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# A Lesson in Mandatory Service: Requiring students to volunteer proves to be a mixed blessing

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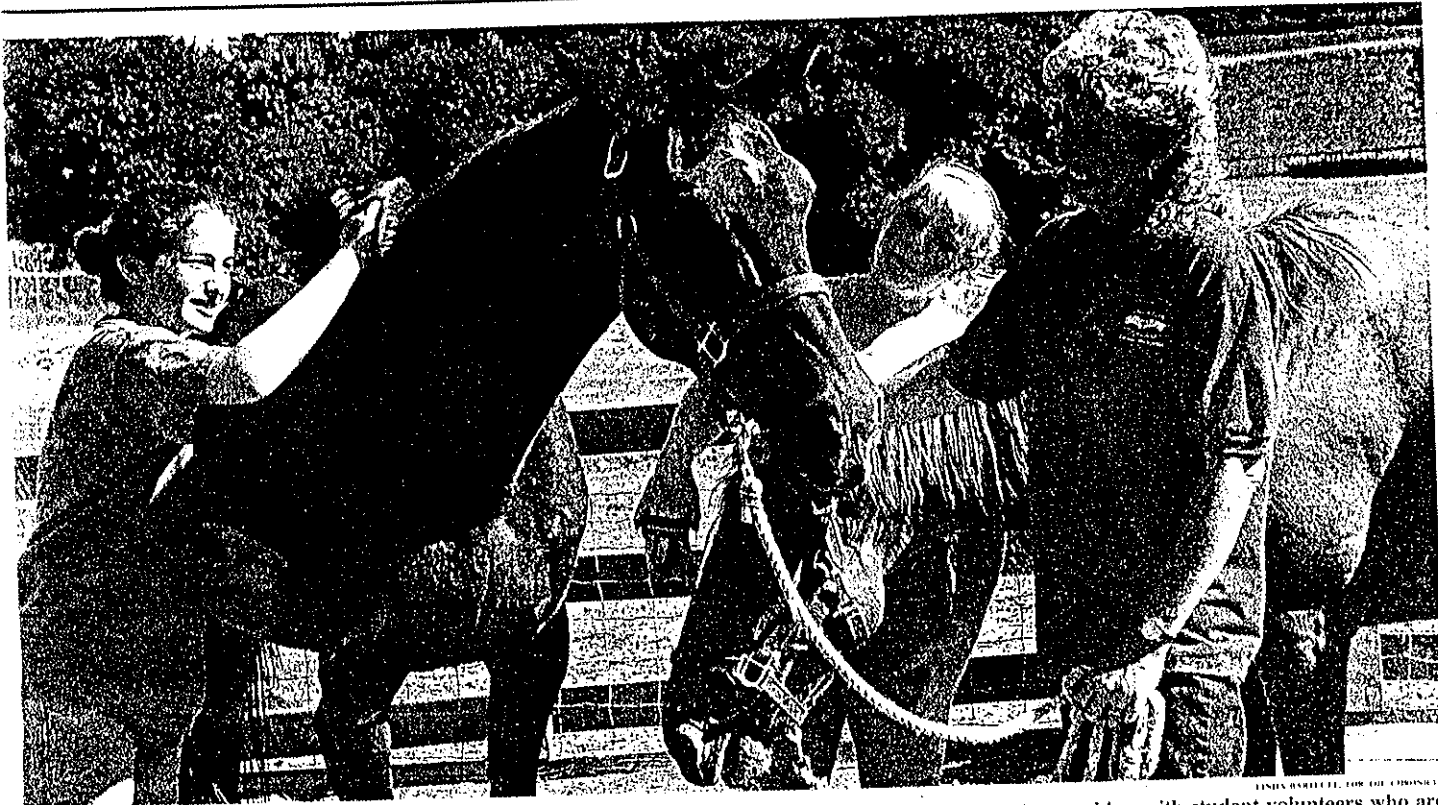


# THE CHRONICLE OF PHILANTHROPY

The Newspaper of the Non-Profit World

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Kathleen Schwartz, founder of Days End Farm Horse Rescue, in Lisbon, Md., says that working with student volunteers who are fulfilling a school requirement can sometimes be an ordeal: "It's not something they're really interested in or passionate about."

## A Lesson in Mandatory Service

*Requiring students to volunteer proves to be a mixed blessing*

By MARINA DUNDJERSKI and SUSAN GRAY

**A**S THE NEW SCHOOL YEAR OPENS, more students than ever before face requirements to do charity work along with their homework. A spate of new mandatory community-service programs adopted by schools could be a boon to many charities seeking extra volunteer manpower.

But those programs could also cause problems for organizations that have not traditionally had young volunteers. Charities of all kinds are coming under increasing pressure to develop or expand volunteer opportunities that will appeal to young people—and that will inspire them to be involved in charity work the rest of their lives.

Among the cities where community service has recently been made a graduation requirement:

► In Chicago, this year's high-school sophomores

and subsequent classes face a rule that they must serve at least 40 hours before they can graduate.

► Philadelphia's school board voted in June to require all 213,000 public-school students—from kindergarten through twelfth grade—to perform community service. Starting in 2002, students will not be able to graduate from the fourth, eighth, or twelfth grade without having completed a community-service project.

► Louisville, Ky., schools last spring approved a requirement that all high-school students complete 30 hours of service in order to graduate.

"We believe the community is an extension of our classroom," says Joe Liedtke, a Louisville school-district official. "Even more important is the responsibility to our community. Our superintendent and our board felt we needed to move in that direction."

Even in cities where students are not required to

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### Growing Nest Eggs

Savings accounts matched with philanthropic dollars are helping people like Zelinda Davis-Kirk (*right*) establish businesses or pursue education to pull themselves out of poverty. Story on Page 9.

### Filling Up Cyberspace

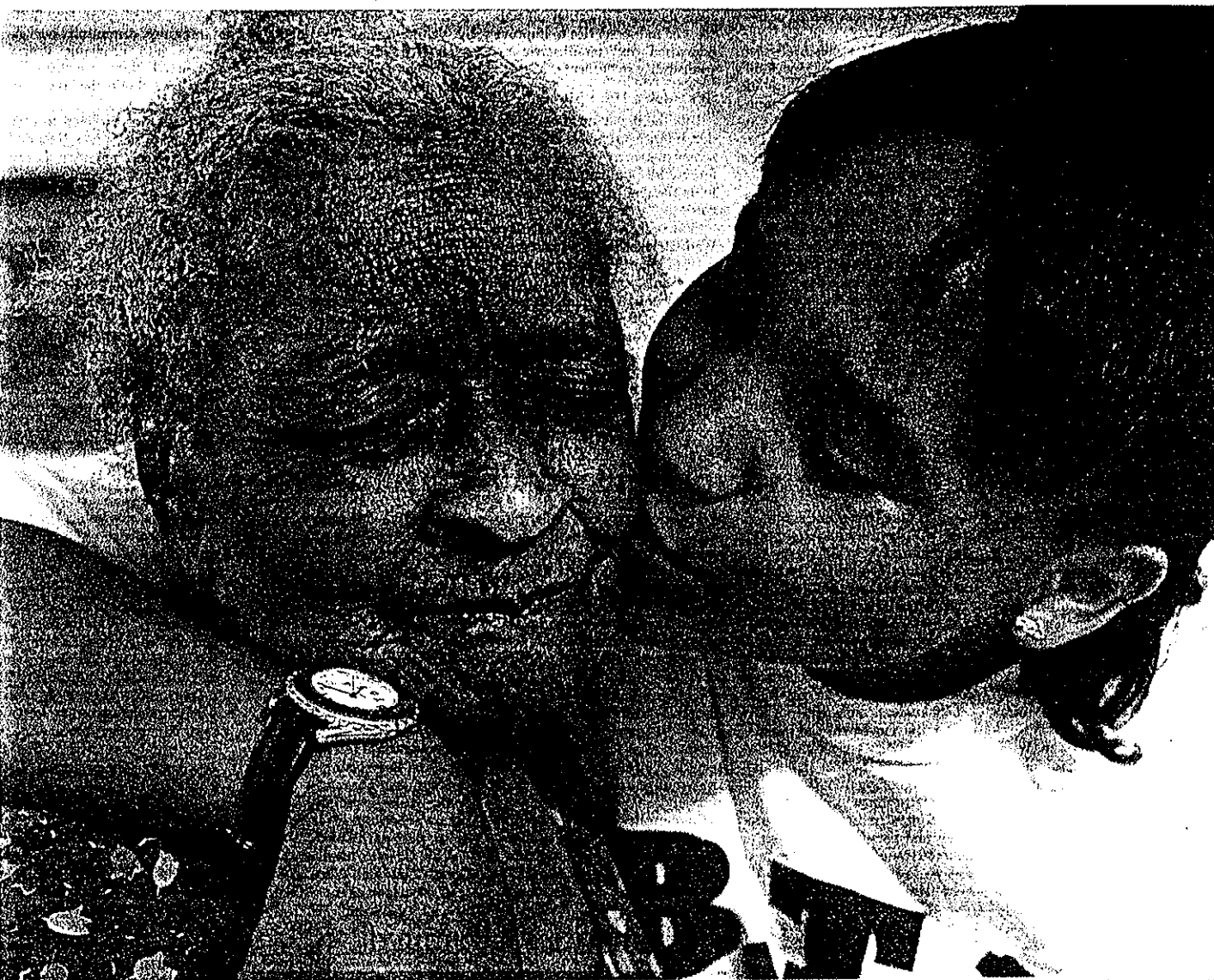
Charities increasingly are using electronic mail to raise money, to keep in touch with members and donors, and even to negotiate major gifts. Story on Page 23.



NATHAN MANDELL, FOR THE CHRONICLE

# MANAGING

COVERANCE: HOW OF UNICO



**Ebony Martin says she enjoys her volunteer work at Ansley Pavillion Nursing Home, where she regularly visits 113-year-old Lillie Maud Walton, but that many of her classmates meet their community-service requirement begrudgingly: "I don't think they like it, because they have to do it."**

## A Lesson in Mandatory Service

*Continued from Page 1*  
meet community-service requirements to graduate, they are encouraged to volunteer. Twenty-one of the 50 biggest districts now allow students to earn academic credit for projects involving volunteerism, according to a *Chronicle* survey. (See table on Page 31.)

Elsewhere, cities are debating whether to impose new requirements. Among the large metropolitan areas considering the idea: Fresno, Cal.; Los Angeles; and Mobile, Ala.

The requirements are not limited to public schools. More than half of 577 schools surveyed by the National Association of Independent Schools require students to do community-service work.

Nowhere are the requirements as widespread as in Maryland. Last year, the state's public high schools graduated the first set of students who were required to follow the nation's only statewide community-service requirement.

The Maryland legislature passed the law in 1992, saying they were worried that too many youngsters

lacked a sense of civic responsibility. With five of the nation's 50 biggest districts located in Maryland, the implementation of the state law is being closely watched by non-profit leaders.

### Failures in Carrying Out Rules

Many charity officials hope the proliferation of requirements will introduce a new generation of volunteerism and charity work. But other charity workers are less sanguine about the rules—especially, they say, because they have witnessed serious failures by schools that operate service programs.

In many cases, non-profit leaders say, schools lack the money and staff members to run effective programs, and end up expecting charities and students to make the community-service projects worthwhile.

Too often, they note, the lack of guidance from the schools means that student volunteers become burdens rather than helpful resources to charities.

Some fear that bad volunteer experiences could

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## Maryland Has Broadest Requirement for Community Service by Students

When nearly 43,000 public high-school students in Maryland were awarded diplomas last year, they had racked up some three million hours of community service.

Maryland is the only state in the union that bars public high-school students from graduating unless they fulfill a service requirement. Students in the state must spend at least 75 hours volunteering, or working on projects that tie community service to their academic studies.

The 1997 graduating class was the first to be covered by the service law. Forty-nine students failed to graduate solely because they did not meet their requirement.

Educators and politicians hope the rules will encourage young people to become more interested in finding ways to help others, instead of just worrying about getting ahead themselves.

But it will take many years to determine whether Maryland's mandatory service requirements make much of a difference in cultivating a lasting sense of civic responsibility.

While many states are watching to see whether Maryland's law works, no other state has gone so far as to adopt a comprehensive community-service requirement. However, many governors have a keen interest in promoting service as part of their efforts to improve education.

In 1989, as part of a major effort to overhaul education by the beginning of the new millennium, the nation's governors issued a joint statement calling on "every school in America to prepare students for responsible citizenship through participation in community service."

In California, which has more schoolchildren than any other state, the Department of Educa-

tion initially wanted to find a way to make all six million students within its 1,000 public-school districts perform community service. Education officials wanted to use service to improve education and instill civic responsibility in students.

### 'It's Such a Hot Button'

But the department came under intense pressure from local school districts to drop the idea of forcing all public school districts to implement community-service rules.

"It's such a hot button," says Wade Brynelson, an assistant superintendent for California's Department of Education. "We didn't want to get hung up on a fight about this."

While a state like Maryland, with only 24 school districts, can adopt a statewide law and have relatively few problems, Mr. Brynelson says, California is too

large and diverse for a single community-service approach to work. Instead, the department will leave it up to local school boards to decide how to encourage volunteerism. "We can't force people to do this stuff," he says.

Still, the Department of Education has set a goal that by 2000, at least 250 of the state's public-school districts will offer students opportunities to do community service. By 2004, the goal is to have 500—or one-half—of the districts do so.

Currently, 51 of California's districts require community-service work to graduate.

However, the 133 California districts that share \$2.2-million in federal money under the National Community Service Trust Act will be required to offer community-service opportunities if they wish to continue receiving that financing, Mr. Brynelson says.

Nationwide, schools and colleges have received \$43-million this year from the federal government's Learn and Serve America program, which pays for efforts to integrate community-service projects into academic course work.

However, that money is now in jeopardy.

The Senate has voted to give the Corporation for National Service, which operates Learn and Serve, an additional \$43-million for the program in fiscal 1999.

But the House of Representatives, which wants to abolish most of President Clinton's AmeriCorps community-service program, voted to eliminate all of the Learn and Serve money. House and Senate negotiators are expected to work out a compromise within the next month or so.

—MARINA DUNDJERSKI AND SUSAN GRAY

## Mandatory Community Service for Students Presents Rewards and Risks

Continued from Page 29

turn off young people permanently.

"When these things are not planned out well, we may dissuade young people from volunteering as much as we encourage them," says Gordon Raley, executive director of the National Assembly of National Voluntary Health & Social Welfare Organizations.

Concern that service programs may not be meeting their full potential has prompted the W. K. Kellogg Foundation to devote \$13.5-million, beginning in the next three to six months, to new efforts to examine and improve community service in schools.

"You can't just pass a mandate and expect instant results," says Chris Kwak, a Kellogg program of-

ficer. "It takes a commitment over time with both human and financial resources."

Community-service requirements are not new. In 1975, Detroit's school board voted to require that high-school students must either volunteer or hold an after-school job, and the Atlanta Public Schools have required 75 hours of community service for all high-school students since 1984.

But the movement for mandatory community service has gained momentum in the '90s, in part because of prodding from the Clinton Administration, which created the AmeriCorps national-service program and persuaded Congress to pour \$215-million over the past five years into state efforts to tie volunteerism to education.

Also clearing the way for more school districts to back the volunteerism rules: The Supreme Court last year, for the third time, declined to hear legal challenges by students and their parents who argued that the rules were unconstitutional because they amounted to "involuntary servitude" and violated their rights.

While some schools continue to encounter complaints about the rules, the protests have been less vigorous since the Justices refused to review lower courts' rulings that the requirements pass legal muster.

Community-service rules vary significantly from district to district, but many give students a great deal of flexibility in deciding how to meet the requirements.

Most allow any volunteering at a charity to count, but many also permit other forms of community activity, such as writing letters to soldiers in Bosnia, serving as lifeguards, and working on political campaigns. Some schools give kids a list of charities where they can put in volunteer hours, while others require students to carry out service projects tied to classes like biology, civics, or history.

Many charities have found ways to accommodate school-age youngsters and have been pleased with the results. They say students bring skills—especially in using computer technology—that adults do not necessarily have.

Jean O'Neill, head of the Red Cross's National Office of Volunteers, says teen-agers are especial-

ly good at informing their peers about sensitive topics, like AIDS prevention. "They are an untapped potential at that age," she says.

Ms. O'Neill says the American Red Cross saw a 20-per-cent increase last year in the number of young people who asked for certification forms to show their schools or colleges that they had volunteered at the charity. A total of 4,383 students asked for certification during the 1997 academic year, compared with 3,584 the year before—the earliest statistics available.

### 'A Lifesaver'

For charities that operate on a shoestring, student volunteers—regardless of their skills—are much needed to supplement the work of an overburdened staff.

"We've had more assistance from high-school students than ever before because of mandatory community service," says Mark Gold, executive director of Heal the Bay, a group that fights pollution in California's Santa Monica Bay. "It's been a lifesaver for us."

In Maryland, at the Anacostia Watershed Society, students pitch in to clean up the Anacostia River and to stencil hundreds of "Don't Dump" signs on storm drains that empty into the river. Josh Ungar, the charity's program manager and one of only four full-time employees, says, "We need as many hands, literally, as we can get."

Mr. Ungar, 23, is himself a product of a mandatory community-service requirement—and a case in point of how it can lead to a philanthropic career. He applied for a job at the Watershed Society after volunteering for the charity as part of a requirement for an ecology class at the University of Maryland.

"It really got me interested in environmental education," he says. "If I hadn't been forced to volunteer, I wouldn't have this job."

## Survey: Young Adults' Faith in Power of Charities Is Limited

Young adults are committed to solving social problems, but they have little faith that their volunteer work at charities will make much of a difference, according to a new survey.

The survey, commissioned by Public Allies, a non-profit group based in Washington that works to develop leadership among young people, found that people ages 18 to 30 believe that charities can only be effective problem solvers if they work in concert with businesses and government agencies.

More than two-thirds of respondents said they had "been involved in activities to help their community" in the past three years. The figure includes people who did volunteer work or got involved in civic organizations.

But when asked which groups will be most effective in solving future social problems, charities barely rated a mention. Only 11 per cent of those surveyed said that charities would play an important

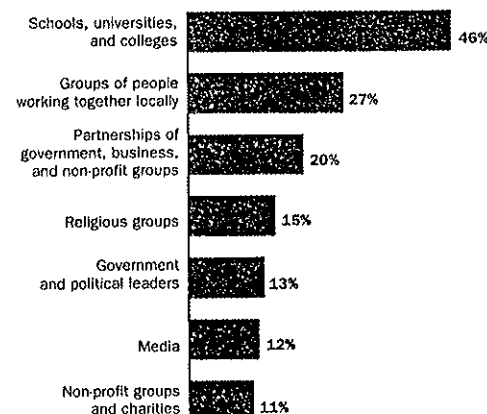
role, by 46 per cent of young people as being effective problem solvers—by far the most of any category in the survey. "Groups of people working together" was cited by 27 per cent of respondents, while 20 per cent of young people said that partnerships of government, business, and non-profit groups were important for solving problems.

The survey also found that young people believe that the best way to bring about changes in society is by "practicing your ideals in everyday life," with 68 per cent saying they think that is effective. Volunteering to help people was regarded as an important means to create change by 54 per cent of respondents.

The survey was conducted by Peter D. Hart Research Associates and polled 728 people ages 18 to 30.

For a free copy of the report on the survey, "New Leadership for a New Century," contact Meri Lou Gonzales, Public Allies, 1015 15th Street, N.W., Suite 200, Washing-

### Organizations Young People Believe Are Most Likely to Solve Future Problems



## Community Service and the Nation's 50 Biggest School Districts

School district	Year policy adopted	Enrollment	Notes
Anne Arundel County Public Schools (Annapolis, Md.)*	1992	71,383	Middle-school students must complete at least 45 hours of course work that links volunteerism to their academic studies. High-school students must complete at least 30 hours of similar work.
Baltimore City Public School System*	1992	109,980	During their middle-school and high-school years, students must complete a total of at least 75 hours of course work that links volunteerism to their academic studies. Students have the option of meeting a part of the requirement by volunteering for efforts unrelated to their studies.
Baltimore County Public Schools (Towson, Md.)*	1992	101,564	During their middle-school and high-school years, students must complete a total of at least 75 hours of course work that links volunteerism to their academic activities. Students are encouraged to complete 50 hours in middle school and the remaining 25 hours by 10th grade.
City of Chicago School District	1997	412,921	Requires high-school students to complete at least 30 hours of volunteer work, plus five hours of work to prepare their volunteerism project, and five hours to prepare a written, spoken, or videotape presentation to sum up their volunteer experience.
Detroit City School District	1975	173,750	Requires high-school students to complete at least 200 hours of volunteer work or paid employment.
District of Columbia Public Schools	1992	79,802	Requires high-school students to perform 100 hours of community service.
Jefferson County Public Schools (Louisville, Ky.)	1998	93,070	Requires high-school students to complete 30 hours of volunteer work.
Miami-Dade County School District	1996	333,817	Does not require a specific number of hours of community service, but all high-school students must either complete a project that integrates volunteer activities into academic course work or do volunteer work outside the classroom. Students are also allowed to combine both approaches to fulfill the requirements.
Milwaukee Public Schools	1996	98,378	Does not require a specific number of hours of community service, but high-school students must complete a project that links volunteer activities to their academic studies.
Montgomery County Public Schools (Rockville, Md.)*	1992	120,291	Requires students in middle school to complete at least 30 hours of course work that links volunteerism to class activities. High-school students must complete 40 hours of similar course work, or they can do volunteer work unrelated to their academic studies to fulfill the requirement.
Philadelphia City School District	1998	210,503	Does not require a specific number of hours of community service, but all students must complete a project that integrates volunteer work into academic course work. The requirement applies to students in elementary, middle, and high school; students cannot graduate from any of those levels without having completed service projects.
Prince George's County Public Schools (Upper Marlboro, Md.)*	1992	122,415	Requires high-school students to complete 36 hours of volunteer work, plus 39 hours of course work that integrates volunteerism into class activities.

\* Maryland passed a statewide requirement in 1992 that all students must complete at least 75 hours of volunteerism or course work that links volunteerism to class activities. School districts are allowed flexibility in adopting the requirements and have the option of stretching the requirement over the seven years of middle and high school, or concentrating it all in the high-school years.

School district	Awards credit for community-service work	District has some individual schools that require service	Enrollment
Albuquerque Public Schools (N.M.)	Yes		89,019
Austin Independent School District (Tex.)	Yes	Yes	74,772
Brevard County School District (Melbourne, Fla.)			65,621
Broward County School District (Fort Lauderdale, Fla.)			208,359
Charlotte-Mecklenburg Schools (Charlotte, N.C.)			89,544
Clark County School District (Las Vegas, Nev.)	Yes		166,788
Cleveland Municipal School District (Ohio)	Yes	Yes	74,380
Cobb County School District (Marietta, Ga.)			82,870
Dallas Independent School District	Yes	Yes	148,839
DeKalb County School District (Decatur, Ga.)			87,291
Denver Public Schools	Yes		64,322
Duval County School District (Jacksonville, Fla.)	Yes		123,910
Fairfax County Public Schools (Va.)		Yes	140,820
Fort Worth Independent School District			74,021
Fresno Unified School District (Cal.)	Yes	Yes	77,880
Granite School District (Salt Lake City)	Yes	Yes	77,106
Gwinnett County School District (Lawrenceville, Ga.)			84,555
Hawaii Department of Education (Honolulu)	Yes		187,104
Hillsborough County School District (Tampa, Fla.)	Yes		143,192

Note: Enrollment figures are from the U.S. Department of Education for the 1995-96 academic school year.

School district	Awards credit for community-service work	District has some individual schools that require service	Enrollment
Houston Independent School District	Yes	Yes	206,704
Jefferson County School District (Golden, Colo.)		Yes	85,495
Jordan School District (Sandy, Utah)			71,702
Long Beach Unified School District (Cal.)	Yes		80,520
Los Angeles Unified School District	Yes		647,612
Memphis City Schools	Yes		109,286
Mesa Unified School District (Ariz.)	Yes		70,035
Mobile County School District (Ala.)			65,602
Metropolitan Nashville Davidson County Public Schools	Yes		70,913
New York City Public Schools		Yes	1,049,039
Orange County School District (Orlando, Fla.)			123,165
Orleans Parish School Board (New Orleans)		Yes	85,596
Palm Beach County Public Schools (West Palm Beach, Fla.)	Yes		132,215
Pinellas County School District (Largo, Fla.)	Yes	Yes	104,335
Polk County School District (Bartow, Fla.)	Yes		72,807
Puerto Rico Department of Education (Hato Rey)			621,121
San Diego Unified School District	Yes		130,360
Virginia Beach City Public Schools			76,508
Wake County Public School System (Raleigh, N.C.)		Yes	81,438

Compiled by Marina Dundjerski, Susan Gray, and Katharine LaBruna

influx of young volunteers to be so beneficial. Student volunteers often don't realize what kind of work charities do and have unreasonable expectations going into their posts, sometimes expecting simply to have fun.

Staff members at Days End Farm Horse Rescue, in Lisbon, Md., say the state's community-service requirements have made working with volunteers more of an ordeal than it used to be. They say young people who come to the horse farm often expect to ride all summer, not to muck stalls, clean saddles, or do other chores to help care for the dozens of abused and neglected horses that the farm adopts.

"Many are doing it because they have to fulfill their requirement," says Kathleen Schwartz, founder of the charity, which has had 93 student volunteers this year. "It's

not something they're really interested in or passionate about."

Ms. Schwartz says she wishes that Maryland schools would provide students with more direction before sending them out to do charity work. "They need help to find out what it is they really want to do," she says.

Other charity officials have heard students complain about a lack of guidance, and how that ruined their volunteer experience.

"I get pretty nervous when I think of mandatory service," says Karen Young, who founded Youth on Board, in Boston, to encourage young people to serve on charity boards. "I hear from a lot of people who have had horrible experiences."

One young man who put in volunteer hours at a homeless shelter told Ms. Young that all he did was sit near people who "didn't smell

very good," she recalls. He complained to her that homelessness and the shelter's work were never explained to him or put in context.

"When community service is not done well," Ms. Young says, "it can actually leave people feeling very crummy and resentful."

### Driven by Educators

One reason that community-service programs are not as successful as they could be is that charities are rarely asked to offer their advice when service requirements are being drafted.

That is because most school-board leaders don't think of community service as a direct effort to help charities. Instead, the rules are often motivated by educators' desire to teach youngsters about their responsibility to help others and to provide kids with new job skills.

What's more, non-profit leaders say too little thought goes into what it takes to make schools' community-service programs succeed.

"Building an infrastructure to implement community service is critical work—unfortunately, it's sometimes given consideration last," says David Milner, founder of Funds for the Community's Future, a Washington, D.C., charity that works to improve low-income urban neighborhoods. "Then it gets dumped onto schools and into communities: 'Here's this great idea we thought of,'" he says. "Well, this really doesn't help us."

In the District of Columbia, the school board voted in 1992 to require all high-school students to serve at least 100 hours before they graduate. Because of a lack of money, however, teachers and guidance counselors—who already have full-time responsibilities—

were tapped to oversee the service program. Students ended up with almost no assistance in finding charity work.

Over the past two years, Funds for the Community's Future has received about \$100,000 from the Corporation for National Service, a federal agency that oversees volunteer programs, to try to improve the situation in Washington. The charity, which expects to receive an additional \$99,000 from the corporation this year, has trained an AmeriCorps member to serve in each public school, counsel students on the significance of community service, and link them to charities.

However, even with the additional help, problems linger. James Gregg, founder of the Sign of the Times Cultural Workshop Gallery, a Washington arts group.

Continued on Page 32



## Charities Try to Improve School Volunteer Programs

*Continued from Page 31*  
says his teen-age volunteers talk about classmates whose teachers have allowed them to fulfill community-service requirements by studying in the library or joining sports-cheerleading teams.

"The pressure is on everybody to graduate the students," he says, noting that schools already face low graduation rates. "It's really hurting the whole program."

### Training Chicago Teachers

In Chicago, as the first year of mandatory service takes effect, the school district is trying to stave off problems by training 10 teachers to be "community coaches." The New York charity Do Something will give the coaches 24 hours of training, and provide them with a year's worth of exercises on how to carry out community service. In addition, Do Something helped arrange for Fox Television to broadcast a campaign on service in Chicago, spotlighting local kids' accomplishments.

Michael Sanchez, Do Something's president, hopes that the

Chicago program will become a model for other school districts, because right now, he says, mandatory community service is "not working in any district at any scale."

Other school districts are counting on private donors to chip in and help pay the costs of training teachers and non-profit workers to weave community-service lessons into academic studies.

Kenny Holdzman, director of service learning in Philadelphia's school system, says as much as \$7-million must be raised over the next four years to cover costs beyond what the school district can pay.

Numerous charity leaders are eager to find ways to make the school requirements more effective, in large part because they believe doing so will turn today's young community-service workers into tomorrow's dedicated adult volunteers.

Already, they say, there is evidence that volunteering at a young age can make a big difference. According to the most recent study of

volunteering by Independent Sector, 65 per cent of people who said they had volunteered in their youth said they still did so as adults. In contrast, among adults who said they did not volunteer when they were youngsters, only 31 per cent said they gave time to charitable causes.

While many charity leaders agree about the importance of recruiting young people to volunteer, it is unlikely that the debate over the wisdom of requiring community service will end anytime soon.

Ebony Martin, an Atlanta high-school senior, says she is glad she was required to volunteer. She loves her work at the Ansley Pavilion Nursing Home, where she regularly visits with a 113-year-old woman. But she readily concedes that many of her classmates put off fulfilling their service requirements until the last possible minute. "I don't think they like it," she says, "because they *have* to do it."

Mr. Raley, of the National Assembly, says he worries when he hears about such cynicism among young people.

"Maybe we should rethink making it mandatory," he says. "Given everything we know about teenagers, we should probably forbid them to volunteer and they would be out there in droves."

## NEW BOOKS

### Beyond the Bottom Line: How to Do More With Less in Nonprofit and Public Organizations

By Martin W. Sandler and Deborah A. Hudson

These authors counter what they see as the perception that exceptional management skills are exclusive to business leaders.

"If there are magicians in this book, they are the dedicated managers of non-profits who take a \$100 contribution and turn it into \$600 worth of meals for the homeless," write Mr. Sandler and Ms. Hudson, who produce television documentaries.

The authors spent five years researching government agencies and non-profit groups, seeking to identify the qualities that efficient organizations share.

They argue that public agencies and charities, though more sheltered than businesses from the whims of the marketplace, should be lauded for productivity in a time of cutbacks and shrinking resources. Charity managers are neither "blue hairs" nor "fuzzy-headed intellectuals," they write.

After interviewing officials from government and non-profit organizations, Mr. Sandler and Ms. Hudson spent a year visiting 45 groups that those officials said deserved particular plaudits. The authors then parsed the management practices of 24 of those groups into this book.

Chapters examine the challenges faced by those organizations and outline methods for serving clients, promoting services, forming partnerships, adopting new management strategies, sharing power with all employees, rewarding workers, and communicating effectively.

The two dozen institutions include big organizations—such as the Girl Scouts of the U.S.A., in New York, which reversed a drop in membership by offering programs to girls in inner-city and remote locations—and small groups, such as the National Theatre Workshop of the Handicapped, in New York, which won praise from the authors for its aggressive fundraising techniques.

Publisher: Oxford University Press, 198 Madison Avenue, New York 10016; (212) 726-6000 or (800) 451-7556; fax (212) 726-6446; World-Wide Web <http://www.oup-usa.org>; 212 pages; \$35; I.S.B.N. 0-19-511612-7.

### Corporate Social Investing: The Breakthrough Strategy for Giving and Getting Corporate Contributions

By Curt Weeden

Non-profit organizations in the United States could stand to gain an additional \$3-billion a year from companies that reorganize their giving to increase profits, writes the author of this book—but too many companies lack the nerve to do so.

Mr. Weeden, a former vice-president for corporate giving at Johnson & Johnson, writes that corpo-

appropriate use of a comparable charitable-giving budget.

Instead, corporate executives should realize that their companies can give money to make money, he says.

"Sounds like heresy, doesn't it? Manipulating charitable intent that it turns into a type of enterprise grease that companies can use to fatten their own wallets," writes Mr. Weeden. "Actually, it isn't all that sinister."

Instead of "corporate philanthropy," a term Mr. Weeden dismisses as an oxymoron, he proposes a step system designed to reward both businesses and non-profit organizations through a combination of grants and "leveraged by investment"—the latter including sponsorships, loans, and other expenses that cannot be written off as tax deductions.

Among Mr. Weeden's tenets:   
► Weigh the maximum business value from every decision made about charitable giving.

► Raise the percentage of company donations from the current average of 1.3 per cent to 2.5 per cent of a company's pre-tax profits—3.5 per cent for companies that make their own products.

► Tout the company's giving to the hilt and provide complete financial information to the public. Shareholders will be less fearful about how that company steers charitable donations, writes Weeden, if they know exactly how much is being spent and if they reassured that alliances with charities will ultimately enhance their investments.

► Promote within the company the need for investing in charity to insure that funds are secured and that high-ranking employees help shepherd all aspects of the company's giving strategy.

Mr. Weeden stresses that a view of his plan can help non-profit officials gain perspective on what motivates a company's giving as to be better prepared when soliciting or entertaining sponsors or joint-marketing opportunities. (For more on Mr. Weeden's theories, see *The Chronicle*, June "A Former Insider's Crusade Transform Thinking About Corporate Giving.")

Publisher: Berrett-Koehler Publishing, 450 Sansome Street, Suite 1200, Francisco 94111-3320; (415) 288-026 (800) 929-2925; fax (415) 362-3512; pages; \$29.95; I.S.B.N. 1-56775-045-0

**OTHER PUBLICATIONS**  
**Welcome to Philanthropy: Resources for Individuals and Families Exploring Social Change** *Giving*, by Anne Slepian Christopher Mogil, is intended for new philanthropists searching for five ways to give to charity. "The asks the reader to identify clearly causes he or she most wants to be it then suggests types of networks donor groups that are available to people establish foundations, funds, or other ways to distribute money to charity and take advantage of benefits available to donors. The others include anecdotes from people whose sophistication with charitable giving grew as they availed themselves of such resource groups—examples which are listed in three appendixes. Publisher: National Network of Givers, 1717 Kettner Boulevard, S.

## AWARDS

The following awards have been presented for work in philanthropy, fund raising, volunteerism, and non-profit management:

—**Community Health.** The Robert Wood Johnson Community Health Leadership Program (Boston) has announced the 1998 recipients of its annual awards, which recognize individuals who have "overcome substantial obstacles with few resources to deliver quality health care to underserved communities." Each award carries a \$100,000 prize, consisting of a \$5,000 stipend and \$95,000 for program development. The winners:

—**Maria Contreras of Roxbury, Mass.,** an immigrant from the Dominican Republic who created "Soldiers of Health," a neighborhood-based human-services and community-revitalization program.

—**Joseph A. Dicran of Chicago,** a doctor who has created basketball and other recreation and educational programs for children and teen-agers who live in local public-housing projects.

—**Nancy Johns Divenere of Winooski, Vt.,** a mother of a child with cerebral palsy, who has provided advocacy services

for families with disabled children and who has worked to change state policies and medical education in Vermont.

—**Augustus A. (Tony) Garr of Nashville,** a health advocate who has worked to open access to health care for thousands of uninsured and low-income people in Tennessee.

—**Sumiko Tanaka Hennessy of Denver,** a Japanese immigrant who has worked to expand health services to Asian residents and to ameliorate Latino-Asian gang violence by creating a multicultural soccer team.

—**Tim Lefens of Belle Meade, N.J.,** an artist who has developed technologies that enable severely disabled young people to develop artistic and creative projects.

—**Steve Ohly of Milwaukee,** a nurse who has developed local health-care clinics where volunteers provide services to homeless, unemployed, and other disadvantaged people.

—**Rev. Kenneth S. Robinson of South Memphis, Tenn.,** a doctor who provides spiritual and health services in his community, where more than one-half of all residents live below the poverty line.

—**Jennie C. Trotter of Atlanta,** who has

brought violence-prevention and youth-development activities to incarcerated boys and teen-agers and who provides stress-counseling services in inner-city schools.

—**Sandra Vining-Bethen of Bridgeport, Conn.,** a former drug abuser who has created innovative outreach services to bring at-risk teen-agers and young adults to HIV-prevention and drug-treatment programs.

—**Hunger, Second Harvest (Chicago)** has given its 1998 Donor of the Year Award, which recognizes exemplary support of Second Harvest and its 187 member food banks, to the Procter & Gamble Company (Cincinnati), and its New Donor of the Year Award to the Wayne E. Bailey Produce Company (Chadburn, N.C.). The Award for Grocery Distributor of the Year went to Hannaford Bros. Company (Scarborough, Me.), and the Sponsor of the Year Award went to the Post Cereal Company (New York). The Foundation Support Award went to the W. K. Kellogg Foundation (Battle Creek, Mich.) and the Corporate Support Award went to the Thomas J. Lipton Company (Englewood Cliffs, N.J.). The Central Virginia Foodbank (Richmond) was named Food Bank of the Year. The following food banks also received awards in these categories:

—**Agency Relations and Development and Support:** Oregon Food Bank (Portland).

—**Board Development and Human Resources Management:** Foodshare of Greater Hartford (Conn.).

—**Community Relations and Condition Building:** Blue Ridge Area Food Bank (Verona, Va.).

—**Community Support:** Second Harvest North Central Food Bank (Grand Rapids, Minn.).

—**Fund Raising:** Second Harvest Food Bank of Orange County (Orange, Cal.).

—**Public-Relations and Awareness Campaigns:** Second Harvest Food Bank of Central Florida (Orlando).

—**Technology and Food-Resources Development:** Food for Survival (New York, N.Y.).

—**Volunteer Programs:** Second Harvest Food Bank of East Tennessee (Knoxville).

—**Non-profit organizations.** The National Alliance for Nonprofit Management (Washington) has presented the Terry McAdams Award for the best book about non-profit organizations released in 1997-98 to Thomas A. McLaughlin for *Non-profit Mergers & Alliances: A Strategic*

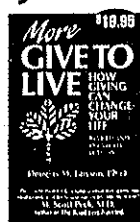
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