cited in Chapter 1 were incorporated in Chapters 3 and 4. The questions in the questionnaires and the informal interviews were selected to address the six variables found in the purpose of this study: recruitment, orientation, training, supervision, recognition and retention. This chapter will be divided into two major sections, data from questionnaires and data from formal interviews. These sections will then be subdivided to examine specific variables.

Data Collected from Questionnaires

Number of Schools that Use Volunteers

Table one (1979) and Table 2 (1984) indicate the number of schools that used volunteers, the number that did not use

TABLE #1 (1979)
Number of Schools That Use Volunteers

	Use Volunteers	Do Not Use Volunteers	Occasionally Use Volunteers	Total
Elementary Schools With Division Coordinators	15	0	0	15
Elementary Schools Without Division Coordinators	41	1	2	44
Junior and Senior High Schools	10	5	4	19
TOTAL	66	6	6	78

TABLE #2 (1984)
Number of Schools That Use Volunteers

	Use Volunteers	Do Not Use Volunteers	Occasionally Use Volunteers	Total
Elementary Schools With Division Coordinators	35	1	0	36
Elementary Schools Without Division Coordinators	15	0	5	20
Junior and Senior High Schools With Division Coordinators	6	0	0	6
Junior and Senior High Schools Without Division Coordinators	5	3	6	14
TOTAL	61	4	11	76

volunteers and those that used volunteers irregularly or on an occasional basis only.

In 1979, 15 schools used the services of Division volunteer coordinators. Anita Neville worked in four of these schools. Gail Corne had begun to meet with the staff in her twelfth school, but for the purposes of this study it was listed without a coordinator because discussions with this school were still in a rudimentary stage of development. Forty-one of the remaining 44 elementary schools used volunteers. One elementary school did not use volunteers and two used them on an occasional basis. This meant that 98% or 58 of the elementary schools in the Winnipeg School Division used volunteers on a regular or occasional basis. Ten junior high and senior high schools used volunteers. Five did not use volunteers and four used them on an occasional basis. Therefore, 73% of the junior high and senior high schools in Winnipeg School Division used volunteers on a regular or occasional basis in 1979.

In 1984, forty-one schools used Division coordinators. Two elementary schools listed without Division coordinators had used their services in previous years but no longer required their support. Three schools have since begun to use the services of Division coordinators. Two of these schools had not previously used volunteers and one wished to expand its program using Division coordinators' services.

Sixty-one of the schools used volunteers on a regular basis. Eleven of the schools used volunteers occasionally and four did not use volunteers. Ninety-eight per cent or 58 of the elementary schools used volunteers on an occasional or regular basis. Eighty-five per cent or 17 of the junior and senior high schools used volunteers on an occasional or regular basis. This represented a 12% increase in the use of volunteers between 1979 and 1984 for junior and senior high schools.

In 1979, the Division volunteer coordinators worked in 15 schools and in 1984, they worked in 42 schools an increase of 27 schools.

Sources and Numbers of Volunteers

Table 3 (1979) and Table 4 (1984) indicate four sources of volunteers for 1979 and five sources of volunteers for 1984. In addition they indicate the number of volunteers who contributed time each week in Winnipeg School Division schools during these same years.

Distinguishing junior high and senior high school students who received credits for their services in schools from those students who did not receive credits was impossible from the data collected. Therefore, all junior high and senior high school students who either took the "option" to work in schools or gave their time freely were

TABLE #3 (1979)
Sources of School Volunteers Per Week

	Junior & Senior High Students	Parents	Other Community Members	General Public	Total
Elementary Schools With Division Coordinators	156	453	110	81	800
Elementary Schools Without Division Coordinators	331	536	50	65	982
Junior & Senior High Schools	55	27	4	1	87
TOTALS	542	1,016	164	147	1,869

TABLE #4 (1984)
Sources of School Volunteers Per Week

	Junior & Senior High Students	Parents	Other Community Members	General Public	Diagnostic Learning Centre	Total
Elementary Schools With Division Coordinators	151	1,046	90	37	48	1,372
Elementary Schools Without Division Coordinators	21	174	23	14	14	246
Junior & Senior High Schools With Division Coordinators	59	20	46	15	2	142
Junior & Senior High Schools Without Division Coordinators	11	26	27	8	3	75
TOTALS	242	1,266	186	74	67	1,835

listed as the first source of "volunteer" help. Parents of students who worked in their children's schools were listed as the second source and people living in the local community of a school they were working in were the third source of service. The General Public were volunteers who did not have children attending the school in which they were working and did not live in the local school community. The Division coordinators have had the additional responsibility since 1983 of recruiting volunteers for the Diagnostic Learning Centre. These volunteers may come from the catchment area of a student's local school, but often they are out of community people who may or may not have children attending schools in the Winnipeg School Division. They represent the fifth source of service in the 1984 study.

In 1979, there were 542 students working as volunteers in Winnipeg School Division. There were also 1,016 parents, 164 community members (other than parents) and 147 members of the general public involved in volunteering. The Division had 1,869 volunteers in its system. Fifty-four per cent of this number came from the parent population.

The statistic that junior and senior high schools only used 32 adult volunteers in 1979 may be misleading. If schools were using volunteers on an irregular basis in which a weekly contribution rate could not be tallied, then

these numbers were deleted from the data. Like many elementary schools, these schools also had volunteers who worked once a year on special projects. These people were not counted. Given the nature of junior high and senior high programs this may have affected their total numbers more severely than those in elementary schools because volunteers appeared to be used on a very irregular basis with older students, particularly in the 1979 study. The average number of volunteers in each of the 19 junior high and senior high schools involved was seven volunteers per school with four being adults.

Although volunteer coordinators worked in just 15 of the schools in the Winnipeg School Division in 1979, these schools had 43% of the total volunteer population. One hundred and five of the parent volunteers found in elementary schools with Division coordinators were from one school in which the resource teacher acted as a volunteer coordinator. If this latter figure were deleted from the total number of parents working in schools without coordinators at all levels, there would have been more parents working in schools with Division coordinators than in all the other schools put together. There were also 16% more community people and people from the general public working in schools with Division coordinators than in the combined number of these two groups working in other schools in the Division. This indicates that the use

of coordinators increased the number of adult volunteers and encouraged greater involvement from total communities. The number of junior and senior high school students was somewhat static because it largely depended on the number of students who "opted" for this kind of work in a particular area and the availability of schools in an area.

In 1984, there were 242 junior and senior high school students serving in schools. There were 1,266 parents, 186 community members (other than parents), 67 volunteers from the Diagnostic Learning Centre and 74 members from the general public involved in volunteering. The total number of volunteers was 1,835 people. After allowing for a margin of error, the total number had remained basically the same since 1979. (A 1.8% or 34 volunteer decrease in 1984.) There was a 15% increase or 250 more parents volunteering and the community member population had increased. There was a 55% decrease or 300 fewer students serving as volunteers fewer volunteers worked in the inner city schools. The Division coordinators worked in 42 of the schools but their schools maintained 83% of the total volunteer population. (See Appendix H for methods of recruitment employed in Winnipeg School Division to engage the services of these volunteers.)

Numbers of Hours Per Week Contributed by Volunteers

Table 5 (1979) and Table 6 (1984) indicate the number of hours contributed per week to Winnipeg School Division by volunteers.

In 1979, 4,871.5 hours were contributed each week by the four sources of volunteers. Comparing this table with Table 2 indicated that volunteers who worked in schools without coordinators gave more time on an individual basis than in schools with Division coordinators. One coordinator suggested that this was because she felt that the coordinators were attempting to build up a core of volunteers with lengthy retention time in the system and that they did not want to "burn out" their volunteers in the first year. However, the resource teacher who coordinated the program with 125 volunteers felt that volunteers should be asked to commit themselves to at least two half days a week in order to retain consistency with their children, particularly in programs involving academic tutoring.

In 1984, 4,239 hours were contributed each week by volunteers representing a drop of 632.5 hours per week given by volunteers between the 1979 and 1984 surveys. Schools with Division coordinators used 3,310 hours or 78% of the volunteer time. Volunteers in schools without Division

TABLE #5 (1979)

Numbers of Hours Per Week Contributed By Volunteers

	Junior & Senior High Students	Parents	Other Community Members	General Public	Total
Elementary Schools With Division Coordinators	329.5	97.4	194.5	153	1,651.0
Elementary Schools Without Division Coordinators	750	1,802.5	171	184.5	2,908.0
Junior & Senior High Schools	178	106	13.5	15	312.5
TOTALS	1,257.5	2,882.5	379.0	352.5	4,871.5

TABLE #6 (1984)

Number of Hours Per Week Contributed By Volunteers

	Junior & Senior High Students	Parents	Other Community Members	General Public	Diagnostic Learning Centre	Total
Elementary Schools With Division Coordinators	497	2,032	265	155	68	3,017
Elementary Schools Without Division Coordinators	132	544	93	30	26	825
Junior & Senior High Schools With Division Coordinators	93	56	89	51	4	293
Junior & Senior High Schools Without Division Coordinators	28	13	30	27	6	104
TOTALS	750	2,645	477	263	104	4,239

coordinators continued to give more time on a per capita basis than did volunteers in schools with Division coordinators.

Orientation Sessions and Their Length

Table 7 (1979) and Table 8 (1984) indicate the length of time that was used for orientation sessions and whether or not there were orientation sessions in individual schools. Although the quality of the orientation sessions could not be examined in questionnaires, the length of time indicates to some extent the depth to which volunteers were orientated in schools. The tables include schools using volunteers on a regular or occasional basis.

Forty-four schools orientated volunteers in 1979. Twenty-eight schools did not orientate volunteers. Six schools did not have volunteers to orientate. None of the junior and senior high schools provided orientation at that time. Sixty-six per cent or 29 of the schools which provided orientation opted for a one to two hour session for orientation.

Fifty-two schools provided orientation for volunteers in 1984. Twenty did not offer orientation sessions. Four schools did not have volunteers at the time of the survey. Ninety-three per cent or 38 of the schools with Division coordinators offered orientation sessions.

TABLE #7 (1979)

Orientation Sessions and Their Length

	Orientation Session (1 Day)	Orientation Session (1-2 Hrs.)	Orientation Session (1 Hr./less)	Total Schools With Orientation	Total Schools Without Orientation
Elementary Schools With Division Coordinators	0	15	0	15	0
Elementary Schools Without Division Coordinators	3	14	12	29	14
Junior & Senior High Schools	0	0	0	0	14
TOTALS	3	29	12	44	28

TABLE #8 (1984)

Orientation Sessions and Their Length

	Orientation Session (1 Day)	Orientation Session (1-2 Hrs.)	Orientation Session (1 Hr./less)	Total Schools With Orientation	Total Schools Without Orientation
Elementary Schools With Division Coordinators	2	11	19	2	3
Elementary Schools Without Division Coordinators	0	3	7	10	10
Junior & Senior High Schools With Division Coordinators	1	0	5	6	0
Junior & Senior High Schools Without Division Coordinators	0	3	1	4	7
TOTALS	3	17	32	52	20

Forty-five per cent or 14 of the schools without Division coordinators offered orientation sessions. Of those schools that offered orientation sessions, 32 schools took one hour or less for each session, 17 schools took between one and two hours and three schools took a whole day. Ten of the seventeen junior and senior high schools using volunteer services offered orientation sessions. Two of the junior and senior high schools offered sessions of two hours. Otherwise volunteers in elementary schools received the longest orientation sessions. Usually a Division coordinator was present at the longer sessions. Moreover, the longer sessions appeared to corresponded to schools in which volunteers were involved in academic programs. Some schools with shorter orientation sessions had longer training sessions and vice versa.

Orientation sessions were usually conducted by resource teachers, principals and Division coordinators or a combination of these. Three schools involved parent council representatives in orientation sessions. Librarians, classroom teachers, community workers and Division consultants were less frequently involved with orientation. (See Appendix I for a list of topics discussed in Winnipeg School Division schools during orientation sessions.)

Number of Schools With Training, Record Keeping and
Evaluation of Volunteers

Table 9 (1979) and Table 10 (1984) examine the number of schools which ran training programs, kept records, and evaluated their volunteer programs. Record keeping is included in the supervision variable and recognition can be found under evaluation.

In 1979, every school that had Division coordinators trained their volunteers, kept records on their programs and evaluated them usually by gathering information from the volunteers, staff and children involved. After deducting the one school that did not use volunteers, the data indicated that 17 of the remaining elementary schools did not train their volunteers, 23 schools did not keep records and 28 schools had no form of evaluation. In the junior and senior high schools, after deducting the five schools that did not use volunteers, the data indicated that 16 of these schools did not give training to their volunteers or keep records, and 13 of the schools did not evaluate the programs that they did have.

In 1984, fifty-nine schools offered in-school training sessions. Thirteen did not offer training. All but two of the schools with Division coordinators reported that they

TABLE #9 (1979)

Number of Schools With Training, Record Keeping and Evaluation of Volunteers

	Total Number of Schools					
	With Training Sessions	Without Training Sessions	With Records	Without Records	With Evaluation Procedures	Without Evaluation Procedures
Elementary Schools With Division Coordinators	15	0	15	0	15	0
Elementary Schools Without Division Coordinators	27	17	21	23	16	28
Junior & Senior High Schools	3	16	3	16	6	13
TOTALS	45	33	39	39	37	41

TABLE #10 (1984)

Number of Schools With Training, Record Keeping and Evaluation of Volunteers

	Total Number of Schools					
	With Training Sessions	Without Training Sessions	With Records	Without Records	With Evaluation Procedures	Without Evaluation Procedures
Elementary Schools With Division Coordinators	34	1	26	9	26	9
Elementary Schools Without Division Coordinators	14	6	15	5	10	10
Junior & Senior High Schools With Division Coordinators	5	1	4	2	4	2
Junior & Senior High Schools Without Division Coordinators	6	5	4	7	5	6
TOTALS	59	13	49	23	45	27

offered training. Eleven of the schools without Division coordinators did not offer training.

Training appeared to be related to the category of jobs being filled by volunteers. If volunteers were working on academic projects with children, training was usually involved. In most cases, resource teachers and classroom teachers were involved in the training sessions. Nine schools involved their librarians in training. Division volunteer coordinators, principals, division consultants, Child Guidance Clinic clinicians and Community Education Development Association workers were occasionally taking part in the training of volunteers. Training time within each school varied according to the need with one to one and a half hours being the average length of time used. At least one school spent up to three days training each volunteer. In training sessions, specific jobs were outlined. In most cases, working locations, materials and expectations were established. The variety of format for training sessions included individual or small group demonstration lessons with or without students present, discussions regarding techniques and materials, workshops with speakers, observing and working with teachers and aides from the Diagnostic Learning Centre, observing classroom teachers, followed by a discussion of observations and attending Division-wide inservices.

When academic tutoring was involved, most schools adopted a five step format. In the first step a volunteer would observe a teacher using a specific technique or series of teaching steps with a student. Following this session, the volunteer would discuss her/his observations with the teacher. She/he would then be given an opportunity to use the technique with the student under teacher supervision. Again a discussion would follow with the teacher and then the procedure would continue until the techniques were mastered and the volunteer felt comfortable working alone with the child. Often this format was used with more than one volunteer and/or more than one student at a time.

Twenty-nine schools had sent volunteers to Division-wide inservices. Three schools which sent volunteers and two that did not cited transportation difficulties regarding the location of the inservices. Two schools were unaware of the inservices. Lack of interest, poor timing and redundancy were mentioned as reasons for not attending. Three schools suggested that the inservices did not meet their needs. Requests for inservices relating to specific areas of interest, ie. sight word approaches, speed writing, computer studies, were made. Following training, volunteers were placed according to interest, need, skills and abilities.

Forty-nine schools with volunteers kept some form of records in 1984. Thirty of the schools with Division coordinators kept records. Nineteen of the schools without Division coordinators kept records. Most of these records consisted of a log book on student progress including date, materials and observations filled out by volunteers. As with training, record keeping depended on the type of programs offered.

Resource teachers, classroom teachers, librarians and administrators usually acted as supervisors. Clinicians, a nutrition coordinator, a special needs teacher and a parent coordinator helped supervise in isolated situations. Supervision and evaluation were the area of least input from Division coordinators.

Forty-five schools had either a formal or informal evaluation of their volunteer program in 1984. The format for evaluation ranged from discussion at the end of the year between staff and volunteers, to ongoing discussion, to formal written observations made by school personnel and volunteers. Thirty of the schools with Division coordinators conducted formal or informal evaluations. Fifteen of the schools without Division coordinators conducted evaluations. No consistent form of evaluation existed from one school to another. Schools listed the many roles of volunteers in the Winnipeg School Division (See Appendix J).

Recognition of volunteer services on a daily basis was emphasized by the administrators and resource teachers answering the questionnaires. Schools suggested an expansion of the discount card system in the 1984 survey and requested continued use of rewards, prizes and the Division-wide Thank You Tea for volunteer recognition purposes. Staff recognition was not mentioned and eleven principals were unaware of the services that the Division coordinators had provided their schools.

Length of Service Time by Volunteers in Any
Particular School

Table 11 (1979) deals with retention or length of service by volunteers in 1979 in any particular school. There was a slight mismatching of the total number of volunteers being used and the number recorded for service time because six schools failed to balance their figures in the 1979 questionnaire. To compare the number of volunteers who had more than two years of service in a school would have been misleading because most of the schools which had Division coordinators had not had them for more than two years. However, there was very clearly a longer retention time in schools which had Division coordinators than in

TABLE #11 (1979)

Length of Service Time by Volunteers in any Particular School

	Less Than One Year	One Year	Two Years	More Than Two Years	Total
Elementary Schools With Division Coordinators	334	220	175	71	800
Elementary Schools Without Division Coordinators	559	197	96	107	959
Junior & Senior High Schools	38	18	13	4	73
TOTALS	931	435	284	182	1,832

those that did not if the number of volunteers who remained in schools one and two years was compared in the three different categories. At the same time, most of the short term volunteers were junior high and senior high school students who were exercising a year's "optional" program as an elementary school practicum volunteer student.

The statistics collected on the 1984 survey did not appear reliable in this area due to inconsistencies of the responders. However, at the end of the 1984-1985 school year, 61 volunteers received 10 year service awards and 210 received five year service awards representing long term retention in approximately 15% of the total number of volunteers.

Data Collected from the 1985 Volunteer Interviews

Twenty interviews were conducted with volunteers for approximately 45 minutes each (see Appendix B). Four volunteers were selected randomly from five schools in different median family income areas representing the full range of family incomes in Winnipeg School Division according to Canadian 1981 Census data. These interviews were conducted so that the perspective of the volunteers involved in the program could be taken into account.

Ten of the volunteers worked as tutors. One carried out clerical duties, four worked in school libraries and the other five worked in various areas including a gross motor program, a parent committee, field trips, a testing program and an early childhood program. Eight of the volunteers had been working the Division for two years or less. Twelve had been volunteering for more than two years. Eight volunteers were parents. Three were non-parents from their local school community. Two were volunteers from the Diagnostic Learning Centre. The remaining seven non-community members included a former teacher, two senior citizens, two volunteers originally contacted through the Stella Mission, one contacted through the Volunteer Centre and a volunteer from the National Jewish Council. All were women.

The twenty volunteers interviewed gave 61 hours of service in total a week. They worked with 37 children individually, eight classrooms, and one was involved with a gross motor program with up to 150 students in it. The majority worked in classrooms, in a resource or special needs room, or in libraries. Three did not have designated locations in which to work. All three suggested that the lack of a permanent space hampered their performance and feelings towards the work involved.

Recruitment

The volunteers in the study had learned about their volunteer opportunities through school newsletters (five), personal phone calls from staff members or parents (four), their children (two), their church or synagogue (four), ads and public notices (three), their parent council (one), and through the Volunteer Centre (one). Personal contact was supported by all interviewees as the method which would have the best results for recruitment. One volunteer proposed that direct advertising on television and radio should be carried out. She suggested that the public would respond in greater numbers if they saw volunteers in action with students and were made aware of the need for volunteers in schools.

Ten volunteers stated that they had received formal interviews as part of their recruitment process. Seven of these interviews were carried out by Division coordinators. Not one had received a written job description.

Most of the volunteers had allowed themselves to be recruited because they wanted to contribute to the growth of children. Over a third had been recruited because they wanted to learn about their children's schools and wished to feel more relaxed with the school staff. Three volunteers

wanted to creatively use their leisure time. Others were recruited because they missed teaching, they wanted to learn about how the education system works, they wanted to get out of the house or because someone they knew had asked them.

Orientation

Every volunteer had participated in the orientation process as a member of a group. The average length of time spent in orientation sessions for the volunteers in this sample was one hour. They viewed the orientation session as a time to see how some particular volunteer roles might operate and as a chance to get to meet each other and school staff. Resource teachers usually carried out the orientation sessions by reviewing the Division handbook, outlining the available programs and collecting information such as phone numbers and job preferences from each volunteer on information cards. The resource teachers used these information cards at a later date to invite volunteers back to the school for training in specific areas and to assign program placements. The majority stated that they were placed according to their interests, and all but one felt that their jobs had lived up to their expectations. Sixteen found their jobs meaningful and everyone expressed interest in the roles they had taken. All of them felt they

had had the chance to change from one type of job to another and that they had the freedom to refuse an assignment.

Table 12 (1985) reports the incidence in which certain items were discussed with volunteers during recruitment and orientation stages. Most interviewees were told why their jobs were necessary and how the tasks they were to work on were important to the total education system. They felt this gave them a sense of purpose. Most were told what their responsibilities were. All of the interviewees were told to whom they would report, and nineteen volunteers were given the name of the person with whom they could discuss any difficulties that they might encounter. Eighteen interviewees were told whom to call when they were unable to be present. In most cases, this meant leaving a message with the school secretary for the person in charge of the program in each individual school. Confidentiality, continuity of personnel working with students, dependability and promptness were topics detailed with at least three quarters of the volunteers. Only 11 received a tour of the school they were to work in or were given any indication of the facilities of the building including washrooms and staff rooms. Smoking facilities were not discussed. Nineteen were told where they could work. One volunteer had to search out a working space each time she volunteered, while two others shared three locations with other workers and had to determine which they could use on a daily basis. Fire drill

TABLE #12 (1985)

Items Discussed With Volunteers During Recruitment and Orientation Stages

Which of the following items were discussed with you before beginning your job?

	<u>YES</u>	<u>NO</u>
Why your job was necessary	19	1
How your job fit into the total education system in the school	16	4
What facilities the school had	11	9
Fire drill procedures	8	12
What your responsibilities were	17	3
Where you were to work	19	1
Whom you were to report to	20	0
Confidentiality of information	19	1
Continuity with students	17	3
The responsibilities of your supervising staff member	6	14
Dependability of volunteers	17	3
Promptness of volunteers	15	5
Student discipline	8	12
Objectives of the volunteer program	14	6
Volunteer manuals and articles	18	2
With whom you could discuss any difficulties that you had	19	1
Whom to call when you were unable to be present	18	2

procedures, student discipline, and the responsibilities of the supervising staff members were discussed with less than half of the sample group. Seventy per cent felt the objectives of the volunteer program were thoroughly discussed during the orientation session but little was said about the overall operation of the school or the nature of the student population.

Training

Volunteers were trained in small groups of two and three participants or on an individual basis. The average training time in schools was one hour and 20 minutes. This did not include Divisional inservices.

Half of the volunteers interviewed were trained by a resource or special needs teacher. Five were instructed by classroom teachers and three were instructed by librarians. The others received instruction from a principal and a Division consultant.

Four volunteers from one school felt that staff had not been prepared for a volunteer program and therefore little planning of duties or purpose for the duties had been established. Their training was negligible. Often, upon arrival at school, there was some confusion as to job, training and time commitment. The remaining 16 volunteers

emphasized that training prepared them for the job and many suggested that they could not have continued without it.

Eight of the 10 tutors ranked observing a teacher or experienced volunteer carry out programs with students as the first method that they would select for their initial training sessions. The second method selected for beginning training was a demonstration of techniques without students present, and the third method selected was receiving individual programs in writing. Individual conferencing with a teacher or another volunteer was selected as the best method that could be used in providing ongoing training for volunteers. Their second choice was attending Division-wide inservices and their third choice was going to pertinent workshops. Receiving printed materials and handouts with techniques for their programs ranked fourth as a choice for ongoing training.

Seventeen of the 20 volunteers had attended the Division-wide volunteer training inservices. Five of those who attended were satisfied by them, three were extremely positive in their comments and one felt that they were good for new volunteers. Two volunteers had reservations about the inservices and felt that they had little bearing on what they were doing. One volunteer asked for specific steps for implementing programs and another asked for take home materials to try with her students. One asked for more ideas on how to interact with children with discipline problems

and another wished to hear about problem-solving in the reading process. The emphasis was on training that was practical and specific in nature. All of the volunteers encouraged local inservices with smaller groups and interests. They felt that a needs assessment for volunteer training should be carried out among schools and a full description of the inservices to be presented should be made available so that they could make choices relevant to their own service.

Supervision

Volunteers found it difficult to estimate the daily time that supervisors spent either with them or on preparing work to support their services. The estimation of time spent by staff with each volunteer and her program ranged from five minutes to 10 minutes with seven minutes being the average.

Ten of the volunteers were supervised by a resource or special needs teacher. Six were supervised by classroom teachers and three were supervised by librarians. One was supervised by a principal.

Their supervisors set up their daily time schedules and 13 volunteers had a sign in sheet for attendance. Seven interviewees were given daily tasks by a resource teacher or special needs teacher. Five volunteers worked out of a

folder with procedures listed and four volunteers followed daily notes written by teachers. A principal instructed one volunteer. A librarian instructed another and two felt that daily instructions were unnecessary given their tasks. Five had received a list of tasks in written form and the remaining 15 felt that they could have utilized task descriptions that were written and definite, in order to carry out their program.

All of the volunteers felt that it would have been helpful if their supervisor had sat down with them a month to six weeks after training to review procedures. The volunteers in one school suggested that a review procedure would have greatly enhanced their viewpoint of the whole experience because they had found themselves often shifted to another job if students were absent or having to return home without participating for the day because no one had taken time to call them to let them know about the absenteeism. They found their supervisor was often unavailable and each speculated, independently, that the problem may have occurred because supervision duties for staff had not been clearly laid out.

Ongoing discussions regarding student progress had taken place with 15 of the interviewees. The remaining volunteers each declared a need for continual review of student progress.

Thirteen of the 20 volunteers were not asked to keep written records or reports on their programs. Seven of the tutors kept log books in which the dates, materials and observations were recorded. In ranking methods of monitoring student progress, the ten tutors ranked teacher observation and analysis after the log book method. Informal discussion between the volunteer and the teacher ranked third. One volunteer cautioned that the log book was only as good as the people using it. She expressed frustration when she received little feedback on her written notes about student progress. In fact, only a third of the volunteers indicated satisfaction with the amount of feedback they received on the records they were asked to keep. Six felt that their communication with their students' classroom teachers was less than satisfactory.

Supervisors failed to give these volunteers an evaluation of their work. Not one of the volunteers had been involved in a formal evaluation process to determine their school's ability to meet the volunteer and student needs. Three volunteers stated that the use of their talents was less than satisfactory.

The volunteers were not aware of any input from the Division coordinators in the supervision process. Six volunteers stated that they had no contact with the Division coordinators at any time. The majority had had contact with the coordinators through the recruitment and orientation

stages. Two volunteers felt that the coordinators were available to phone in case difficulties arose. One saw the coordinators as resource personnel for resource teachers. Two noted their presence at the Division-wide inservices and saw them as their contacts for additional training.

Recognition

Eighteen volunteers said they had been thanked both informally and personally on a day to day basis and formally at the school in the presence of fellow volunteers, staff and students. They enjoyed having students involved in recognition activities. Fifteen interviewees felt that recognition for their services could not be improved. The remaining five volunteers felt that meaningful jobs, acceptance of volunteers on a day to day basis, and phoning volunteers when their students are away would offer sufficient recognition of their services. This latter action was of particular concern to inner city volunteers who worked with students who were frequently absent. All five suggested that meetings be held with other volunteers so that volunteers could get to know their fellow workers.

Retention

Seventeen of the 20 volunteers interviewed planned to continue volunteering the following fall. Two were leaving because of family commitments. One had encountered transportation problems and was searching new volunteering opportunities in her local community.

CONCLUSION

This chapter has been divided into two sections. The first section contains data collected in 1979 and 1984 from two questionnaires which were distributed to every principal in the Winnipeg School Division. The second section contains data collected from a series of 20 interviews conducted in 1985 with volunteers representing the full range of family incomes in the school division according to Canadian 1981 Census data. The six variables; recruitment, orientation, training, supervision, recognition and retention found in the purpose of this study formed the framework for this chapter. Under the questionnaire section, number of school using volunteers, volunteers working in schools, sources of volunteers, and hours that volunteers serve all fall under the variable of recruitment. Orientation and training are addressed separately. Supervision items fall under on-going

training, record keeping and evaluation. Data regarding recognition was recorded under evaluation and length of service time dealt with retention time of volunteers. Information collected from the interviews is recorded directly under each variable for examination. Although there were 34 fewer volunteers working in the Division in 1984 than in 1979 there were more adult volunteers and there appeared to be greater community involvement. Fifteen schools used Division coordinator services in 1979 and 42 schools used them in 1984. On a per capita basis volunteers gave more time per week in schools without Division coordinators. Personal contact was supported by volunteers as the best means of recruitment. Written job descriptions were not imparted to volunteers. Most volunteers wanted to contribute to the growth of children. Orientation sessions varied in length and were conducted on a group basis. Training took place both at the school and Division level and was related to volunteer job categories. There was a lack of consistency in supervision and evaluation for volunteers and their programs. Recognition of staff involvement with volunteers was negligible and volunteers wished to have student involvement in recognition activities encouraged. Retention did not appear to be a problem in the program.

CHAPTER 6

ANALYSIS OF DATA

On the basis of information derived from the literature review, the historical development, the examination of the legal and financial constraints and the data collection, the variables of recruitment, orientation, training, supervision, recognition and retention of volunteer service in the Winnipeg School Division will be analyzed in this chapter.

Staff and Volunteer Recruitment

Staff Recruitment

Both in the literature and in the historical development of the volunteer program in Winnipeg School Division, it appears that staff members should perceive a need for volunteers and that the administration of a school should be visibly supportive of a volunteer program, if it is to be successful. It seems that many staff members take their cues from their principal and vice-principal. Most administrators do not have time to coordinate the program, but even when this job has been delegated to a school coordinator of volunteers, it appears to be important that

principals get to know their school's volunteers, the volunteer programs and the children with whom the volunteers work. Monitoring and rewarding productive staff involvement with volunteers seems to be necessary if the program is to be effective.

If the program is to become "theirs", findings indicate that staff members require knowledge of what steps will be taken for recruitment, orientation, training, supervision and their recognition of volunteers and they should be encouraged to take part in these steps. The data suggests that they need time to meet with the Division coordinators to determine purpose, objectives, roles and to make decisions about implementation. Staff members appear to require methods for using volunteers and time for some creative thinking of their own to come up with ideas for programs that will best meet the needs of their students. They apparently require "nurturing". The need to examine alternative solutions to problems such as time lines and basic operational decisions was demonstrated. Even with this support, data suggest staff members' receptivity to volunteers will vary. Scheier (1978) has written that staff "understand well enough when we ask them for extra time, effort, commitment, and inconvenience as the price of involving volunteers" (p. 43). He goes on to suggest that "we would do well to stress (the) similarity (between staff

members and volunteers) instead of polarizing the two types of people" (Scheier, 1978, p. 43).

Finally, before a volunteer program can proceed, it appears that the school organization itself must be in a relatively stable state. It should be free from "survival tensions". There must be energy available in order to make and keep the commitments necessary for the support of volunteers.

Volunteer Recruitment

Collected data indicates that a new focus on recruitment is essential for the volunteer program in the Winnipeg School Division. It had grown in numbers from 385 volunteers in 1970 to 1,869 volunteers in 1979, and then declined by 34 volunteers in 1984. This was only a 1.8% decrease, but schools were requesting more volunteers in the 1984 survey. Simmons (1979) has suggested that statistics indicate there are now "more people who are available to volunteer" (p. 21). However, there is also more competition for volunteer services.

The decline in numbers was largely caused by the severe drop of 55% in the junior and senior high volunteer population. This number appears to change each year according to the number of students electing the volunteer option. The question of where to concentrate Division

coordinator efforts for recruitment arises. Adult volunteers can be retained over long periods of time so that their training can be a long term investment. Benefits from student volunteers are reaped on a yearly basis, although there is some hope that these young people may be volunteers in the future.

According to Marlene Wilson (1986) the number of people volunteering in the eighties between the ages of twenty-five and thirty-nine out number everyone else in the volunteering situation. These are the "baby boomers" who have a strong commitment to involvement, are used to making decisions and want a true participative leadership. She suggests that they value flexibility, teamwork, autonomy, dignity of the individual, ethical behavior and they also want some fun. They do not want autocratic leadership and this must be kept in mind when attempting to recruit or planning programs.

At the same time Wilson (1986) suggests that time must be taken to decide to analyse the contributions our elderly population. She cites transportation requirements, the need for out of pocket expenses and the elimination of condescending attitudes towards elderly people as areas that require examination.

Findings from this study indicate that innovative methods are required for recruitment in the inner city. Volunteering does cost money. Low income people and young

mothers often require out of pocket expenses or at least day care facilities. Recruitment of

parents who share the impoverished environment of the students are an invaluable link between the middle-class teacher and the disadvantaged child. Often the neighborhood volunteer without professional preparation is more effective in communicating with the child and motivating him than is the teacher (Carter and Drapper, 1974, p. 11).

Wilson (1976) feels that volunteering must be consistent with the concept of equal opportunity. "Instead of being the privilege of the already privileged, volunteering must become the right of everyone" (p. 118). She suggests that "those who understand the culture and life styles of those you are trying to recruit make the best recruiters" (Wilson, 1976, p. 118).

Transportation difficulties and the number of single parent families were cited as major obstacles for inner city volunteerism in the Winnipeg School Division. Fewer volunteers worked in inner city schools and according to the interviews, the flexibility required by those volunteers in inner city schools was greater due to the rate of student absenteeism.

Orientation

This study reveals a high degree of inconsistency in the content of orientation presentations between schools in

the Winnipeg School Division. Safety factors such as fire drills and legal areas such as responsibility received little emphasis. Twenty schools with volunteer programs in the 1984 survey did not offer orientation sessions. Ten of these were in elementary schools without Division coordinators and seven were in the junior and senior high schools without Division coordinators. The presence of Division coordinators coincided with the presence of orientation programs.

At the same time, the length of the average orientation time dropped from one to two hours in 1979 down to one hour or less in 1984. Eight more schools offered orientation to volunteers in 1984 than in 1979.

Ten of the 20 volunteers in the survey were interviewed before being placed. Schools appeared to use orientation sessions for screening volunteers and for placement of volunteers into programs. In many cases, during the orientation sessions, schools outlined the needs and programs they wished to offer with volunteer assistance. Volunteers were given the opportunity to select areas that interested them. Job cards asking for interests, work experience, times available and references (see Appendix K) then helped the in-school coordinator to find the right person for the right position. Volunteers were phoned to confirm placement and to set dates for training. Because of the flexible nature and number of jobs available in a school

setting, this method appears to be successful. Occasionally, individual interviews were required particularly when individuals were not from the school community. However, interviews were time consuming and because the results often depended on the interviewer's skills, it is apparent that additional staff would need to be trained and perhaps hired if all volunteers in the Winnipeg School Division required interviews.

Training

Training related to the category of jobs found within a school. Findings indicate that volunteers working in academic areas usually received training. Nineteen more schools with Division coordinators offered training in 1984 than in those schools without Division coordinators. Effective training has been a prime goal for the coordinators in the eighties. The majority of volunteers interviewed were trained by resource or special needs teachers. This placed a heavy burden on in-school personnel as demonstrated by requests for additional resource services that appeared on school questionnaires. Training time varied according to need with one to one and half hours being the average length of time used. The most popular method among volunteers for training in the academic areas was observing a teacher or experienced volunteer carrying out a program

with students. An individual conference with a teacher or another volunteer was selected as the best method for ongoing training.

Twenty nine schools took advantage of division-wide inservices. The data suggests that problems with volunteer attendance arose due to lack of publicity, interest, timing, and redundancy of material covered. Transportation was a major restraint in attendance at the Division's inservices. Nine volunteers who had attended the inservices and were interviewed, were fully satisfied with this method of training. The remaining volunteers called for specific methods to use in working with students and local interest groups. Findings indicate that a needs assessment for training in the division and a written description of the program and format for divisional inservices were desired by volunteers.

Staff expressed some concern that the whole concept of volunteerism is becoming too professional. They feel that spontaneity may die and that the contributions of volunteers may be limited by the process the volunteers are required to go through in order to contribute their services. However, sixteen of the volunteers interviewed in this study found their training worthwhile and felt that they could not have done their jobs without it. Nevertheless, organizers must be cognizant of society's more recent emphasis on developing

individuality and of Scheier's "people approach" in which institutions do not always dictate job descriptions.

Supervision

There was a demonstrated need for more attention on supervision of volunteer activities and supervision of the volunteer program on a school and Division wide basis.

Forty-nine schools with volunteers kept some form of records in 1984. There seemed to be little difference in record keeping between schools with or without Division coordinators. A log book for student progress appeared to be the most popular method of record keeping, but the form and detail in these books ranged extensively. The presence of a log book method does not guarantee feedback for volunteers and there were questions in the volunteer population about its usefulness. It is evident from the data that clarification and training for staff apparently is required in the record keeping area.

Supervision in which there are "regular opportunities for individual consultations, for mutual discussion, testing of ideas, redirection of efforts and adjustment of work loads" (Waylor, 1976, p. 15-17) between volunteers and in-school coordinators appeared to be limited. Fifteen of the twenty volunteer interviewees participated in ongoing discussion about student progress but little change occurred

in work load or methods as a result of these discussions. The questionnaires revealed that individual staff members attempted to give guidance to volunteers, but suffered from lack of time or training in this area.

No consistent form or method of evaluation for the volunteers or their programs was evident in the Winnipeg School Division. Each school that evaluated appeared to rely on its own resources for evaluation. In 1979, 41 schools had no method of evaluation and in 1984, 27 schools did not evaluate. Sixty-seven percent or thirty schools with Division coordinators in 1984 conducted formal or informal evaluations and less than half of the schools without Division coordinator had some form of evaluation. Findings indicate that evaluations were often conducted orally and that little use was made of the information collected. Communication between school staffs regarding evaluation had not taken place. The data demonstrated that the interviewees wanted evaluations and task descriptions with objectives clearly defined.

I. H. Scheier (1978) suggests that "engaging the highest quality staff to lead your volunteer program, people that other staff can genuinely respect (and attempting to recruit) in-house; that is, a respected former member of staff in another capacity" (p. 13) are two principles that although they are not unbreakable rules can lead to a more successful program.

In Winnipeg School Division, Gail Corne is a former teacher and Anita Neville substituted for teachers in England. Both brought different skills to the volunteer program, but it was only after they had become partners following the amalgamation of the Division's three administrative areas into one unit that they were able to compliment each other. (1) Their presence in schools appears to have increased the number of adult volunteers and encouraged greater involvement from school communities. Their schools maintained 1,514 or 83% of the total volunteer population, while they only worked in 55% or 42 of the schools during the 1983-84 school year. Based on the collected data it appears that coordination has become more complex as the number of specific services have increased. In the seventies, the focus of the Division coordinators was on recruiting and establishing programs. They had to learn the unique identity of the staff, the administration and the community in each school. Their job was to determine school readiness for volunteers given the staff and community involvement. They had to work under the direction of the principal, but at the same time offer the principal resources for staff development. They had to

balance the needs of specific activities, avoid duplication of effort, search for unusual talents to fill special needs and find the most satisfying job for each volunteer. A vital qualification for this phase of the work is an exceptional ability in dealing with people. Recognition of volunteer capacities and limitations is not enough. (There

must be) clear and firm direction, a blending of realistic tact and saving humor produces the flexibility necessary in this role (Mullen, 1968, p. 23).

Gail Corne and Anita Neville worked with school principals to identify in-school volunteer coordinators or supervisors who would take charge of local recruiting, process teacher requests for volunteers, keep files and records of volunteer activities within schools and facilitate activities related to the program. In most cases, resource teachers took on these duties. The data indicates that these in-school coordinators became responsible for schedules, working space, materials, supervision, guidance and school-based recognition for staff and volunteers. Consequently, an inequity existed between programs in individual schools. The interviews revealed that volunteers were treated differently in different schools and were given different information during almost all aspects of their involvement. In many cases where volunteers did not receive the attention they required, the resource teacher or special needs teacher who is most often the in-school supervisors is suffering from over work. They found their jobs so fragmented that they could not give the time required to supervise the programs properly and, consequently, seventeen of the principals either requested additional school-based teacher time or more Division coordinator time to support the programs in their schools.

Where only token support had existed in schools, the Division coordinators worked to change this by identifying those staff members who could provide successful role models for their peers in the use of volunteers. If administrative support was not been clear, then they placed their time elsewhere or took a longer time to implement the program because they were well aware of the devastating effect a "poor" program can have on an entire system. With insight, diplomacy and division support, it seems that they had to be prepared to refuse to implement or hold-off implementing programs until conditions changed.

It is evident that the program has developed at varying rates throughout the Division. In 1984, some schools did not use volunteer services while some had over a hundred volunteers working on a weekly basis. In 1974, one volunteer coordinator worked in one school. In 1979, two coordinators worked in fifteen schools, and in 1984, the same two coordinators worked in forty-one schools. This provides evidence of a move from isolated program development to Division coordinator of volunteer services.

The data suggests that volunteers recognized the coordinators' position in aspects of recruitment and orientation when in fact, if time permitted, their leadership also appeared to be necessary in the supervision and evaluation of volunteers and the over-all program. However, it is also evident that with the rapid growth of

the program the coordinator services were severely stretched to encompass new programs.

The schools with Division coordinators maintained consistently higher percentages in training, supervision and evaluation when compared to schools not using the Division coordinator services. Nevertheless, 11 of the principals in the Division in 1984 were unaware of the involvement and services the Division coordinators had offered their individual schools. It appears that the roles of the administrators, the Division coordinators, the in-school personnel and the volunteers in the program need be defined and publicized.

Jurisdiction for the program has shifted from a joint venture between the Winnipeg Volunteer Centre and the Division, to the Division under the auspice of Al Krahn, Assistant Superintendent of Elementary Schools. This reflects Divisional ownership for the program and appears to have simplified procedure and policy decisions when no outside approval from a supervising group was required.

Recognition

Elizabeth Cantor and Margaret Pepper have commented that: "Recognition for both staff and volunteers must be constant and ongoing. All people, whether paid or unpaid, need to feel that they are members of the team and that

their efforts are important". (2) In the Winnipeg School Division there has been little recognition of staff participation in volunteer programs. Based on information from the questionnaires, involvement was expected by administrators.

H. P. Kurtz has offered four forms of recognition. He suggests the first is inner satisfaction that the contribution is significant and worthwhile. The second is "human recognition" such as a friendly letter from the administrator or a thank you note or even a designated working space. The third is tangible recognition such as a pin or certificate. The fourth is some type of public recognition. (3)

All of the 20 interviewees felt that they had made personal gains as a volunteer. Fifteen felt that recognition for their services could not be improved. "Human recognition" and meaningful work in which volunteers were treated as part of the team would have improved conditions for the other five volunteers.

School-based thank you teas were preferred by volunteers. Data from the school questionnaires, however, suggest that principals support a Division wide tea. There appears to be a need for a policy adopting school teas or a Division tea so that some consistency can be established in recognition of volunteer services.

Retention

Retention of services is often viewed as one criterion to measure the success of a volunteer program. Literature on the retention rates of volunteers working in school systems is scarce, but there are indications of success in the Winnipeg School Division study. At the end of the 1984-85 school year, 15% of the total population of the Division's volunteers had been retained for at least five years. There is also some indication in the 1979 survey that schools with Division coordinators had a longer retention time for volunteers. However, this may be because volunteers in schools with Division coordinators tended to be adults rather than junior and senior high school students involved in year long "volunteer" option programs.

A concern regarding volunteer "burn-out" because of the length of time volunteers wanted to spend in schools on a weekly basis was raised by Gail Corne. In the 1979 study, two half days working in the school per week was viewed by the coordinators as too long a working time for volunteers. With the induction of volunteers from the Diagnostic Learning Centre, this view altered to some degree. In most cases, volunteers from the Centre served for an hour to an hour and a half twice a week. In both the 1984 and 1979 surveys, however, volunteers in schools without Division

coordinators gave more time on a per capita basis per week than volunteers in schools with Division coordinators.

CONCLUSION

Data indicate that school staff involvement is required before volunteers are recruited in order to determine objectives, solve problems, define roles and set time lines. Administrative support and a stable school environment seem to allow for staff energies to meet the demands of a successful program. In Winnipeg School Division, coordinators are faced with decisions regarding the target population to recruit. There appear to be inconsistencies in the Division in orientation, supervision including evaluation, and in recognition practices. From this study, training appears to vary according to jobs and lack of transportation acts as a constraint on Division volunteer inservices. Data indicate that staff members require education in supervision and training practices. Breakdown of supervision appears to occur when personnel are over worked. Schools with Division coordinator services maintain consistently higher percentages in training, supervision and evaluation. Single ownership of the program by the Division seems to have simplified the operation of the program. A question of "burn out" arose in this chapter, but retention

figures in Winnipeg School Division indicate success in retaining volunteer services.

Footnotes

- (1) Corne, G. (1985, December). Personal interview.
Winnipeg, Manitoba.
- (2) Cantor, E. W. & Pepper, M. R. (1975). What about the
staff? Voluntary Action Leadership: National Centre for
Voluntary Action: Washington, D.C., (2) 15.
- (3) Kurtz, H. P. (1971). Effective use of volunteers in
hospitals homes and agencies (pp. 95-99) Springfield,
Illinois: Charles C. Thomas.

CHAPTER 7

RECOMMENDATIONS AND RESEARCH

A number of recommendations and research questions have arisen from this study. The recommendations fall into the six categories, which have been employed throughout this work: recruitment, orientation, training, supervision recognition and retention. The purpose of the recommendations is to give the Winnipeg School Division a more effective and efficient role in utilizing volunteers. Further research could determine what aspects of volunteer programs are more or less efficient so that volunteers and professional energies can facilitate positive change.

"Any supervisory program will succeed only to the extent that each person involved is considered as a human being with a unique contribution to make in the educative process" (Neagley and Evans, 1970, p.5). Hunter (1955) states that

the major task of any organization appears to be the creation and continuance of a favorable social and emotional climate that will capitalize on the potentialities of workers and provide the basic satisfactions that people want. In situations where workers obtain these satisfactions, attitudes of interest, cheerfulness, initiative, devotion, and cooperation are evidenced. Increase in production and growth in unity, strength and effectiveness usually accompany such attitudes. (p. 345-5)

Herzberg's "Motivation-Hygiene Theory" separates factors affecting people and their work habits into hygiene factors and motivators. The absence of hygiene factors such as supervision, policies, working conditions, status and interpersonal relations can demotivate people but factors such as feelings of achievement, growth and recognition can act as motivators. (1) Therefore, many of the following recommendations will establish hygiene factors that are necessary if morale and productivity are to be maintained but at all times the human factors or the motivators must be considered if the program is to be successful.

Recommendations

Initially, a policy should be developed in the Division regarding the use of volunteers, the goals of the program and the legal ramifications of volunteer programs under the new Canadian Constitution. A Divisional committee which is representative of both employed staff and volunteers should be struck to design a set of objectives and to act as a leadership team for the program. From the objectives, an evaluation process should be outlined and the following recommendations should be implemented.

Recruitment

Staff members should receive training on the dimensions of a volunteer program and be given time to plan for volunteer involvement before attempting to use volunteer services. This should create an open, welcoming, and efficient organization for volunteers to enter.

Administrators should be visibly supportive and at the same time select staff members who can be good role models to initiate the program. Attention should be given to the workload involved with volunteers. Recognition for that workload should lead to a shifting of duties, wherever necessary, for in school personnel. No staff members should be compelled to use volunteer services.

Role descriptions are required for both employed staff and volunteers. At times "it is easy to equate our need for a particular skill with a person's willingness to perform it, without ever bothering to check out that assumption with the person" (Wilson, 1976, p. 42). One of the major tasks of recruitment is to "distinguish between a person's ability to do something and his will to do it" (Wilson, 1976, p.42).

A Division-wide registry of volunteers should be established by the Division coordinators in which cross indexing of special talents could lead volunteers into sharing their expertise in more than one school, and/or

helping to train volunteers in another school in specific skills. Junior and senior high schools are particularly concerned about locating speakers with expertise.

The division coordinator service should be extended with emphasis placed on recruitment. The question of elderly volunteers, student volunteers and volunteers in the inner city should be studied in depth. Babysitting cooperatives among volunteers, transportation, teaming inner city volunteers with volunteers outside the inner city, paid aides from the community to work directly with small groups of neighborhood volunteers, interpreters for volunteers and teaming with outside agencies should be examined.

Orientation

The presence of a volunteer coordinator at every orientation session would lead to consistent information output and Division screening of volunteers.

Kits, including slides, film strips, books, articles and manuals, should be developed to aid schools with staff development, orientation, training, supervision and evaluation. Checklists, sample recruitment letters, record keeping systems, etc., should be included.

Training

Schools should be surveyed regarding specific training needs. Although Division inservices were supported, several schools requested training for specific jobs, ie. sight word approaches, handwriting programs, computer studies, etc. A detailed, written description of the information to be shared in each Division-wide volunteer inservice should be made available to staff and volunteers. Schools may choose to be clustered together so that similar needs or programs can be filled. A write-up of programs that are available in each school in the Division would present volunteers with further choices and may encourage staff and volunteers to visit other programs for inservice.

A budgeting system for volunteers in individual schools should be established. This should include funding for transportation of volunteers to inservices and for registration costs of conferences.

The Divisional leadership committee should engage in the examination of training methods and an analysis of suggested materials that volunteers could use when working on a specific skills with students.

In-school coordinators should ensure that job descriptions are available, in writing, for volunteers. An attempt should be made to adopt Scheier's "people approach"

in which volunteers and staff members work together to design individual tasks. Similiar to role descriptions, a school's need should not hinder supervisors from hearing the volunteers' requirements and interests when creating job descriptions.

Supervision

Emphasis should be placed on supervision and evaluation. Teachers, and particularly in-school coordinators, require training sessions on record keeping methods and also on how to capitalize on the presence of volunteers. There should be an examination of informal and formal evaluation procedures for volunteers and programs. The goal would be to develop a process by which schools could determine the value of volunteer time and volunteers could receive ongoing feedback about their work and service.

Elementary schools often use their resource teacher as the in-school coordinator of volunteers. The role, the workload, and the ramifications of this designation should be explored. (See Appendix L for a sample model which incorporates volunteers into the resource model.) At the same time, in-school coordinators should be identified in the junior and senior high schools.

The Division coordinator component should be expanded, so that the coordinators can emphasize supervision and

evaluation techniques with in-school personnel. In order to maximize their time, Division coordinators should delegate some of their present duties to volunteers. Tasks such as providing publicity and organizing the Division tea could become the responsibility of volunteers.

Recognition

Recognition must be given to staff as well as volunteers for their participation and a policy of in-school or Division-wide teas should be set so that teas do not become redundant.

Retention

Part of the evaluation process should be to examine the retention and burn-out rates of both volunteers and teachers involved in the program. These could become contributing factors in determining the success of Winnipeg School Division's volunteer program.

Further Research

This study has been limited to one school Division and to the organization of a program within that Division. Further research will be necessary in the Winnipeg School

Division to examine the supervision and evaluation of volunteers and to develop the program in the core area.

Other questions have arisen during this study:

1. Do task descriptions for volunteers differ between schools with coordinators and those without?

2. Which tasks require descriptions and in which tasks would descriptions limit the contributions made by volunteers?

3. How does the high school volunteer differ from volunteers in elementary schools?

4. How can classroom teachers become more actively involved in the program?

5. Given the fact that students learn within a total environment, how can we evaluate the effect of volunteer service on academic growth?

6. What are the best methods and materials for training volunteers to use with students?

CONCLUSION

The development, constraints and management of Winnipeg School Division's volunteer program have been investigated in this study. Six variables: recruitment, orientation, training, supervision, recognition and retention, have been employed to analyze the findings. This chapter has offered recommendations based on these six variables and offers

suggestions for further research. The formation of a Divisional leadership team has been suggested in order to carry out the recommendations. Attention must be given to the human factor if a program is to be successful and volunteers are going to continue to be motivated. The study, itself did not allow for the analysis of the actual interaction between students and volunteers. Rather, the purpose was to examine the program which allowed for this interaction.

FOOTNOTES

(1) Wilson, M. (1976). The effective management of volunteer programs (pp. 44). Boulder, Colorado: Volunteer Management Associates.

APPENDIX A

1979 and 1984 QUESTIONNAIRES

1979 Survey

TO: PRINCIPALS OF WINNIPEG SCHOOL DIVISION # 1
FROM: Mr. J. K. Cooper, Area 2 Superintendent.
SUBJECT: Volunteers in Schools

In 1974, a plan was formulated by the Board to aid the development of volunteer programs in Winnipeg School Division # 1 schools. Alternative forms of co-ordination for volunteers in each area were outlined. The following questionnaire is designed to trace the development of this plan and to indicate the development of volunteers programs within individual schools. The WTA has given their support to this questionnaire and with your assistance in filling it out, the effective and efficient management of volunteers in Winnipeg School Division # 1 can be promoted. It would be greatly appreciated if you could return the attached form to: HEATHER BURKETT, Tyndall Park Community School by Thursday, March 15th.

SCHOOL: _____ ENROLLMENT NUMBER: _____

1. Does your school use volunteers? _____
2. Please specify the number of volunteers and the number of hours per week that volunteers serve in your school:

	Number of Volunteers	Total Number of Hours/Week
junior/senior high school students	_____	_____
parents	_____	_____
other community people	_____	_____
other	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____
	_____	_____

2. How many volunteers have worked in your school:

less than 1 year _____
1 year _____
2 years _____
more than 2 years _____

4. How do you recruit volunteers? _____

5. Is there an orientation program for volunteers in your school?

_____ How long is it? _____ Who conducts it?

6. Does your school have training programs for volunteers? _____

Who runs these programs? _____ How long are they? _____ (Please specify for each program. Use back if necessary).

7. How are volunteers assigned jobs? _____

8. What jobs do volunteers perform? _____

9. Who does the follow-up on volunteers (i.e. if they are absent, etc.)? _____

10. Who provides the on-going supervision of volunteers and their programs? _____

11. How are records kept on volunteer activities in your school? _____

12. Do you evaluate your volunteer program? _____ How? _____

15. Ideally, what kind of structure (i.e. personnel,time, etc.) would assist you in the development of volunteer programs?

a. in your school

b. in the division _____

16. If you have a written policy or orientation booklet for your school could you enclose a copy when this form is returned.
Thank you.

THE WINNIPEG SCHOOL DIVISION NO. 1
Superintendent's Department

October 16, 1984.

To: All Principals of The Winnipeg School Division No.
From: A. D. Krahn, Assistant Superintendent Elementary Schools
Re: Attached Survey

In 1979 a survey was sent to all schools by the Superintendent's Department requesting information on the various components of their volunteer programs. The information collected was used by the School Division and Mrs. Heather Burkett in her work on a research project.

The information will be used by our volunteer coordinators in helping determine future priorities and will also be available to Mrs. Burkett for her research.

A summary of the information collected will be provided to schools once collation is completed.

Please provide the information requested on all programs involving volunteers during the 1983-84 school year.

We would request your cooperation in having this form completed. Please return the completed form to Betty Henley in the Superintendent's Department by October 26, 1984.

bh
att.

SCHOOL: _____

1. Did your school use volunteers during the 1983-84 school year?
Yes No
2. Please specify the number of volunteers and the number of hours per week that volunteers served in your school. (If a volunteer falls in more than one category please list only once.)

	<u>Number of volunteers</u>	<u>Total Number of hours/week</u>
Junior/senior high school students	_____	_____
Parents	_____	_____
Other community people	_____	_____
Volunteers from the Diagnostic Learning Centre	_____	_____
Others (including volunteers used by your CGC unit)	_____	_____

3. How many volunteers worked in your school?
less than 1 year _____
1 year _____
2 years _____
more than 2 years _____

4. How did you recruit volunteers? _____

5. Was there an orientation program for volunteers in your school?
Yes No

How long was it? _____

Who conducted it? _____

What information was covered? _____

10. Were there any programs offered in your school which could not have operated without volunteer support? Yes No

Please describe.

11. Who did the follow-up on volunteers? (i.e. if they were absent, etc.)?

12. Who provided the on-going supervision of volunteers and their programs?

13. How were records kept on volunteer activities in your school? _____

14. Did you evaluate your volunteer program? _____ How? _____

15. If you had students who attended the Diagnostic Learning Centre, please describe the volunteer follow-up programs. Were they effective?

16. a) How has your community reacted to the use of volunteers? _____

b) How did your staff react to the use of volunteers? _____

17. Did you use the services of a divisional volunteer co-ordinator?

Yes No

Please describe. _____

18. Keeping in mind that quality of education is a major goal, do you feel your students/staff benefitted from the use of volunteers? Yes No

How? _____

19. Ideally, what kind of structure (ie. personnel, time etc.) would assist you in the development of volunteer programs?

a) in your school

b) in the division

20. Many innovative and creative ideas have been developed regarding volunteers (ie shopper discount cards for volunteers, employee release time for volunteers, video training films, etc.) If you, one of your staff members or a volunteer in your school have an idea or materials for volunteers that may be shared, please describe below.

Thank you.

APPENDIX B

VOLUNTEER INTERVIEW SCHEDULE AND QUESTIONS

SCHEDULE FOR INFORMAL INTERVIEWS

- Brown, C. Past President of the Winnipeg Teacher's Association,
March 1979
- Condra, J.L. Former Lawyer for Winnipeg School Division
February 1979
- Corne, G. Winnipeg School Division Volunteer
Coordinator,
March 1979, December 1984,
October 1985 and December 1985
- Hayle, H. Director of the Winnipeg Volunteer Centre,
February 1979
- Krahn, A. Assistant Superintendent for Winnipeg
School Division,
October 1985
- Neville, A. Winnipeg School Division Volunteer
Coordinator,
March 1979 and December 1985
- Spivak, M. Former Chairwoman of Winnipeg School
Division School Board,
March 1979
- Ulrich, T. Staff Member for the Manitoba Teachers
Society,
February 1979

SCHEDULE FOR FORMAL INTERVIEWS

G. Cassano	-	July 12, 1985
D. Coltucky	-	July 9, 1985
B. J. Crook	-	July 9, 1985
D. Edmonds	-	July 10, 1985
T. Frezza	-	July 11, 1985
M. Hemmings	-	July 12, 1985
B. Heide	-	July 12, 1985
B. Holroyd	-	July 12, 1985
H. Keith	-	July 12, 1985
M. Khan	-	July 21, 1985
I. Luckawiecki	-	July 10, 1985
E. Remis	-	July 9, 1985
P. Solomonson	-	July 11, 1985
K. Thompson	-	July 11, 1985
H. Toews	-	July 21, 1985
M. Travis	-	July 10, 1985
B. Turner	-	July 11, 1985
T. Vinski	-	July 9, 1985
J. Warlico	-	July 11, 1985
J. Woodward	-	July 11, 1985

Volunteer Survey

Volunteer's Name: _____ Date: _____
School: _____

1. What was your job description as a volunteer?

2. How long have you been a volunteer?

- less than 1 year _____
- 1 year _____
- 2 years _____
- more than 2 years _____

3. Are you: a parent from the community _____
a non-parent from the school community _____
a volunteer from the Diagnostic Learning
Centre _____
other _____
(Please Specify) _____

4. How many children did you work with? _____

5. How many hours did you volunteer a week? _____

6. How did you learn of this volunteering opportunity?

7. (a) Were you interviewed for your job? _____
(b) If yes, who interviewed you? _____
(c) Did you take part in a group orientation? _____

8. Where did you work in the school? _____

9. What were your reasons for becoming a volunteer?
to creatively use your leisure time _____
to get out of your house _____
to gain practical experience for furthering your
education _____
to learn about your child's own local
school and his/ her education _____
to gain job experience _____
to contribute to the growth of
children _____
other _____
(Please Specify) _____

10. Which of the following items were discussed with you before beginning your job?

- why your job was necessary -----
- how your job fit into the total educational system in the school -----
- what facilities the school had -----
- fire drill procedures -----
- what your responsibilities were -----
- where you were to work -----
- whom you were to report to -----
- confidentiality of information -----
- continuity with students -----
- the responsibilities of your supervising staff member -----
- dependability of volunteers -----
- promptness of volunteers -----
- student discipline -----
- objectives of the volunteer program -----
- volunteer manuals and articles -----
- with whom you could discuss any difficulties that you had -----
- whom to call when you were unable to be present -----

11. For this volunteer program, would you please rate the things below on a scale of 0 to 5 using the following key:

- 0 = really doesn't exist/ stayed the same
- 1 = poor
- 2 = fair / adequate
- 3 = average / satisfactory
- 4 = good / useful
- 5 = excellent

- the introduction and explanation of your role in the school (orientation) -----
- the training that you received as a volunteer -----

- acceptance of volunteers by the staff -----
- on-going supervision/support that you received -----
- recognition in the school for your work -----
- use of your abilities or talents -----
- placement according to your interests -----
- living up to your expectations -----
- how meaningful/important your job was -----
- how interesting your program was -----
- the Division Wide Tea -----
- the use of your time -----
- availability of the person you worked for -----

(For Tutors Only)

- communication regarding students in your program -----
- communication with the classroom teacher -----
- feedback on the records that you were asked to keep -----
- usefulness of the records that you were asked to keep -----
- opportunity for volunteers and teachers to confer on individual children -----
- improvement of your student(s) in academic achievement -----
- improvement of your student(s) in behaviour -----
- improvement of your student(s) in work habits -----
- improvement of your student(s) in feelings of self worth -----
- improvement of your student(s) motivation for learning -----

12. How did the school keep track of your attendance?

13. Who instructed you in the specific tasks that you performed?

- the librarian -----
 - the classroom teacher -----
 - the resource/ special -----
 - needs teacher -----
 - a division consultant -----
 - other -----
- (Please Specify)

14. (For Tutors Only) The following is a list of methods used to train volunteers when they begin as tutors. Please rank their importance according to your experience. Place a 1 by the most important, a 2 by the next most important and so on.

- observing a teacher or experienced volunteer carry out your program with students -----
 - receiving individual programs in writing -----
 - demonstration of techniques without students present -----
 - other -----
- (Please Specify)

15. (For Tutors Only) The following is a list of methods used in providing on going training for volunteers. Please rank their importance according to your experience. Place a 1 by the most important, a 2 by the next most important and so on:

- individual conferences with a teacher or another volunteer -----
 - printed materials and handouts with techniques for your program -----
 - division wide volunteer inservices -----
 - attending pertinent professional workshops -----
 - other -----
- (Please Specify)

16. Was the training that you received necessary? -----

17. How much time was spent in the school with you for:
orientation -----
training -----
supervision -----

18. Who supervised you?
- a librarian -----
 - a school coordinator -----
 - a division volunteer coordinator -----
 - a resource/ special needs teacher -----
 - a classroom teacher -----
 - other _____
(Please Specify) -----

19. How was your time scheduled?

20. How did you know what your tasks were to be each day that you volunteered?

21. (For Tutors Only) How was student progress monitored?
- a daily log book -----
 - pre-tests and post-tests -----
 - informal discussion between you and the teacher -----
 - teacher observation -----
 - monthly reports -----
 - year end evaluations -----
 - unsolicited or written comments -----
 - volunteer analysis of daily work -----
 - teacher analysis of daily work -----
 - other _____
(Please Specify) -----

22. Could you describe the format of the reports that you were asked to keep?

23. As a result of your volunteering experience, did your attitude change in a positive manner, a negative manner or not at all in the following:

your beliefs about children	P	N	NAA
your beliefs about teachers	P	N	NAA
your beliefs about the school system	P	N	NAA
your feelings of self worth	P	N	NAA
your family's/friends' viewpoint of the school system	P	N	NAA

24. Did you have

the chance to change from one type of job to another? _____

the chance to learn new skills? _____

the feeling of freedom to refuse an assignment _____

sufficient information about the purpose, program and philosophy of the volunteer program to discuss it with your family and friends _____

25. Have you recommended the volunteer program to your family or friends? _____

26. Were you

thanked for your volunteering time informally and personally on a day to day basis? _____

thanked formally at the school in the presence of fellow volunteers, staff and students? _____

prepared for the job? _____

27. What was the role of the Division Coordinator in your volunteer service?

28. What additional training would you like to receive at Division Wide Inservices?

29. How could recognition of your contribution be improved?
ie. Division Wide Tea

30. How do you think the teacher benefitted from your
volunteer service?

31. How do you think the students benefitted from your
volunteer service?

32. How do you think you benefitted from your volunteer
service?

33. Do you wish to serve as a school volunteer during the
next school year? _____

34. What suggestions do you have that would help the
volunteer program in your school and in the Division
function more effectively?(ie. new jobs for volunteers, new
recruiting ideas, further supervision, improving training
and efficiency)

APPENDIX C

OPERATIONAL MODEL FROM THE NIAGARA CENTRE
OF THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

VOLUNTEER PARENTAL ASSISTANCE PROJECT

H. G. Hedges

Niagara Centre, The Ontario Institute for Studies in Education

AN OPERATIONAL MODEL

The operational model for developing and implementing a program of volunteer parental assistance in elementary schools is presented as a comprehensive plan which can be applied or modified to meet the conditions and needs of any elementary school that wishes to formulate a systematic volunteer program. The model has been implemented successfully in a number of schools with minor modifications.

Because any plan reflects certain objectives, the major goals of the present model should be identified. They are the enhancing of pupil achievement as an outcome of improved parental attitudes; improved home-school communication; significant additional help in the classroom; and the improvement of parents' "Teaching" skills.

It will be noted that the phases, and steps and sub-steps of the model are in chronological order. Also mentioned are proposed materials at points where they apply. The initials S, P, T, and V refer to the groups or persons who bear the main responsibility for initiating and/or implementing the step, namely: Staff, i.e., Principal and teachers (S); Principal (P); Teachers (T); and Volunteers (V).

.....

OUTLINE OF THE MODEL

PREPARATION PHASE

1. Analysis of readiness (P)
2. Identification of the major needs of the school (S)
3. Identification of alternative solutions, including volunteer assistance (S)
4. Discussion of potential
--study information concerning existing practices (S)
--add books, manuals to professional library (see bibliography in appendix) (S)
--visit established programs (optional) (S)
--gather information concerning objectives (see objectives list in appendix) (S)
5. Decision to proceed with plan (S)
--reach general commitment
--identify participating staff members (S)
6. Agreement on objectives of program
--set up an order of priority of major objectives (S)
7. Identification of guidelines for long-range evaluation of program (S)
8. Preparation of list of initial tasks for volunteers (S)
(see initial task lists in appendix)

IMPLEMENTATION PHASE

1. General information meeting with parents (optional)
--involve existing parent organization (optional) (S)
2. Decisions on recruitment policies (S)
--test policies against objectives
--decide on general types or pools of volunteer service (regular, on-call, talent bureau) (S)
3. Preparation of recruitment letter with attached questionnaire (P)
(see sample letter and questionnaire in appendix)
4. Organization of files of volunteers in each pool (P)
5. Evaluation of recruitment procedures (P)
--publish list of volunteers to staff
--assess success of procedure (S)
--plan, if necessary, to enlarge initial pool by alternate recruiting procedures, e.g., telephone, interview, or home visit (P)

PHASE

1. Initial meeting with volunteers
 - explain objectives, advantages of plan (S)
 - outline general procedures (P)
 - answer major concerns of parents (S)
 - discuss policies concerning assignment, responsibility, confidentiality, attendance procedures, etc. (P)
2. Assignment (or selection) of volunteers for each teacher or team (S)
3. Preparation of pupils for volunteer participation
 - establish role and responsibility of volunteers (T)
 - clarify discipline and procedures (T)
4. Preliminary visit(s) of volunteers to assigned areas (T,V)
 - discuss program, organization, supplies, etc. (T)
 - assign and discuss initial tasks (T)
 - discuss mutual concerns (T,V)
5. Initial volunteer service
 - supervise volunteer tasks (T)
 - set up procedures for openness of communication (T,V)
 - assess volunteer's activities (T,V)
 - repeat, alter, or add assignments (T)
 - provide training for tasks where necessary (S)
6. Information to authorities and public concerning initial phase of program (P)

CE PHASE

1. Subsequent regular participation by scheduled volunteers (V)
2. Procedures for "promoting" volunteers to more demanding tasks
 - assess ability and reliability of volunteer and needs of the classroom (T)
 - determine and reflect interests of volunteer (T)
 - maintain open communication (T,V)

3. Planning of informal training sessions as required to carry out specific roles (remedial, audio-visual, library procedures, etc.) (S)
4. Procedures for dealing with major difficulties
 - maintain frank discussion of concerns and revise tasks as required (T)
 - reassign certain volunteers after consultation with staff (P)
 - recruit from on-call corps to fill in for emergency absenteeism (P,T)
5. Procedures for involving "on call" pool (a) as replacements; (b) for special periodic needs (P)
6. Procedures for classifying resources of "talent bureau" and making information available to staff (P)
 - plan general procedures for contact with resource volunteers (S)
 - consider use of a volunteer for contacts (S)
7. Attention to staff requests for additional regular assistance
 - conduct second "wave" of recruitment (P)
 - explore possibility of volunteers as recruiters (P)
 - assess possible transfer from other pools to regular pool (P)

EVALUATION PHASE

1. Development of evaluation procedures
 - reaffirm priority of objectives (S)
 - analyze effectiveness of daily evaluation and communication (S)
 - identify main criticisms and weaknesses (S)
2. Meeting of principal (or staff) and volunteers after initial implementation
 - establish purpose and suitable interval after initial meeting (P)
 - explore informally expressed attitudes and outcomes from parents' point of view (S,V)
 - discuss criticisms, suggestions, and questions from volunteers (S,V)

3. Assessment of outcomes of above meetings, and modification of procedures as merited (S)

4. Formal evaluation in keeping with priority of objectives (6 - 10 months)
---assess attitudes of parents, teachers, pupils (S)

--assess effectiveness of volunteer service on extension of help to teachers (S)

--measure changes in teacher activity, i.e., time spent in various functions (see taxonomy, observation schedule, and manual)

--measure changes in amount of time spent by adults with individual pupils (T)

--measure changes in amount of time pupils spend in major activities, e.g., oral reading (T)

---assess effects of program on pupil performance (S)

5. Evaluation of the model (S)

TENSION PHASE

1. Revision of model in light of evaluation (P)

2. Analysis of need for special forms of coordination of program
--assess additional administrative load (P)

--consider relationship to existing parent groups (S)

--consider use of one or more volunteers as coordinators (S)

--assign specific coordination roles to staff (S)

3. Addition of subsequent groups of volunteers
--assess need for additional help (S)

--assess use made of on-call and "talent bureau" pools (S)

--record other major changes (S)

4. Procedures for transferring certain learning activities to homes (optional)

--organize group training sessions (S)

--prepare or provide parents' manual (S)

--hold problem sessions (S)

--involve parents in evaluation of their work (S)

5. Extension of model to meet broader or more specific needs
--assess potential for special education, individualized instruction, supervision to permit staff time for curriculum development, etc. (S)

6. Policies and procedures concerning visitors (teachers and others) wishing to observe the program. (S)

7. Development of basic organizational structure needed to maintain program into new school year without "re-starting" the model (S)
8. Consideration of formal recognition of volunteers' service (S)
9. Preparation of year-end report to board of education, press, parents and the community (S)
 - consider value of having an oral report made to board by a committee (principal, teacher, volunteer parent) (S)
 - invite press to observe and describe program (P)
 - document major aspects of program for school records, to include samples of forms, materials, and letters used during the introductory year (P)

APPENDIX D

DIVISION COORDINATOR REPORTS

June 28, 1978

Volunteers have been recruited and trained to work in the following schools:

1. Isaac Brock
2. Sargent Park
3. La Verendrye
4. Harrow
5. Montrose
6. Robert H. Smith
7. Brock Corydon
8. Cecil Rhodes - Queenston
9. Tyndall Park

Prior to the initiation of a successful school volunteer program, the staff and coordinator of volunteers must meet to assess the resources of the school and the community as they relate to the needs of children. At this time, important decisions must be made by the staff with respect to organizing volunteer participation: i.e. the purpose and function of the school volunteer program has to be clearly defined. At this time the staff and coordinator discuss how the school program can benefit by utilizing volunteers. Where there is a readily observable need for school volunteers services and these services can be translated into clearly defined jobs for volunteers, the involvement of volunteers can begin almost immediately. However it takes conviction and commitment to develop truly effective volunteer activities.

The coordinator of volunteers is responsible for recruiting the volunteers, their orientation, training, and supervision.

Isaac Brock

Eighty-two volunteers have participated actively in enriching the school's program. These men and women have provided assistance to 175 individual children who required remedial help. These volunteers assisted children in specific areas of need:

1. basic reading skills; phonics, sight word mastery, structural analysis
2. auditory discrimination and memory
3. visual discrimination
4. fine motor development
5. gross motor development
6. spelling
7. computational skills
8. composition
9. oral reading
10. language development

Volunteers have made it possible for the students to participate in a variety of interesting science and social studies projects. These people researched the availability of community resources as they related to the curriculum. Through the efforts and diligence of the volunteers many students were able to participate in a number of "hands-on" experiences.

The volunteers plan and carry out an exciting crafts program. Mr. John Hatcher, Art Consultant, has been outstanding in his assistance in the development of craft programs. He has provided workshops, books, materials, and direction for the volunteers. Without his assistance in working with these volunteers, the crafts programs would not have met with such overwhelming success.

Volunteers have been trained to work in the Nursery, Kindergarten and English Second Language classrooms. These volunteers provide for the children, the specific type of assistance they require.

Volunteers assist in the Early Identification Screening Program which takes place in the fall. These volunteers are recruited and trained in June, so that in September, while the child's parents meet with the Kindergarten teacher, the child goes through the screening tests. The volunteers are trained to do the gross motor screening, the Berry Visual Motor Test and the Harris-Goodenough.

Volunteers are involved at the Junior High level in the English, French and Health programs.

At the Junior High level, a Community Service option is offered to students. I worked with staff in locating suitable placement for the students, and in the supervision of the students in their various service placements.

A number of volunteers have also been actively involved in working as library assistants.

Argent Park

Forty-six volunteers at this school have participated in developing a number of programs.

During the winter months a Ringette program for elementary students was offered twice a week from 11:30 - 1:00. The volunteers organized and supervised this program.

In April the primary staff expressed a desire to provide swimming instruction for their students. The volunteers participated in the organizing and carrying out of an instructional and recreational swimming program at the Argent Park Pool two afternoons a week.

The volunteers have also been active in providing individual assistance to students requiring remediation in basic skill areas.

The Learning Games Program begun last year with only several classes participating has been expanded to include children from all classes.

The "shoe troops" (students helping other children) program, begun last year has been continued and expanded. These shoe troops are Junior High students who assist elementary children daily from 11:30 - 12:00.

The volunteers have also been active in making materials for use by the classroom teachers.

In response to a need expressed by parents in the Sargent Park Community for a Lunch and After School Program, I worked with the Advisory Council to develop this program. In addition to paid staff (funded by a Canada Works Grant) we felt that it was important to develop a volunteer component so that the program could continue when the grant money had been spent. Volunteers were recruited and we were fortunate in locating 16 people who assist 2 per day every 8 days from 11:00 a.m. - 1:30 p.m. and other 14 who could assist 2 per day from 4:00 - 6:00 p.m. These people were trained by staff from the Y.M.C.A. so that they could carry on an interesting and creative program with the children.

La Verendrye

We have been successful here in meeting the school's goal of keeping the mini-gym open every day. This involved recruiting and training fifteen volunteers.

There are in addition 6 volunteers working with children in basic skill areas.

Another dimension was added to the job description of the 8 library volunteers. These volunteers attended 2 story-telling workshops, given by Laurel Westcott and returned enthusiastic about developing a story-telling program in the school. As a result, almost all students in the school were able to visit the library often for imaginative and inspiring story-telling experiences.

Harrow

At this school a major priority has been the development of a centre designed to enrich the kindergarten program. Volunteers were included in planning and designing the centre. These same volunteers followed through by helping set up the area, and by making materials for use by the children who would be coming to the centre.

In order to have the centre open at all times when the kindergarten children were at school, volunteers were recruited to serve 1/2 day per week. These volunteers were trained in the use of all materials in the centre, and thus the kindergarten children are able to participate in an interesting and creative program.

The Learning Games Program, begun last year has been continued and expanded.

The volunteers who assist in the library also attended story-telling workshops and are offering story-telling sessions to all children.

Volunteers are active in assisting children in basic skill areas.

An imaginative and creative art program has been carried out by volunteers.

Montrose

The volunteer program at the school has expanded rapidly. There are forty active trained people who respond to the school's needs.

The presence of this group has made it possible to make available to children a number of programs. There is an extensive arts and crafts program available to all K-3 children weekly. These volunteers attend workshops with John Hatcher, plan and carry out an exciting program. As well, volunteers carried out a Creative Movement and Drama Program.

Volunteers have made it possible for 40 children to receive individual assistance in basic skill areas.

A creative playground has been designed and built by parent volunteers.

Brock Corydon

Two meetings with staff were held to identify ways in which volunteers could be involved. The priority which emerged from these meetings was a need for competent, trained people, who could assist children in locating materials for specific projects. Due to the fact that the Librarian is present in the school only 2 days per cycle it was felt that volunteers working in the library could make a real contribution if they were able to assist children coming to the library to do research. It was agreed that this would necessitate some intensive training for the volunteers. A meeting was held with the volunteers to discuss this possibility. Their enthusiasm and willingness to participate lead to the organization of several workshops with Idella Sutter, consulting librarian. There are at present 20 volunteers participating in this project.

Tyndall Park

This school has an active core of 62 volunteers who come to school weekly to offer assistance. Sixty children receive individual assistance from volunteers trained to work with children in basic skill areas. As well volunteers have made it possible to provide :

1. crafts program
2. gross motor program
3. language development program
4. visual discrimination program
5. auditory discrimination and memory program
6. fine motor program
7. kindergarten readiness program
8. library assistant's program
9. materials assistant's program

Fifteen Volunteer parents from this school were specially trained by personnel at the Museum of Man and Nature to conduct small group tours of the Museum. As a result, children from the school were able to visit the Museum in small groups of 6-8, and to enjoy a positive educational experience.

Two handbooks (enclosed) have been developed for volunteers working in the school. The first, is a general handbook for all school volunteers, and the second is one which relates specifically to those volunteers working in the Kindergarten classrooms (enclosed).

Robert H. Smith

This school has an active group of 55 volunteers. This group has made it possible for the school to develop many programs to assist the children and to enrich their school experience.

1. Perceptual Motor Program involves 9 volunteers on a weekly basis. This program is designed to improve basic coordination. The volunteers are trained to know what is expected of each child, to spot difficulties and to be sure that each child has worked through the task outlined for a particular station.

2. Reading Program - 14 volunteers each come 1/2 day per week to assist individual children in developing basic reading skills. These volunteers have made it possible for 70 children to receive assistance on an individual basis. As well another 10 volunteers come 1/2 day each week to work with small groups of children on projects designed to enrich the reading program.

3. Mathematics Program - 5 volunteers each come 1/2 per week to assist individual children with basic math skills.

4. Five volunteers have participated in the kindergarten program. These volunteers have planned and carried out special programs for the children and have assisted in the classroom.

5. Fifteen fathers have spent several evenings at the school constructing dividers, book cases, and other furniture for classroom use. Several evenings were also devoted to making games for use in the classrooms.

6. The library has 19 volunteers who assist in the day to day operation of the library as well as assist children in locating appropriate materials and books.

Queenston School

Queenston has a small, but active core of 10 volunteers who make it possible for all children to participate in the perceptual motor program. Similar to the one at Robert H. Smith. The success of this program has led to a request, by the staff, for an increase in volunteer activities beginning in September 1973. An initial planning meeting has been held and we hope to expand the program here.

Cecil Rhodes

The major volunteers at this school are junior high students. These students devote 2 periods each cycle to working with younger children in developing basic skills. A special handbook was written for these junior high volunteers (enclosed).

A learning games program, run by parent volunteers has been most successful. Volunteers have been active in assisting in the crafts program.

Next year, I hope to have more time available to work at this school. Recruiting parent volunteers in this area will require a great deal of time, effort and dedication.

The programs were evaluated in the schools using the form enclosed. Generally, the volunteers were most satisfied with the program in which they participated and plan to return next year, conditions permitting. Their suggestions for improving the schools' volunteer program will be considered and acted upon, where possible.

In addition to coordinating the activities of volunteers with in the schools, I have also:

- a) become an active member of the Isaac Brock STP Committee, the Sargent Park Community School Association
- b) attended meetings of the Robert H. Smith Parents' Advisory Group, the Montrose School Parents Advisory Group, and the Tyndali Park Community School Association
- c) served as a resource person in workshop on "Organizing School Volunteer Programs for:
 1. St. James School Division
 2. Nursery and Kindergarten Teachers and Administrators - Area III
 3. Lord Selkirk School
 4. River Elm School
- d) assisted the provincial government with the planning for and training of 12 coordinators of volunteers hired for summer projects.

Respectfully submitted

Gail Corne

Volunteers have been recruited and trained to work in the following schools:

1. Isaac Brock
2. Sargent Park
3. La Verendrye
4. Harrow
5. Montrose
6. Robert H. Smith
7. Brock Corydon
8. Cecil Rhodes
9. Queenston
10. Tyndall Park
11. Weston
12. Gladstone
13. Sir John Franklin
14. John Dafoe

Before a volunteer program can be introduced successfully into the school, the staff and coordinator of volunteers must meet to determine the purpose of the program, set the goals and objectives of the program, look at strategies for reaching objectives, and make decisions about implementing the program. The staff and coordinator together decide what will be done, who will do it, when it will be done, and how it will be done.

The coordinator of volunteers is responsible for:

- (1) assisting the staff in identifying needs of the children which can be met by volunteers
- (2) translating these needs into clearly defined job descriptions which can be communicated to the volunteer community
- (3) recruiting the volunteers
- (4) orientations, training, and on-going support of the volunteers
- (5) evaluation of volunteer programs with staff and volunteers
- (6) recognition of volunteer services

Isaac Brock

Ninety-one volunteers have participated actively in enabling this school to meet the needs of many children and enrich their school experience. These men and women have provided assistance to 184 individual children. These volunteers assisted children in specific areas of need:

1. basic reading skills
2. early childhood skills
3. auditory discrimination and memory
4. visual discrimination
5. fine motor development
6. gross motor development
7. spelling
8. arithmetic skills
9. composition
10. oral reading
11. language development
12. perceptual motor development

Volunteers have made it possible for the students to participate in an enriched social studies and science curriculum.

Volunteers have planned and carried out a stimulating crafts program.

Volunteers have been trained to work in the Nursery and Kindergarten classrooms. These volunteers work with individual children providing them with assistance in developing early childhood skills. We hope to expand the role of these volunteers into the community, i.e. develop a plan so that they can make other parents aware of the kinds of activities that can be done at home with children.

Volunteers assist in the Early Identification Screening Program which occurs in September. These volunteers are recruited and trained in June. In September while the child's parents meet with the Kindergarten teacher, the child is tested by the volunteers. The volunteers are trained to do the gross motor screening, the Berry Visual Motor test and the Harris Goodenough.

Volunteers are involved at the junior high level in the English, and Health programs, and also in several of the option programs, e.g. crafts, sports.

The library has also received excellent assistance from a number of well-trained volunteers.

Sargent Park

This school is facing many changing needs as the community around the school changes. A number of non-English speaking families have moved into this community, and thus a high priority need has become support for the children of these families as they enter the school. To meet this need, volunteers were recruited and trained to work with these children in developing English language skills.

A number of recreation programs have been developed by volunteers.

1. A Ringette program was offered twice a week from 11:30 - 1:00. The volunteers organized and supervised this program.
2. A swimming program was organized by volunteers for primary classes. Through the efforts of these volunteers the children were able to participate in an instructional and recreational swimming program.

Volunteers have provided individual assistance to students requiring remediation in basic skill areas.

The "shoc troops" (students helping other children) have continued their excellent work. These shoc troops are junior high students who work with individual elementary students daily from 3:00 - 3:30.

The volunteers have been active in making materials for use in classrooms.

La Verendrye

The volunteers at this school work 2 per ½ day in the mini-gym. All of the nursery, Kindergarten, and grade one children are thus provided with an opportunity daily to make use of this facility.

Eight volunteers come in ½ day per week to work with individual children in developing basic skills.

Ten volunteers come in ½ day per week to run a special remedial reading program. Each of these volunteers works with a group of four children whose reading achievement is below grade level.

The library volunteers have continued their excellent story-telling program.

Harrow

Volunteers once again organized and ran an early childhood centre, designed to enrich the Kindergarten program.

The Learning Games Program began last year has been continued and expanded to include all classrooms.

Volunteers have operated the library each day and have continued and expanded their story-telling program.

Six volunteers serve as assistants to the resource teacher. These volunteers work with individual children to develop basic skills.

Volunteers are providing a stimulating art program as well as an art appreciation program.

Montrose

Fifty volunteers are actively involved meeting the needs of the school.

These volunteers have provided:

- (1) individual assistance to children in basic skills areas
- (2) an arts and crafts program
- (3) a creative movement and drama program
- (4) a perceptual motor program
- (5) a gymnastics program

The creative playground designed and built by the parents last year has had additional stations built this year.

Brock-Corydon

This school has continued to expand the role of the library volunteers. These volunteers have been trained to assist children with research, are enthusiastic about this new aspect of their job description.

The staff is now ready to have volunteers expand into other areas of the school. Several Montrose volunteers were invited to speak to the staff about their role as volunteers at Montrose. The staff, following this presentation were enthusiastic about meeting needs of students through the use of volunteers.

There is in addition a perceptual motor development program run one afternoon each week by volunteers.

Gladstone

Twelve volunteers participated weekly at the school providing individual assistance to children. These volunteers were involved in the Kindergarten program; they provided necessary individual attention to students in a special remedial reading and language programs.

Cecil Rhodes

Junior high students are the major volunteers in this school. These students work with individual students in developing basic skills. The junior high students receive special training for their volunteer service and a special handbook has been written for them (previously submitted and on file).

Parents are also active as tutors in basic skill areas. As well the parents have continued and expanded the learning games program. Volunteers are actively involved in the crafts program.

Recruitment of volunteers in this area of the city has been difficult. Several approaches have been made to the Bluebird Lodge, but at this date, we have no commitment from any of the residents of this Lodge.

Queenston

At this school an active group of volunteers provide an enriched program in reading, arithmetic, and language skills for the students.

Volunteers are also working in the Kindergarten to develop readiness skills.

The volunteer corps makes it possible for every child, K - 3, to participate weekly in a perceptual motor program.

There are thirty-six volunteers who work one-half day per week at the school, as well as seventy who are on call to serve as spares, as resource persons in an enrichment or special interest topic, as specialists to give assistance to students in using research and reference materials.

Sir John Franklin

Volunteers at this school made it possible for the children to participate in a special area of Learning Centres. Two volunteers were present each half day to enable the students to fully utilize these learning centres.

As well volunteers worked with individual children to improve basic skills.

Weston

This school has a number of high school students who provide excellent volunteer service to the children in the area of Physical Education and Recreation. These students from Daniel McIntyre provide an excellent program of gym activities for the young students.

We have also been successful in recruiting a number of parent volunteers to work in the school. There are four parents who work one-half day each week in the nursery, four parents who work one-half day per week in the Kindergarten, and five parents who work one-half day each week in the English Second Language classroom.

As well, eight parent volunteers made it possible for all the children to participate in an extensive arts and crafts program which included working with clay, tie dyeing, microphotography, woodwork, cooking, string art.

Robert H. Smith

Eighty volunteers have been actively involved in developing and carrying out a number of programs to enhance and enrich the children's learning experiences.

Volunteers are involved at every level in this school working with children to develop basic skills. A perceptual motor program is run weekly by volunteers. Every child, K - 3, participates in this program.

Twenty volunteers each come one-half day per week to assist individual children in developing and improving basic reading and language skills.

Volunteers are actively involved in the Kindergarten program providing many special programs for the children, as well as working with small groups to develop readiness skills.

Eighteen fathers spent several evenings working at the Rockwood Resource Centre making materials for use by the children in the classrooms.

The library volunteers as well as assisting in the daily operation of the library have expanded their role to include leading discussions with groups of children. (~~See note Robert H. Smith~~).

(Notes: Robert H. Smith)

Volunteers at Robert H. Smith made it possible for all children, K - 6, to participate in a variety of mini-courses. Through the use of volunteers students were able to participate in mini courses on:

1. puppetry
2. photography
3. batik
4. embroidery
5. knitting
6. rug hooking
7. macrame
8. cribbage
9. pottery
10. drama

Tyndall Park

This school has an active corps of eighty-four volunteers who come to the school weekly to offer assistance. Seventy-seven children receive individual assistance from volunteers trained to work with children to develop basic skills. In addition volunteers have made it possible to provide:

1. gross motor program
2. crafts program
3. language development program
4. visual discrimination program
5. fine motor program
6. auditory discrimination and memory program
7. library assistant's program
8. Kindergarten assistant's program
9. materials assistant program
10. communication and call-back program.

The parent volunteers are assisting in developing a resource bank for the school. In order to do this they are canvassing the businesses and homes in the community with the forms enclosed.

Weston and Montrose schools will be undertaking a similar project in September, 1979.

The volunteers evaluated the programs in the schools in which they worked. (Forms enclosed.) The response was very favourable and many of our volunteers will be returning. Where possible suggestions received from the volunteers for improving the programs will be considered when planning for next year.

In addition to coordinating the activities of volunteers within the schools I have:

(a) become an active member of the Isaac Brock S.T.P. Committee, the Sargent Park Community School Association and the Tyndall Park School Community Committee.

(b) attended meetings of the Weston School Parents' Advisory Committee, Robert H. Smith Parents' Advisory Committee, Montrose Home and School Association.

- (c) conducted workshops (in "Effective Use of Volunteers in the School" for
 1. Shamrock School - St. Boniface S.D.
 2. Selkirk Junior High School
 3. Pinkham School
- (d) completed a ten week course in "Effective Management"
- (e) participated in the provincial government's training program for coordinators ~~by~~ volunteers hired for summer projects.
- (f) planned (with J. Field, Physical Education Resource Teacher) a course which will be taught by J. Field and G. Corne in the junior high department of Isaac Brock beginning in September, 1979. (outline enclosed)

Respectfully submitted

Gail Corne

June, 1981

Volunteer
Co-ordinator

During the past year, the co-ordinator of volunteers has been responsible for

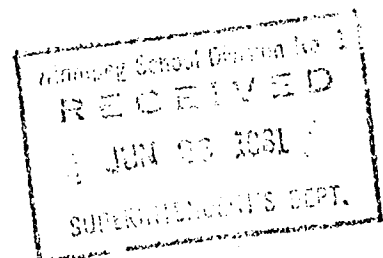
1. planning with school staff for the development and implementation of volunteer programs
2. recruiting and interviewing potential volunteers
3. orientation and training of volunteers
4. supervision and evaluation of volunteers and volunteer programs
5. follow-up and recognition of volunteers
6. publicity and community relations to promote volunteerism and the volunteer programs in the Winnipeg School Division

This year volunteers have worked in the following schools:

1. Tyndall Park Community School
2. Isaac Brock School
3. Robert H. Smith
4. Montrose
5. Brock Corydon
6. Queenston
7. Sir John Franklin
8. Wolseley
9. Gladstone
10. La Verendrye
11. Sargent Park
12. Garden Gove
13. Shaughnessy Park
14. Weston
15. Harrow
16. Cecil Rhodes

Volunteers have worked in the schools to provide

1. tutoring for children in reading and mathematics
2. auditory discrimination and memory programs
3. visual discrimination programs



4. Kindergarten assistant's program
5. Nursery assistant's program
6. library assistant's program
7. gross motor programs
8. fine motor programs
9. speech therapy follow-up
10. communication and call-back programs
11. crafts program
12. language development programs
13. games centre programs
14. folk dance programs
15. developmental fitness programs
16. materials assistance program
17. outdoor education and camping programs
18. first-aid programs
19. writing centre program
20. music centres program
21. specialized programs for ESL students
22. baby-sitters' course for elementary students

In addition to coordinating the activities of the volunteers within the schools I have:

- a) been an active member of the Tyndall Park Community School Committee
- (b) participated in two evening seminars for parents and teachers in the St. James School Division. The purpose of these meetings was to assist the parents' groups with the development of a request for a coordinator of volunteers for the St. James area.
- c) assisted with the production of a slide-tape presentation "Volunteers in the ESL classroom"
- d) taught the Capon program to Isaac Brock junior high students
- (e) presented a workshop at SAG, "The Volunteer in the Nursery and Kindergarten Classrooms"
- (f) presented a workshop at the February ESL conference at the University of Manitoba - "The Role of the Volunteer in the ESL Classroom."

Respectfully submitted

ers

Report of Coordinators of Volunteer services

June, 1983

In 1982-83, volunteer services became an integral component of many programs in a large number of schools. The existing programs were consolidated and extended and new programs were initiated to meet changing needs and educational goals.

Coordinators of volunteer services provide the following types of assistance throughout the division:

1. workshops with school staffs on how to effectively involve volunteers in school programs
2. planning sessions with staff to determine goals and objectives of volunteer programs, as well as:
 - a) identification of jobs for volunteers
 - b) development of job descriptions
 - c) school guidelines and procedures
 - d) possible future programs involving volunteers.
3. recruitment, interviewing and placement of volunteers
4. orientation and training
5. integration of volunteers, on-going supervision and follow-up of volunteer activities
6. recognition of volunteer services
7. community and public relations for the program.

Participation and level of involvement of the coordinators varies according to the needs of the school and the community. The following schools have utilized the services of the coordinators to varying degrees:

Aberdeen	La Verendrye
Adult Education Centre No. 1	Lord Selkirk
Adult Education Centre No. 2	Luxton
Brock Corydon	Montrose
Carpathia	Queenston
Cecil Rhodes No. 2	River Elm
Champlain	Riverview
Dufferin	Robert H. Smith
Earl Grey	Sargent Park
Faraday	Sir John Franklin
Florence Nightingale	Strathcona
Garden Grove	Tyndall Park
George V	Wellington
Gladstone	Weston
Glenelm	Wolseley
Grant Park	Child Guidance Clinic
Harrow	William Whyte.
Isaac Brock	
Inkster	
Kelvin	
King Edward	

Programs in which volunteers participate:

1. individual or small group tutoring in basic skills
2. English-as-a-Second Language
3. developmental fitness
4. gross motor skills
5. auditory and visual discrimination skills
6. crafts: cooking, sewing, knitting, baking, weaving, macrame, gardening, pottery, etc.
7. music
8. physical education: aerobic dancing, folk dancing
9. production of learning materials
10. educational games
11. library
12. nursery
13. kindergarten
14. testing: fitness, auditory, readiness skills, etc.
15. speech
16. field trips
17. camping
18. computers

Program Initiatives:

X 1. Business-Education Partnership at Aberdeen Junior High School

The possibility of realty salespersons becoming involved as volunteers in a core area Junior High School was explored with David Stevenson, President of S.S. Stevenson Realtors. The coordinators were invited to make a presentation to the sales staff and 14 people volunteered to participate in the school. These volunteers made it possible for students to learn about their community and city in ways which would not otherwise have been possible. This program met all established goals and was successful beyond expectation.

We hope to establish similar business-education partnerships next year.

2. Criminal-Law Education Project

With the assistance of community volunteers Grade V and VI students at Tyndall Park Community School participated in a law option course. This option included interaction with all aspects of the community youth legal system.

This program met all objectives successfully and plans are underway to extend this project to other interested schools.

3. Discount card for Volunteers

Modelled on a program done on a statewide basis in Florida, a discount card has been developed for all school division volunteers. The coordinators have contracted with a number of cultural groups and retail businesses to offer a predetermined discount to volunteers.

The coordinators have also:

1. developed a coordinated out reach program with Stella Mission personnel
2. participated on the Community Contact committee of Winnipeg School Division
3. developed a Reading Handbook for all school volunteers
4. developed a system of registering and screening all school volunteers
5. participated in Faculty of Education seminars at the University of Winnipeg on Effective Involvement of Volunteers
6. participated in a workshop for leaders at the Native Educators Conference
7. developed a proposal to utilize volunteers to effectively orientate parents new to the school and/or the country.

Respectfully submitted

Gail Corne, Anita Neville
Coordinators of Volunteer Services,
The Winnipeg School Division No. 1

COORDINATORS OF VOLUNTEER SERVICES - REPORT JUNE, 1984

Gail Corne
Anita Neville

In 1983-84 volunteer services continued to be an integral component of many programs in a large number of schools. Existing programs were continued and expanded and new programs were initiated to meet changing needs and educational goals. This year 2,500 volunteers participated in Winnipeg schools.

Coordinators of volunteer services provide the following types of assistance throughout the division:

1. Workshops with school staffs on how to effectively involve volunteers in school programs.
2. Planning sessions with staff to determine goals and objectives of volunteer programs as well as:
 - a) identification of jobs for volunteers.
 - b) development of job description.
 - c) school guidelines and procedures.
 - d) possible future programs involving volunteers.
3. Recruitment, interviewing and placement of volunteers.
4. Orientation and training.
5. Integration of volunteers, on-going supervision and follow-up of volunteer activities.
6. Recognition of volunteer services.
7. Community and public relations for the program (see below).

Participation and involvement of the coordinators varies according to the needs of the school and the community. The following schools have utilized the services of the coordinators:

Aberdeen	Garden Grove
Adult Education Centre No. 2	George V
Andrew Mynarski	Gladstone
Argyle	Glenelm
Brock Corydon	Grant Park
Carpathia	Grosvenor
Cecil Rhodes No. 2	Harrow
Champlain	Hugh John McDonald
Clifton	Isaac Brock
Dufferin	Inkster
Earl Grey	Kelvin
Faraday	King Edward
Florence Nightingale	LaVerendrye

Lord Roberts	Riverview
Lord Selkirk	Robert H. Smith
Luxton	Sargent Park
Machray	Shaughnessy Park
Margaret Scott	Sir John Franklin
Montrose	Stratheona
Norquay	Tyndall Park
Pinkham	Wellington
Principal Sparling	Weston
Queenston	William Whyte
River Elm	Wolseley
River Heights	Child Guidance Clinic

Programs in which volunteers participate:

1. follow-up with students from the Diagnostic Learning Centre. This program requires that a volunteer spend 1 hour twice weekly with the student assisting him/her consolidate the progress made at the DLC.
2. River Heights Language Arts outreach program with Seniors.
3. individual or small group tutoring in basic skills.
4. English-as-a-second-language.
5. developmental fitness.
6. gross motor skills.
7. auditory and visual discrimination skills.
8. crafts: cooking, sewing, knitting, baking, weaving, macrame, gardening, pottery, etc.
9. music.
10. physical education: aerobic dancing, folk dancing.
11. production of learning materials.
12. educational games.
13. library.
14. nursery.
15. Kindergarten
16. testing: fitness, auditory, readiness skills, etc.
17. speech.
18. field trips.

19. camping.
20. computers.
21. Aberdeen partners in education.

1984 Initiatives

1. Public Relations and Community Relations

Due to an increased demand for volunteers, it became necessary to emphasize the public visibility of the program as an aid to recruitment. To this end, further initiatives were taken with the business community and discussions have been entered into with life insurance underwriters and realty salespersons. Several presentations were made at Seniors' Residences and to a number of church and community service groups. The coordinators set up information booths at the Manitoba Life Underwriters' Annual Sales Congress, the University of Manitoba, the University of Winnipeg, Women's Expo at the Convention Centre, and The Bay Seniors' Day. Aspects of the Winnipeg School Division Volunteer Program were highlighted on CKND Seniors' Hours, CBC 24 Hours and CBC Information Radio. Canada Safeway included in their advertising our requests for volunteers.

New materials have been developed to meet changing needs and times. The Handbook for Volunteers has been updated and the Care-Share pamphlet has been revised. New publicity handouts have been designed to appeal to the interests of particular constituencies.

2. Diagnostic Centre Volunteers

A major new aspect of the overall school division volunteer program has been the provision of a volunteer component at the Diagnostic Learning Centre. Twelve volunteers are required every 6 weeks to be matched on a one-to-one basis with each child admitted to the diagnostic centre. Coordinators must have some knowledge of each child, his/her individual needs and learning program in order to recruit the appropriate volunteers. Recruiting for these children must be targeted to special groups with appropriate skills and interests.

Volunteers for the learning centre students receive an orientation to the centre, which deals with its goals, procedures, policies and methods of operation. As well, they are individually trained by centre staff to meet the special needs of each child.

When the child returns to his/her home school, the volunteer then attends an orientation at the school with a coordinator of volunteer services, the resource teacher, the classroom teacher and often the principal. The coordinator then oversees the integration of the DLC volunteer into the regular school program and monitors the continual process.

Inservices for Volunteers

Three division-wide inservices for volunteers were held for the first time this year. They took place at the David Livingston School and were given by Ms. Katie Fraser, Early Childhood Education Consultant with the division. The first session in the fall dealt with Language Development, and the later two sessions covered the topics "The Volunteer and Reading". Approximately 125 volunteers attended each session. Each volunteer was asked to fill out an evaluation form and these were uniformly positive and generated requests for further inservices on a wide variety of topics. Planning has already taken place for future inservices and a tentative schedule and outline of topics to be covered has been drawn up.

4. New York Life Insurance Co. - Hugh John McDonald School

Plans are underway to develop a business-school partnership using staff of N.Y. Life as volunteers at Hugh John McDonald. Several recruiting and planning meetings have been held, and an early September beginning is planned for this program.

5. River Heights Language Arts Outreach Program with Seniors

Fifty senior members of the South Winnipeg Community were recruited to participate in the grade seven language arts outreach program. This program was designed by Tannis Baxter and Audrey Burchuck and involved pairing grade 7 students with seniors to share language arts activities.

6. Criminal Law Education Project

This was expanded to include Weston School and River Elm School. As well, a mock trial was developed and presented as part of the project.

7. Discount Card for Volunteers

The discount card was introduced to volunteers in September, 1983 and was well received by both volunteers and participating businesses. Efforts have been made to expand the number of participating retail businesses for 1984-85.

8. Recognition

One thousand volunteers attended the recognition reception at the Holiday Inn (Downtown). Increased planning went into the structure and organization of the event so that everyone could be accommodated comfortably. An added feature of this year's reception was the inclusion of door prizes.

Additional Activities

1. Consultation and planning with core area education officer to facilitate expanded services in the core area.
2. Presentation at the Manitoba Association of Home & School Organizations.

APPENDIX E

BRIEFS FOR FUNDING IN THE 1976 BUDGET

BRIEF PRESENTED TO SCHOOL BOARD MEETING FEBRUARY 17th. 1976.

In the early 1970's many of those involved in volunteerism either as volunteers or in the promotion of volunteerism, faced the fact that if there were no changes made within the current volunteer services system, the future of volunteerism would appear to be in a state of gradual decline

Volunteers felt the value of their work was not sufficiently recognized either by the community or, more especially, by the professionals with whom the volunteers were working. They felt a great deal of work needed to be done in helping professionals learn how to use volunteers more effectively.

Several meetings were held with agencies whose programs made use of, or could make use of, volunteer services, to discuss their use of volunteers and to explore a tentative proposal to place coordinators within some of these agencies.

In 1973 the Coordinators of Volunteers Project was established. This was a one-year demonstration project carried out under the auspices of the Volunteer Bureau in which three full-time coordinators were placed in the Family Bureau of Winnipeg, the Canadian Association for the Mentally Retarded, Winnipeg Branch, and the Society for Crippled Children and Adults of Manitoba, to develop their respective volunteer programs.

It was the coordinators responsibility to work with staff to develop volunteer programs.

The coordinator was responsible for the recruitment of volunteers, the placing in specific programs and the training of volunteers. The coordinator was also responsible for evaluating the overall programs and the individual volunteers.

During the demonstration period evaluative research was carried out by the Social Planning Council through a grant obtained from the External Programs Section, Division of Research, Planning and Program Development, Department of Health and Social Development.

The evaluation concluded that Coordinators can become the instrument to foster and develop innovative volunteer programs if agencies make volunteer services a high priority and allow coordinators more freedom in program planning. It further concluded that if agencies cannot meet this challenge, the future of volunteerism looks grim and agencies faced with rising budgets and tighter funding arrangements may not have the human resources to carry out a full program of services.

The project has developed further since 1973. There are now coordinators in the Children's Aid Society of Winnipeg, Klinik, the Y.W.C.A. and the Age and Opportunity Centre, to name a few, as well as School Division #1, the reason the Volunteer Bureau is

represented here this evening.

In 1966 the Volunteer Bureau had initiated a volunteer program in School Division #1. The program started with 10 volunteers assisting in Kindergarten classes of 8 schools.

The Bureau coordinated the program for 6 years and in 1972 it was turned over to the School Division with the hope that they would hire a coordinator with the necessary skills to further develop the program. This didn't happen and the volunteer program in our opinion remained static for the next couple of years.

With the Coordinators Project well on its way and having proven successful, we approached School Division #1 to again consider hiring a coordinator of volunteers whose specific responsibility would be to develop and maintain a good volunteer program.

In October 1974 the Volunteer Bureau entered into a similar arrangement with School Division #1 as it had with the agencies and I would like to quote from a letter written to Mr. Harold Pollock, superintendent of Area 3 at that time.

This particular project has been perhaps one of our most successful. While a written evaluation has not been done we are well aware of some of the facts:

That Isaac Brock School, for example, who had, I think, one

volunteer when the program started now has over 100 and that over 300 students have benefited from the service of these volunteers.

I would have presumed before a program such as this one was cut from the budget that an evaluation would have been asked to be done regarding its effectiveness. However, as this was not done it must be assumed that it was simply a way to cut the budget without any thought as to why.

If we must look at it in dollars and cents, we must then also look at it in terms of the volunteer's contribution in dollars and cents.

There are approximately 100 volunteers working in Isaac Brock School. Each volunteer works a minimum of 2.5 hours per week or cycle. If you multiply this by the minimum wage of \$2.60 it works out to about \$650.00 per week or cycle. Considering the cost of the volunteer program in Area 3, and I cannot speak for Areas 1 and 2, as we were not involved, by cutting out the coordinator you would not be cutting down your expenditures but rather eliminating income.

Our experience with the coordinators project would indicate that when the coordinator is removed completely it is possible some programs might continue but probably at a reduced level and less efficiently, but many programs would collapse because the relationship developed between the coordinator and the staff provided a definite stimulus for growth.

While I know many of the people here this evening are concerned about the specific volunteer program in Isaac Brock School and of course the Volunteer Bureau is too because of our particular involvement, but we are also concerned with the overall picture. We saw this concept, that of a coordinator of volunteers, as a vehicle to involve volunteers in all schools, to the mutual benefit of the students, the volunteers and the community. We would therefore ask you to reconsider your decision regarding the Coordinator of Volunteers in Area 3.

BRIEF PRESENTED TO SCHOOL BOARD MEETING FEBRUARY 17TH, 1976

On behalf of the S.T.P. Committee and the parents of students at Isaac Brock School, I wish to present our views regarding the cutting from our budget of funds for the Volunteer Co-ordinator in our School. We feel strongly that this program is invaluable, not only for the children involved, but for the community as a whole. We understand that the School Board has been promoting community involvement in its schools, and this program has proven to be very effective in this direction alone. Not only is the individual child benefitting, but it has opened the doors of the School to the volunteers directly, and to the parents of the children in the program, and also to the other members of the community. We are very proud of our School staff for accepting the special funds you offered for this type of program, and are very impressed with the efforts made by them in organizing this program so efficiently, and feel it is unfair to them and to us to have these funds withheld now. We feel that the cost to us as taxpayers of a program like this (implemented in the early stages of a child's learning difficulties) is minimal compared to the expense of community workers, school psychologists, and possibly attention homes later in their development. The success that a child gains from this special help may keep him in school longer and more productively, thereby creating a more valuable member of society. In other words we feel it is an effective preventative program at the most crucial stage of a child's development.

As you probably realize, the program covers reading problems, speech difficulties, and gross motor and fine motor control development. At the nursery and kindergarten levels, teachers have found that some children can be up to two years below average maturity, both mentally and physically. Also assistance is given to the children making the transition from foreign cultures and languages to an English-speaking society. This need is growing, as more new Canadians move into our area every year.

We want it understood that the volunteers are working directly with the children. There is only one volunteer doing clerical work (a disabled man who is also benefitting from the program in the sense of being needed), and two library volunteers. There is no volunteer involved with marking papers or preparing lessons.

We also want it clearly understood that this program in no way lessens the teachers' work load. Quite the opposite is true. Teachers must plan programs for the volunteer in order for them to be effective. So each volunteer is carefully trained by either the resource teacher or the volunteer co-ordinator to insure proper teaching techniques and to ^{sure} ~~ke~~/the end result is reached as effectively as the resource teacher could do herself if she had the time. Last year the resource teacher in our School had 158 students referred to her for special help. With the help of volunteers the work can be even more productive and even more students can be affected by special help. For instance, those children learning English as a second language have the benefit of interacting with more English-speaking adults. In some cases the need is not a learning one but a socializing one, and this improves during the natural interplay that develops in group projects such as specially planned games and crafts. These activities are also specially planned to develop fine motor control at the same time.

In summing up, as parents and as taxpayers we feel it would be shortsighted and false economy to cut a program which is proving to be beneficial for such a comparatively small amount of money. The benefits to the children involved, to the parents of those children, to the school staff, and just as importantly to the community at large, make it imperative that you reinstate this item in your budget.

I S A A C B R O C K S C H O O L

February 17, 1976

Mr. Chairman and members of the Board,

It was with a measure of unbelief that Isaac Brock staff learned that the approximately \$3500 required to support the services of a Volunteer Co-ordinator in Area 3 on a half-time basis had been trimmed from the budget estimates for 1976.

There are numerous other cuts in the estimates which affect our school, such as deletion of the plans for a portable swimming pool operation at the primary level, but nothing about which our staff feels so strongly as this.

In October 1974 we were approached regarding the utilization of Mrs. Corne's services, and committed ourselves to the task of recruiting and operating a volunteer program under her direction, with the intent that this might become a model program other schools in Area 3 might choose to adopt or adapt. When you start with a listing of detailed needs that could be met with volunteer help and attempt to recruit persons for those specific needs, match personalities that can work together, give the volunteer training in specific skills and techniques that will be useful, monitor the progress of each program, produce new programs as new needs arise, conference with teachers, and are the contact in the school to whom the volunteers naturally turn, you are building on solid foundations, and that is why almost all our first year volunteers have returned this year, and why the numbers keep growing.

The program has given us as a staff real opportunity to assess the needs of our school community. Parents tell us they have gained insights as volunteers into ways they can help their own children at home. Most important, great numbers of our pupils have benefitted and are benefitting now. Several of our volunteers had the great satisfaction of seeing pupils they had worked with step up last June to receive "most improved pupil" awards.

We believe our volunteer program represents community involvement at its best. Our volunteers do not spend their time in clerical tasks; they are involved with children and their learning. A group of volunteers instructed in a variety of crafts for 225 children - a program "first", with supplies funded by a special grant from your Board. The 56 programs established to date this year have affected 3 of every 4 elementary children in the school, every elementary class, and three junior high classes. Our corps includes 14 of our own junior high pupils, and 10 senior high students serving elementary school practicums. All of the others are adults and all but 6 are parents of our immediate area. Eighty-three persons give help on a regular long-term basis. In all, 113 volunteers participate in the program, and all but four of these render direct service to children.

That is the program at stake, for there is no way that a healthy, flexible, growing program can be nurtured in the odd moments that the principal and vice-principal can devote. It requires a continuing input, though a lessening one, as other members of the staff take over some of the responsibilities. The volunteer co-ordinator is paid for 2½ days weekly service; Isaac Brock and Sargent Park share that time. Most of the preliminary planning for a co-ordinated volunteer program has been done at a third school.

We understand that this was designed to be a two-year trial; we are at the 1½ year mark. To our knowledge this program was never evaluated before the decision to cut it off. Those who are involved in the program - the staff, the volunteers, the pupils and parents were never consulted in any way. At the same time, the Division is considering the employment of a number of community workers in certain schools, whose functions will be somewhat similar to those of a volunteer co-ordinator.

The staff at Isaac Brock School are asking for a reconsideration of this budget item, and a re-instatement of the provision for a co-ordinator in Area 3.

Thank you.

APPENDIX F

WINNIPEG SCHOOL DIVISION HANDBOOK FOR VOLUNTEERS

Trustees

Ward 1

Mrs. Linda Palmer

Mrs. Esther Sims

Margaret Trott, C.M.
(Mrs. W.A.)

Ward 2

Mr. Vincent J. Bueti

Mr. Brian G. Dixon

Mr. Mario J. Santos

Ward 3

Mrs. Mary Kardash

Mr. Ed Kowalchuk

Mrs. Isobel Sudol

Senior Administration

Chief Superintendent of Schools	J.C. Smyth
Superintendent Secondary Schools	R.M. Mutchmor
Assistant Superintendent (Secondary)	J.M. Schubert
Director Special Programs (Secondary)	J.D.M. Pelfetier
Superintendent Elementary Schools	W.P. Solypa
Assistant Superintendent (Elementary)	A.D. Krahn
Deputy Assistant Superintendent (Elementary)	M.M. Wawrykow
Director Child Guidance Clinic	L.B. Fleisher
Executive Assistant to Chief Superintendent	P.E. Clarke

Co-ordinators of Volunteers

Gail Corne 783-6047
office Clifton School

Anita Neville 783-4247
office Greenway No. 2

This Volunteer Handbook has been prepared to offer volunteers specific information relating to the duties and responsibilities of the volunteer. This handbook cannot begin to contain all the information necessary to meet all of your needs, but it is a beginning and a background to help you feel comfortable in the very important task of helping to meet the needs of the school children of The Winnipeg School Division No. 1.

If you have any questions at any time concerning any phase of the volunteer program in your school, please do not hesitate to call a Co-ordinator of Volunteer Services, Gail Gorne 783-6047, or Anita Neville, 783-4247.

School Information

Name of school: _____

Address: _____

Phone number: _____

Principal: _____

Classroom Teacher: _____ Room No: _____

Resource Teacher: _____ Room No: _____

Your volunteer assignment: _____

Day(s) _____ Time(s) _____

Person to contact if you are unable to attend:

Time school begins: _____

Time school ends: _____

Important dates to remember: _____



The Mayor's Volunteer Service Award

On April 17, 1985, the volunteers in The Winnipeg School Division No. 1 were the proud recipients of the Mayor's Volunteer Service Award. This award was created to honour those groups of volunteers who have made an outstanding contribution to the community through volunteer service.

The Chief Superintendent, on behalf of the administration and the Board of Trustees, wishes to congratulate and thank all of the volunteers in The Winnipeg School Division No. 1. Their contribution of time has enriched the school experience for many students within the division.

Who is a volunteer?

A school volunteer is a concerned and dedicated person who works in a school to support the efforts of professional personnel. Volunteers may be male or female, young, middle-aged or senior citizens; single or married, actively employed or retired. They reflect every economic, social, racial, religious, ethnic and educational background to be found in the community.

What does being a volunteer mean to you?

It means that you will contribute your time and talents to an area that is without doubt one of the most crucial in the development of the child - his/her education. You will work in a variety of different ways, all calculated to extend and diversify his/her learning opportunities. You will, in your involvement with the program, receive the satisfaction of having contributed something really worthwhile to your community.

You will have the opportunity to learn new skills and acquire new information through attendance at inservices designed especially for volunteers.

The Volunteer, The School, The Community

You have chosen to be involved in one of the most exciting rewarding programs in the school.

We need your volunteer assistance:

1. to provide individual attention and assistance to children.
2. to enrich the experience of children by using community resources.
3. to build a better understanding of the school among members of the community.
4. to stimulate widespread community support for education.
5. to help the school become more sensitive to the needs of the community.

The volunteer in the school

You are a valued member of the school team. You will be working under the direction of a coordinator of volunteers and with the teaching staff. The staff will be responsible for identifying children who require the assistance of a volunteer, for analysing and diagnosing learning needs of pupils and for choosing the methods and techniques to be used in helping the children.

You and the coordinator of volunteers will want to work out your role together. Be sure to tell her what your interests are and where your talents lie. If you have special qualifications such as the ability to play the piano, let her know about it. But remember the most important qualifications are "interest" and "enthusiasm".

The volunteer in the community

As a volunteer you are in a unique position to act as a liaison between the school and the community. You will find out a great deal about the school - its programs, needs and so forth - that many of your neighbours don't know. You can help them understand the role of the school and thus encourage their much needed support. You can also be a great source of new volunteers.

APPENDIX G

BUDGET ITEMS

G. Thompson (1983) considers the following items when composing a budget for volunteer programs:

1. Coordinator of Volunteers - salary
 - mileage
 - parking
 - training - air, car, bus travel (if rural)
 - accommodations (if rural)
 - meals
 - workshop fees
2. Volunteers - out of pocket expenses:
 - mileage
 - bus fare
 - baby-sitting or child care
 - parking
 - meals when working over meal period
 - program activity expenses (e.g. materials, supplies incurred in running programs)
 - training - resource people
 - rental fee for films, equipment, room
 - coffee and refreshments
 - handouts
 - overheads, flip chart paper, felt pens
3. Xeroxing
4. Printing for - certificates
 - volunteer handbooks
 - pamphlets/brochures/posters
 - training material
 - data collection forms
 - volunteer newsletter
5. Volunteer recognition - pins, certificates
 - dinners, teas
 - coffee for volunteers when volunteering
6. Resource Material
 - books
 - magazines
 - subscriptions
7. Insurance coverage for volunteers
8. Telephone - rental
 - long distance charges
9. Office supplies - paper, pens, stamps, files, etc. (p.1)

APPENDIX H

METHODS OF RECRUITMENT

The questionnaires revealed that the following methods of recruitment were employed in the Winnipeg School Division:

- Newsletters requesting volunteers sent home with students.
- Direct phone calls.
- Self referral sign-up sheets in school offices.
- Booths with sign-up sheets on meet the teacher nights and at other school or community based activities.
- Personal contact during interviews and home visitations.
- Contacting local junior and senior high schools.
- Placing requests with the Volunteer Centre.
- Contacting senior citizen blocks and recreation areas.
- School and community posters.
- Requests through community coordinators, the Stella Mission, the Age and Opportunity Bureau, Grand Friends and the Universities.
- Parent Council members, clinicians and division coordinators speaking to potential volunteers.
- Requests through church bulletins, the Mennonite Bible College and the Jewish Council of Women.
- Coordinator contacting local businesses and asking for release time for employees to volunteer.
- Requests in community newsletters, in daily newspapers, or through flyers.
- Through volunteers already in the program.
- Requests through fellowship groups such as the Junior League.
- Having "Bring a Friend" day for the students.

APPENDIX I

TOPICS DISCUSSED DURING ORIENTATION SESSIONS

The following orientation topics were listed on the 1984 questionnaire:

1. School goals and philosophy.
2. Nature of the school and the student body.
3. Classroom objectives and methodologies.
4. Program outlines for volunteer jobs.
5. Discussion of volunteer division handbook.
6. Expectations and commitment of volunteers as members of the school, i.e. confidentiality, punctuality, etc.
7. Introduction of the school contact person.
8. Job preferences of volunteers.
9. Information from volunteers regarding personal data.
10. A school tour of facilities available.
11. School routines, i.e. timetables, coffee privileges, rules, fire drills, sign-in procedures, etc.
12. Dates for training and beginning programs.

APPENDIX J

TASKS FOR VOLUNTEERS IN WINNIPEG SCHOOL DIVISION

Tasks completed by volunteers in the Winnipeg School
Division:

- as nursery and kindergarten assistants and in the Early Identification Program;
- working on field trips and outdoor education projects, camping trips, etc.;
- tutoring in language arts and mathematics;
- conducting arts and crafts programs, i.e. calligraphy, soft sculpture, wood carving, model aircraft building, etc.;
- reinforcing children with speech and hearing problems;
- working in fine and gross motor programs;
- running homework and work completion programs;
- doing clerical work, i.e. typing, duplicating, xeroxing, filing, laminating;
- helping with musical and drama productions, i.e. costume making, puppet and theatre construction, etc.;
- coaching and running recreational programs;
- keeping records in individualized learning centres;
- working in libraries;
- constructing learning games;
- making community visits;
- preparing resource banks by interviewing businessmen in their communities regarding school visitations;
- helping in resource programs;
- working in nutrition programs;
- helping with special events such as carnivals, teas, and field trips;
- shopping for specialized materials;
- carrying on enrichment programs;
- driving cars;

- working in "listening to children" programs;
- supervising at lunch hours, on playgrounds and at school dances;
- taking ESL children to new schools;
- running "call-back" systems in order to check absenteeism;
- setting up science apparatus;
- sharing experiences and interests with students through talks and demonstrations;
- running A.V. equipment and making listening tapes;
- working with the visually and physically handicapped;
- acting as translators;
- carrying out community awareness and career education programs;
- carrying on programs requiring special skills, i.e. sewing, knitting, photography, etc.;
- working in a "special friend" program;
- running language development programs;
- following up programs from the Diagnostic Learning Centre;
- testing for Canada Fitness;
- tutoring the trainable mentally handicapped through Task Analysis Programs;
- helping with swimming programs;
- acting as labour coaches;
- offering counselling assistance and acting as "crisis people" for calming children;
- assisting students requiring student aid;
- offering experience and creative writing programs;
- running special events to raise school funds, i.e. hot dog/hamburger days, canteens, rummage sales, bottle drives, driving children on flyer deliveries, etc.;

- making books, games, etc.;
- typing childrens' stories;
- constructing bulletin boards;
- working in computer programs;
- offering a baby sitting courses;
- running a "soup" program;
- acting as French tutor;
- working on parent advisory committees;
- running a school folk festival, a family barbeque, chili nights and multicultural night;
- working after school in a family resource centre;
- carrying out follow-up programs for occupational therapy; and,
- running a classification group with games and attribute blocks.

APPENDIX K

JOB CARDS

Volunteer Registration

(Last Name) (First)

Home Address: _____ Postal Code: _____

Telephone No. _____
Residence Business

Previous Volunteer Experience (if applicable)

Employment Experience

Time Available:	Days	M	T	W	TH.	F	(please circle)
Morn.		_____	_____	_____	_____	_____	(check appropriate time)
Aft.		_____	_____	_____	_____	_____	

(over)

Special Interests

References:
1. Name _____ 2. _____
Address _____
Phone No. _____

Date: _____ Signature: _____

Assignment: 19 _____

APPENDIX L

RESOURCE MODEL

he following framework has been developed to assist members of the school staff in providing programs for their students. It should clarify the use of resource and special needs services and build a link in our communication patterns within the school.

'A' PLACEMENT

The child functions within the regular setting under the guidance of his/her homeroom teacher. NO REFERENCE

'B' PLACEMENT

The child functions under the same conditions as 'A' except the resource teacher may act on a consultative and prescriptive basis. Joint decisions regarding further assistance may be made by staff. (Consultation and/or collaboration) i.e. materials, teaching strategies, observations, etc. CONSULTATION WITH RESOURCE

'C' PLACEMENT

The child functions under the same conditions as 'A' but may receive volunteer services on a short or long term basis under the guidance of the classroom teacher and the resource teacher. POINT OF SCHOOL REFERRAL TO RESOURCE

'D' PLACEMENT

The child functions under the same conditions as 'A' but would be seen by the resource teacher as an individual or in a small group on a short term basis in order to have a program designed that may be carried on later by the classroom teacher, a volunteer or an aide. (INFORMATIC TO PARENTS) CONSULTATION AND/OR REFERRAL TO C.G.C. MAY OCCUR

'E' PLACEMENT

The child functions under the same conditions as 'A' but would be seen by the resource teacher on a short term basis for tutoring.

'F' PLACEMENT

The child functions under the same conditions as 'A' but would require long term support from the special needs teacher.

'G' PLACEMENT

The child would be recommended for a special program when school resources have been exhausted.

INCREASING NEED - DECREASING NUMBERS

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