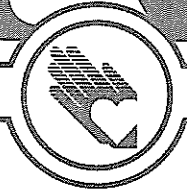


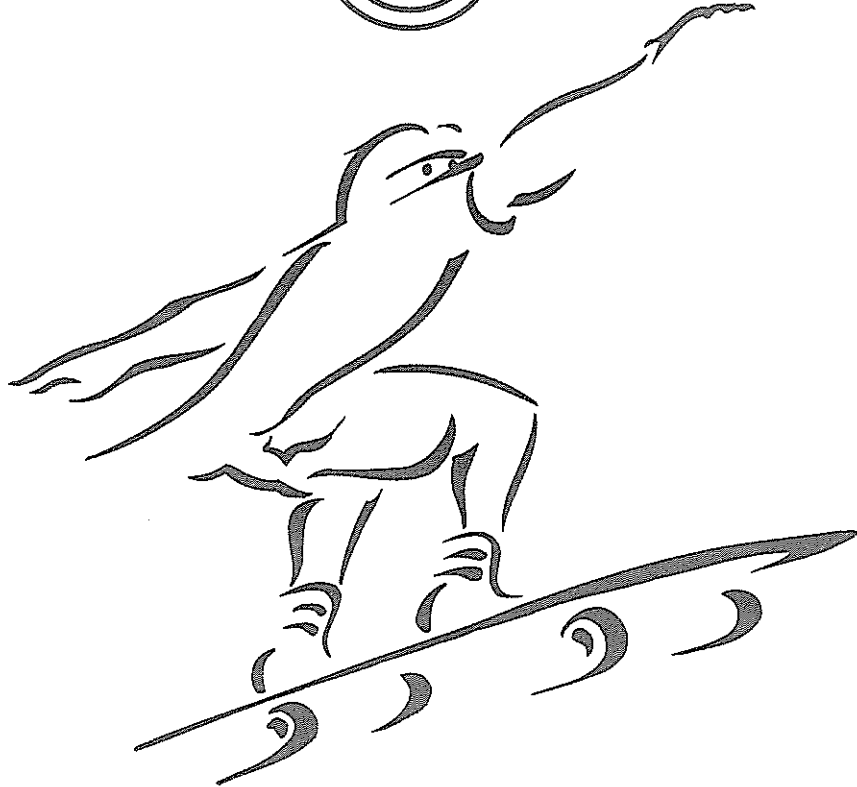
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Youth Volunteers

OAVA

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EDITORIAL

On your mark, get set ... Make it worth my while.

In a very real sense, Canadian youth are poised on the starting line of life, eagerly looking ahead to the challenges that they see before them. Another year of school is drawing to an end and many are looking to the summer to provide them with a launching point into life. Their leisure time is a very valuable commodity, one of the few things they feel they have absolute control over. In order to tap into this incredible resource of enthusiasm, dedication and creative energy of youth, managers of volunteers must make it worth the teens' while. I read recently in an issue of the Ontario Division of the Canadian Red Cross Bulletin that too often youth feel that their contributions are marginalized, slotted into roles that can quickly become stale.

Laura Carlson's article describing the St. Amant Center's Youth Volunteer Programme in Winnipeg offers some specific suggestions to help address the particular challenges of working with youth volunteers, such as having well developed programmes and targeted, tailored recruiting.

Denise Miall's article, A Different World, describes a unique programme where the volunteer contributions are as important as the experiences the youth have and learn from interacting with their peers. The "soft-benefit" that volunteering provides youth, beyond what can be written on their résumé, is often the teen's best reward. Please take a moment to read the youth testimonials sprinkled throughout this issue. They speak for themselves.

My own experience working with teens has brought home the realization that youth are willing to give. When they buy in, it's magic. Lynne Savage's anecdotes remind us that to effectively work with younger volunteers, as managers of volunteers, we must "get youthed" to it!!



Suzanne Côté-Latimer is the Coordinator, Volunteer Services with the National Museum of Science and Technology and the National Aviation Museum in Ottawa and is a member of the Editorial Committee.

MY EXPERIENCE WITH VOLUNTEERING AND CO-OP

by Lisa Chen

Lisa is in her final year as a student of Immaculata High School in Ottawa. She has been there since grade seven and has taken a wide variety of courses in the sciences and arts. Upon graduating she plans to attend McGill or Waterloo to study history and political science in preparation for a career as a diplomat.

VOLUNTEERING

During the summers of 1989 and 1990 I volunteered over one hundred hours at the Children's Hospital of Eastern Ontario. I chose to volunteer during the summer because of the vicious circle that presents itself when one is searching for a job. I needed experience but to get experience I needed a job. I then realized that I could gain valuable experience doing volunteer work. At that time I was interested in a career in medicine and I was one of few people that didn't detest being in a hospital. I enjoyed every minute of my work, the people I worked with and the patients I met. Ever since then I've included my volunteer hours on my résumé and subsequently got a job as a cashier at Loeb Beechwood.

This year I am in training to become a volunteer bilingual tour guide at the Canadian War Museum. I'm hoping to

use this experience to meet the qualifications to become a paid guide at the Vimy Memorial in France during my summer off from university.

CO-OP

During the summer of 1992 I participated in a rather unique co-op programme with 41 other students from across Canada. We came to the Deep River Science Academy for eight weeks. Some of us worked at Atomic Energy of Canada Ltd.'s Chalk River Laboratories on current research projects and others worked at the Petawawa National Forestry Institute on biology related research.

My partners and I assisted Dr. Ken Burrill on his long time research project to solve the situation of suitable permanent disposal of high-level liquid radioactive waste, a bi-product of the nuclear fission process.

With the completion of 110 hours of work and a 30 page research report I earned two co-op credits for my grade eleven chemistry course. Other students received co-op credits in biology and physics.

I've often been asked why I spent my energy and time collecting sponsorship

from the Eastview Kiwanis Club, the Ottawa Roman Catholic School Board, AECL and Immaculata High School, and attending the DRSA when I plan to study history and political science at university. My answer to them is that in grade 8 when I was planning my course for high school I had no idea if I preferred the pure sciences or the social sciences. At that time I was in the gifted programme and excelled in all subjects. As it turned out I decided to keep a wide range of courses and as a result when I graduate I will have completed all university pre-requisite courses to major in any subject in the sciences, maths or arts.

Besides all the great friends I made at DRSA I also gained valuable firsthand experience doing laboratory research. From this experience I concluded that although I enjoyed working on the project and learning the process involved in the scientific method I could not see myself working in a lab as a career.

I can now appreciate and understand the scientific point of view on many issues and use my knowledge of the scientific method of solving problems and apply it to historical and political questions.

Going through the university application process and applying for a dozen or so scholarships I have come to realize that

the more well-rounded, open-minded and experienced I am the better chance I have of being recognized and getting into the programme that I want, for example the highly competitive and hard to get into applied co-op international trade specialization honours programme at Waterloo (University of).

At Immaculata High School the co-op programme has grown and gained a lot of support over the past few years. I remember being in junior high and thinking that the co-op programme was only for those who weren't smart enough to get into university and had to get a low-paying job after high school. Now I believe that the co-op programme is for anybody who realizes the value of work experience, not only for personal growth, but for success in a future career. After all, I have my foot in the door and great experiences under my belt that give me an edge over the competition in today's job market.



“As a matter of fact I enjoyed my co-op experience so much that I continued on at St. Vincent as a volunteer.” (Chantal Muir)

JE SERAI DE RETOUR - DANS L'ESPACE

par Stephanie Nicholas

Alors que je suis assise ici, me rappelant les souvenirs de l'été, je réalise jusqu'à quel point le bénévolat est devenu important pour moi. Cela me semble invraisemblable quand je pense à toutes les choses que j'ai apprises durant les dernières six semaines, et je ne me suis jamais sentie débordée de travail. Lors de ma première journée, je me suis sentie confiante et quand, à la fin de la journée, ma voix était rauque et je n'avais plus d'énergie, je me sentais quand même très bien prête pour ma prochaine journée de travail.

Une des choses que j'ai trouvé intéressante durant mon bénévolat n'a pas été nécessairement quand

je donnais des explications sur les expositions aux visiteurs, mais quand un employeur de Marconi Canada est venu m'expliquer de quelle façon il avait participé à la construction de certains étalages. Il se peut que le plus grand aspect du bénévolat soit l'échange qui existe entre le bénévole et le public. Je sais que ça était enrichissant pour moi.

Je n'oublierai jamais mes jours de bénévolat, les amis que j'ai faits et les connaissances que j'ai acquises. J'espère que vous ne m'oublierez pas. Ne vous en faites pas cependant car vous pouvez être certains d'une chose...je serai de retour!



LOOKING AHEAD

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(preconference)

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October 6-8, 1994

(conference)

Theme: Kaleidoscope: Changing Patterns in Volunteerism

Disneyland Grand Hotel, Anaheim, California

October 21-23, 1994

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For more information contact: Julie Reynolds, Telephone: 44-(0)71 278 6601

A DIFFERENT WORLD

by Denise Miall

Each year between the months of July and September, I go into "culture shock." This is when a unique group arrives to volunteer at the Centre where I co-ordinate various youth/volunteer programmes. These volunteers are different because they come from all parts of the world. Many of them can barely speak English but they know what they want...they want to see Canada.

The "International Workcamp" movement began in Europe after World War 1 with the dual purpose of rebuilding many of the cities destroyed during the war and rekindling international harmony and understanding among the youth of Europe and hopefully by extension, their respective nations. The nature of the workcamps has changed over the seventy years of the movement, however, the basic principle of fostering understanding has remained the focus of the camps, highlighting contemporary social issues such as homelessness, physical and mental disabilities and disarmament.

The Centre where I work is one of the few remaining institutions across Canada for adults with developmental handicaps. People who are mentally challenged have often been the recipients of isolation and misunderstanding over the years so it seems fitting for us to be involved with a programme that was created to make us

more tolerant of others. Rideau Regional Centre is funded by the government of Ontario and one of our greatest pleasures is a summer get-away about sixty kilometres from Smith Falls called Grippen Lake Camp. This camp is staffed almost exclusively by local university and high school students with a handful of qualified staff and nurses from the facility. Each summer for the past seven years, the camp has played host to volunteers eighteen years and over from various parts of the world.

The plan is simple. An international workcamp is generally sponsored by a not-for-profit group working on projects for public benefit. It is usually held in July, August or early September and lasts from two to four weeks. The volunteer workers, forming a group of 4 to 12 people, come from any of the co-operating countries: Canada, the United States, Denmark, Sweden, Norway, Finland, France, Italy, Great Britain, Ireland, Belgium, Germany, the Netherlands, Switzerland, Spain, Portugal, Czechoslovakia, Hungary, Poland, Turkey and Greece.

The volunteers work under the supervision of the sponsor to carry out a physical or social work project. It provides an educational experience for all involved in several ways: living and working together

as a team, volunteers learn about each other's countries and cultures; they gain practical and social skills through their work; and they experience life in their host country in socially meaningful ways. Learning goes on during leisure time, through study sessions or discussions, excursions, and contacts with the host community. The workcamp is an exercise in breaking down cultural barriers and exploring social issues through practical effort. The volunteers that come to Grippen Lake Camp are offered a variety of projects including working directly with adults who have developmental and/or physical handicaps, repairing cabins, general housekeeping, cooking, grounds keeping, and co-ordinating recreational events. One year, they were responsible for creating a garden especially designed for the visually impaired. In return, we provide room and board and attempt to provide as many opportunities for them to see Eastern Ontario and get to know the people who live here.

To many of these people, Canada is the greatest place on earth to live...freedom of speech and movement, employment, education, medical treatment, lots of food (they think we eat too much!) and opportunities that many of them would never hope to have. All of them have an agenda when they arrive. They want to see a Mountie (on a horse, of course), mountains, snow and a "real North American Indian." I remember the squeal

of delight from a teenager who had just arrived from France when he saw a dead skunk on the road..."Pépé le Pew!" he exclaimed. The only skunk he had ever seen was on television cartoons! There is one thing in Canada that none of them seem to be thrilled with and that is our very famous pest, the mosquito. As well they find the hot, humid summers of Eastern Ontario hard to deal with. But on the positive side, many of them have not swam in lakes or rivers in a long time because of pollution in Europe and are delighted to see a clear, clean lake. They talk about how well-kept the countryside is compared to home. And they notice how "rich" we are. These young people certainly make an old-timer like myself stop and look at what we have in this country and realize how important it is to preserve our heritage.

When the volunteers first arrive, you can feel the tension...both international volunteers and the Canadian youth are checking each other out. We've learned to give them some space to establish their own methods of communication. Within two or three days plans are being made...baseball games, Toronto's Wonderland, rock concerts, the Parliament Buildings, invitations to visit with families, exchanges of addresses as well as the most wonderful sharing of song, dance, language and customs. The facility accesses another programme from Quebec/Ontario governments as well and had three university students from Quebec

with us one summer. It turned out that most of our international volunteers that year were from various parts of France. We put this "group" together and magic happened! It ended with a trip to Quebec City where they all had the opportunity to observe the history that belongs to both countries. There was laughter and teasing about pronunciation, driving skills, directional skills, proper spelling of words as well as accents. It was a very special experience that none of them will forget.

Who wins from all of this? Well, certainly the residents of the facility get more attention and individual care because of the extra people. Each culture has different methods concerning the care of people with developmental handicaps so there is a sharing of information and ideas. The staff of the facility delight in meeting these young people from abroad and enjoy finding out more about the countries of their ancestors. But the group who benefits the most from this exchange are our Canadian teens. When a twenty year old man from Poland talks to them about his life of oppression and poverty with little hope for his future, our children begin to appreciate our great country. They start to see themselves as part of a larger community. As human beings, they will cease being as insular because of this social exchange. Perhaps more programmes of this sort that encourage camaraderie and understanding are required in our world communities. Perhaps

opportunities like the International Workcamps will create a future of harmony and peace for our world's young people.

***Note:** This programme was originally sponsored by the Canadian Bureau of International Education. As of January 1994, the Canadian Federation of Students assumed sponsorship. The new name of this programme is Volunteer Abroad. If you are interested in getting involved with this programme, contact:

Volunteer Abroad
Canadian Federation of Students
243 College Street, 5th Floor
Toronto, Ontario M5T 2Y1
(416) 977-3703
Attention: Mr. David Smith

Denise Miall is the co-ordinator of Community Resources at Rideau Regional Centre, Ministry of Community and Social Services of Ontario. Mrs. Miall is involved with several youth programmes in Smith Falls and the surrounding communities where the emphasis is on "Work". Denise is also a member of the editorial team for the Journal of Volunteer Resources Management.



"I held a little girl's hand so she would not be afraid...I am even more determined to go to University, then on to Medical School and hopefully in paediatrics". (Jen Vethamuthu)

ST. AMANT CENTRE YOUTH VOLUNTEER PROGRAMME

by Laura Carlson

As adult volunteers become more scarce, youth volunteers can be a future resource for organizations. Any organization that involves youth is enriched by their enthusiasm and caring attitude. Young people have been sadly maligned over the past few years. The most frequent comment I hear is that they are irresponsible and too immature to contribute as much as adult volunteers. Coordinators of Volunteers tend to shake their heads in bewilderment over the number of youth who volunteer at the St. Amant Centre.

The St. Amant Centre is a residential and resource facility for over 250 people with mental and physical disabilities. The Centre is owned and administrated by the Grey Nuns and is funded through the Manitoba Department of Family Services. The Centre also administers 8 community residents and serves 32 children from the community in an integrated developmental day programme.

Almost any organization can involve young people in some capacity. Most hospitals have a candy stripper programme, nursing homes involve young people to assist with bingos, transportation, etc. Organizations involve them to assist in their fundraising efforts by canvassing door to door. Some pet stores have young volunteers to play

with the animals they have for sale and clean kennels.

There is great potential out there for youth. Besides their enthusiasm they bring a freshness and a willingness to get involved. Young volunteers can serve as role models for young clients and many develop special friendships that otherwise may not have been possible.

Over the years, the St. Amant Centre has always had a large component of youth volunteers. On average, over the past three years, 36,400 volunteer hours were contributed per year. Sixty-five percent of those hours were contributed by persons between thirteen and seventeen years of age. As the St. Amant Centre's needs continue to grow and adult volunteers become more difficult to find, we happily involve the youth who live in our area.

YOUTH VOLUNTEERS AND STAFF

Staff train and supervise volunteers, so that the volunteers can do pre-designed programmes with the residents of St. Amant. This format greatly enhances the number of clients who participate in different programmes. Volunteers help boost staff client ratios. With youth assistance, programme quality is greater because clients can be served on a one to

one basis. Clients enjoy their programme because they have someone with them who doubles as a role model. Volunteers have fun because they have their friends working with them and the security of a staff person to help them if there are problems.

Before we expanded our youth programmes, many things were considered. The first consideration was whether our organization could actually involve youth, and the second and arguably the most critical, was whether the staff were willing to work with youth.

Initially, some staff resisted because they were concerned about maturity and confidentiality issues. We found the best way to approach these hurdles was by assigning a mature youth volunteer in that particular area to demonstrate how well the younger volunteers could do the tasks set out for them. Over the years, we found confidentiality to be no more of a concern than for staff. At all interviews and orientations, confidentiality is stressed. Even the youngest volunteers appear to understand the need for this requirement.

PLANNING FOR VOLUNTEERS

Actual work time is fully planned, allowing for little free time. Youth volunteers seem to do best when actively occupied. We try to ensure that planned activities offer variety and action. Programmes are

designed to be fun for both the clients and the volunteers, as bored clients become unhappy and bored volunteers don't come back.

It can take up to ninety minutes for residents to have their lunch, and volunteer assistance is usually not required at that time. We are fortunate that we have a gymnasium available for volunteers to use over this period. Volunteers play volleyball and any available staff join in. This helps to burn some excess energy, promote the sense of camaraderie and keep the youth occupied. The youths especially enjoy seeing the Coordinator of Volunteers miss her shots.

Student volunteers come with a different set of priorities and interests than adult volunteers. One must keep in mind that the teen years can be most difficult as young people develop their own identity. We try to keep friends together, however we do tell them at their orientation that if they do not do their job, they will be split up. We have found that working with a friend is more important to teenagers than to adults.

I attempt to develop relationships with the teens that volunteer at the Centre. I try to interact with them on a regular basis, and find out what their interests are. It helps student volunteers to see me as a real person, not just "the person in charge."

We also promote the establishment of friendships and relationships between volunteers and residents. If a volunteer asks to work with a certain resident, we try to accommodate that request.

YOUTH RECRUITMENT

Once programmes were designed for youth volunteers, the next step was to determine how to find them.

We have determined it is better to recruit people who are at least 13 years old. We do, however, have one evening per week when 12 year old volunteers participate. It is easier to recruit 13 year olds and keep them for a few years, than to recruit older volunteers and have them leave after a short period due to other demands on their time.

Corrine Montsion, the first Coordinator of Volunteers at the St. Amant Centre, made an agreement with many of the junior high schools in our area allowing students to volunteer at the Centre for one half day per week during school time. Much of our programming occurs during the day, Monday to Friday, so this has been a fabulous benefit. Most of the students participating do not receive a credit for this volunteer work and they must keep up with their school work.

From the students' point of view, this may not sound like such a good deal. We have found, however, that as a result of their

positive experience, the grade seven students look forward to grade eight, when they may qualify as official volunteers. The schools support us because they see the benefit to their students.

We have found that even if a school is not able to allow their students to volunteer at the Centre during school time, they may allow us class time to talk to the students for summer recruitment.

Youth recruitment is very different from recruiting adult volunteers. Most Coordinators of Volunteers are more experienced in speaking to community groups consisting of adults. Recruiting youth volunteers in their school is like being a substitute teacher in a new classroom. Youth, being youth will test a speaker's limits.

There are some steps that will help your presentation along. Often a speaker's first comments will set the tone for the recruitment session. Presentations that begin with a question and answer period seem to work best. I ask each group what they know about the St. Amant Centre, what a Coordinator of Volunteers does, etc. Students respond well to humour. When students are at ease and interested, their response will be much better. Making eye contact with each person in the class is important. I try to get the attention of the "president" of the class. If that person indicates their interest, often many of the other students will follow suit.

I have noted that what a speaker wears has a great impact on the students' reaction. When a speaker is too well-dressed, students tend to behave as if the speaker is talking down to them. If a speaker does not dress well enough, they do not take them seriously. For me, a pair of casual pants and a blazer work best.

One difficulty about student recruitment is keeping the presentation fresh. Within a short period, the presentation may be given many times. It must be borne in mind that it is new to each group. If a speaker allows his or her enthusiasm to waver, even while showing a video, the students' attention may be lost.

Before leaving any presentation, obtain at least the names and phone numbers of interested persons for later contact. Currently, only thirty to fifty percent of the people who actually sign up decide to volunteer, so recruitment must be planned accordingly.

One of the benefits of recruiting through the school system is that teachers screen the students for you. They let you know who would or would not make a good potential volunteer. Recruitment for fall programmes is done mainly by the staff at the various schools.

Many students who volunteer over the summer choose to continue on in the fall. If their summer experience was positive, other students will be interested in trying it out.

ORIENTATION OF VOLUNTEERS

Considerable time is spent providing a general orientation to our facility, along with a discussion of our mutual expectations. Staff give practical training such as how to work a wheelchair, etc. We never assume even the most basic information is known.

During the school year, a general orientation is provided by the Volunteer Department, then staff in each programme give their own specific orientation. During the first few weeks of programmes, the Coordinator of Volunteers and staff of all user programmes may give orientations every day, up to twice per day. Once all volunteers are placed and oriented, programmes run smoothly until the next group of students start.

CONCLUSION

If an organization is willing to look to the future and be innovative, youth are a largely untapped resource. The benefits of involving youth as volunteers extend well beyond the boundaries of the recipient organization.

Laura Carlson has been employed at the St. Amant Centre since 1986 as Coordinator of Volunteers.



WHIT AND WHIMSEY

by Lynne J. Savage

Get YOUTHED to It!

How do we sell young people on the ideas of giving 2-3 hours each week towards volunteer service?

You let them know that volunteering will provide them with plenty of opportunities.....

OPPORTUNITIES to: develop a skill, pursue a career, earn a credit, create a plan, initiate change, study a case, kindle a friendship, discover resources, experience an adventure, instill a commitment, recognize potential, appreciate an effort, design a better tomorrow, touch a heart, lend a hand, bend an ear, share a laugh & smile a SMILE!!

That's the simple part. The difficult step is not in gaining their attention and acceptance, but in creating fair, fulfilling and favourable volunteer service positions.

Please make and take the time necessary to complete the job design. Include others in this process - a receiver of the service, a potential volunteer, the person in charge of training.

Once you know how, when, where, why, and what you have to offer your teenaged community....go ahead and get YOUTHED to it!!

Several years ago I advertised in a special Your Help is Needed column in our local newspaper for a senior who would like to sell crafts and handknit items one morning a week in the Senior's Craft Boutique. At 4:20 pm I received my first call in response to the ad. The caller was so enthusiastic and sounded so right for the job. She said she loved crafts and was available to volunteer every Saturday morning. When I mentioned the store was only open on weekdays she said she couldn't help then because of school. I was taken back that she would be in day school. "The ad mentioned wanting a "senior". Are you a senior?" I asked. "Oh, yes!" she responded. "I'm in grade 8."Get YOUTHED to it!

During a grade 12 Family Life class at a local high school, I was promoting Ivan Scheier's discussion paper on the Window of Work. The concept of course is to recognize and write down your glad gifts...things you enjoy doing, do fairly

well and would be willing to do for an organization. One 17 year old male answered in such general terms as, "I could coach kids in any sport. I'm into all kinds of sport!" When I asked him to be more specific...He replied, "I tell you I like all physical stuff...any sport, any age." So I smilingly suggested.."How about synchronized swimming?" He quickly jumped in with a "No way!" ...I got YOUTHED to it!

My funniest memory concerning young people is in the area of special needs. I was returning to Niagara Falls from a weekend at our cottage near Kearney, Ontario. During my usual washroom stop I overheard the most interesting conversation! I was taken by surprise when two teenage girls flew into the washroom. One rushed to the only empty stall remaining as the other yelled, "No! No! You can't use that one. It's for the handicapped!" To which her friend quickly replied, "I am handicapped! I have to pee so bad I can't walk!". I laughed as I...got YOUTHED to it!

Our own teenage sons brought me great moments of knowledge and laughter. To keep them quietly busy during a long car trip to Cape Cod, I surprised one with Ripley's Believe It or Not book and the other with a skateboarding magazine. At no time did my brain ever consider that

my knowledge would be put to the test...the Ripley's test!

Larry: "Mom, where does banana oil come from?"

Me: "*Bananas?*"

Larry: "No. It's a bi-product of petroleum."

Me: "*That's strange!*"

Larry: "What's so strange about it?"

Me: "*Well wouldn't you think banana oil would come from bananas?*"

Larry: "Not necessarily. Does baby oil come from babies?"

Today's young people are indeed an incredible breed! They initiate and participate. They see the less complicated path to travel. They are ready and waiting to move forward! So...go ahead...get YOUTHED to it!!



“En faisant ces activités au musée, mes connaissances, mon sens de travail d'équipe, et ma confiance en moi-même en ont profité grandement.”

(Joseph Hanna)

BOOK REPORT

By Joan Cox

“TEEN POWER ”

Written by Clair Lloyd and Published by the Volunteer Centre of Metropolitan Toronto 1988, 28pp.

If you believe that teens are motivated, care about issues and have a strong sense of values, you probably already have an active teen component in your volunteer programme. However, if the very words “teen volunteers” strike terror to your heart or if you feel that your teen programme needs some revitalization, then this manual is for you.

“Teen Power” is a manual designed to be a practical guide for not-for-profit agency staff in the development of a teen volunteer programme. It is well organized, easy to read, and contains excellent checklists and appendices of useful forms.

Despite the fact that the studies forming the basic premise for this manual were completed five to fifteen years ago, many of the concepts presented are still pertinent. Of particular interest are the summaries identifying myths about teenagers, the differences between adult and teen programmes and the adjustments required to ensure that teen stress, self-identity issues and teen inexperience are taken into consideration in the organization of a teen programme.

Although the same organizational framework (ie. role descriptions, recruitment, interviewing, orientation manual, training, supervision, evaluation and recognition) applies to adult and teen programmes alike, there is a certain creative flair coupled with an extraordinary sense of humour which seems to be essential to a successful teen programme. The numerous suggestions offered in the book for

recruitment and recognition - teen style - provide the “successful catalyst”. Concrete examples are also included on difficult issues such as how to say “no” to a teen applicant.

Unfortunately, Claire Lloyd in writing this book, implies that mainstream teens (“those teens whom it is possible to motivate”, who are “well adjusted”, “have respect for their parents”, “are peer orientated” and “motivated”) provide the impetus for “teen power”. This raises a question. How do we attract and involve those teens who are not “well adjusted” and may not have “respect for their parents” but do have a great deal to offer our organizations? Perhaps the alternative source of “teen power” will be the focus of Claire Lloyd's next publication.

In addition, with all the wisdom espoused in this book, there is no mention of involving teens in a planning or advisory capacity. Teens deserve this opportunity— a challenge which often ensures the success of the programme.

Re-energizing a well-established programme or tackling a new one can often be an overwhelming project. This manual makes it seem easy. Put the “POW” back in “Teen Power”!

Joan Cox is currently Director of Volunteer Services at the Royal Ottawa Hospital. Married, with two teenaged daughters, a dog and a large mortgage, she has managed volunteers in either a paid or unpaid capacity for more than fifteen years.



ITEMS OF INTEREST

_____, *Youth Service: A Guidebook for Developing and Operating Effective Programs*, Washington, DC: Independent Sector Press, 1987.

Smith and Havercamp, *Just Do It! High Risk Teenagers Help Themselves While Helping Others*, Journal of Volunteer Administration, Summer 1991, IX:4

Lloyd, Claire, *Teen Power*, Toronto, Ontario: Volunteer Centre of Metropolitan Toronto, 1988.

Sauer, Joyce, *Volunteerism by Students at Risk*, Journal of Volunteer Administration, Fall 1991, X:1

Where to get Resources

Anyone interested in acquiring these resources can call (613) 256-5516 for a list of distributors. Any distributor wishing to be included on the list is invited to send their resource and price list to the JVRM.

STUDENT VOLUNTEER PROGRAMME SIZZLES!!

by Gina M. Look Hong, Student Volunteer Co-ordinator

While Mother Nature did not provide us with the warm summer that we had hoped for, the Summer Student Volunteer Programme was nothing less than HOT! Under the astute leadership of Brenda Colbourne, more than fifty high school students bonded together to form a team of excellence.

I had the pleasure of being a part of this team in two capacities and was therefore able to observe the effects of our team on the Health Centre from two different perspectives. As a volunteer on the 4-1 Nursing Unit, my most important discovery was how much brightness a few warm words and a friendly face could bring to a patient's day. I was also to witness the appreciation on the faces of the staff when members of the student team relieved them of some of their tasks and lightened their burdens.

My role as one of the Volunteer Co-ordinators was a great learning experience. I came to realize

how much work and dedication goes into maintaining a programme of this calibre. Throughout the summer, staff became increasingly aware of the capabilities of the students and grew to rely on them more and more. It made me very proud to be a part of a team that could make such a difference.

On behalf of the student volunteers, I would like to extend my gratitude to every member of the hospital staff who welcomed us and created an environment for us to learn and grow. Without your encouragement, the Volunteer Programme could not exist. Most importantly, a very warm and gracious thanks to all of the students themselves. Your positive attitude and solid support of the team were truly invaluable. I salute you for a job well done!

WAY TO GO TEAM!!!!!!!



JOURNAL OF VOLUNTEER RESOURCES MANAGEMENT

Editorial Process and Guidelines for Authors

Objective

The Journal of Volunteer Resources Management is intended:

1. to serve as a credible source of information on the management of volunteers in Canada;
2. to provide a forum for the exchange of ideas and to encourage networking among managers of volunteers;
3. to provide a professional development tool for managers of volunteers;
4. to recognize and encourage Canadian talent in the field of Management of Volunteers;
5. to include in each issue at least two articles that will consider different views of a specific and predetermined theme.

Target Audience

The Journal's intended audience includes managers of volunteers, educators, media and funders of not-for-profit organizations across the country.

Submissions

All manuscripts will be accepted either on diskette or on typed, double spaced pages. Submissions should be written according to "The Canadian Style - A Guide to Writing and Editing" - Secretary of State, Dundurn Press.

External reviewers may be engaged to review content if deemed advisable by the committee.

The revised draft is edited for clarity and consistency by the Editorial Team.

The edited version is returned to the author for acceptance along with an approval form for signature.

The signed form is to be returned to the Editorial Team within a week along with any suggestions for final revisions.

Format and Style

Authors are asked to respect the following word counts:

	<u>Words</u>	<u>Pages</u>
Lead Article	2000	5-6
Secondary Article	700-800	2-3
Book Review	150	1

The lead article will look at the topic in some depth and will normally require the author to conduct research into current trends and perspectives on the subject.

The secondary article will adopt a more practical approach, including personal experiences and opinions.



DEADLINES
FOR SUBMISSION AND THEMES

<u><i>Issue</i></u>	<u><i>Deadline</i></u>	<u><i>Theme</i></u>
<i>Summer '94</i>	articles due on the 24th of May	Corporate Volunteerism
<i>Fall '94</i>	articles due on the 24th of August	The Rural Volunteer
<i>Winter '95</i>	articles due on the 24th of October	Mentoring
<i>Spring '95</i>	articles due on the 24th of February	Redefining Volunteerism



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