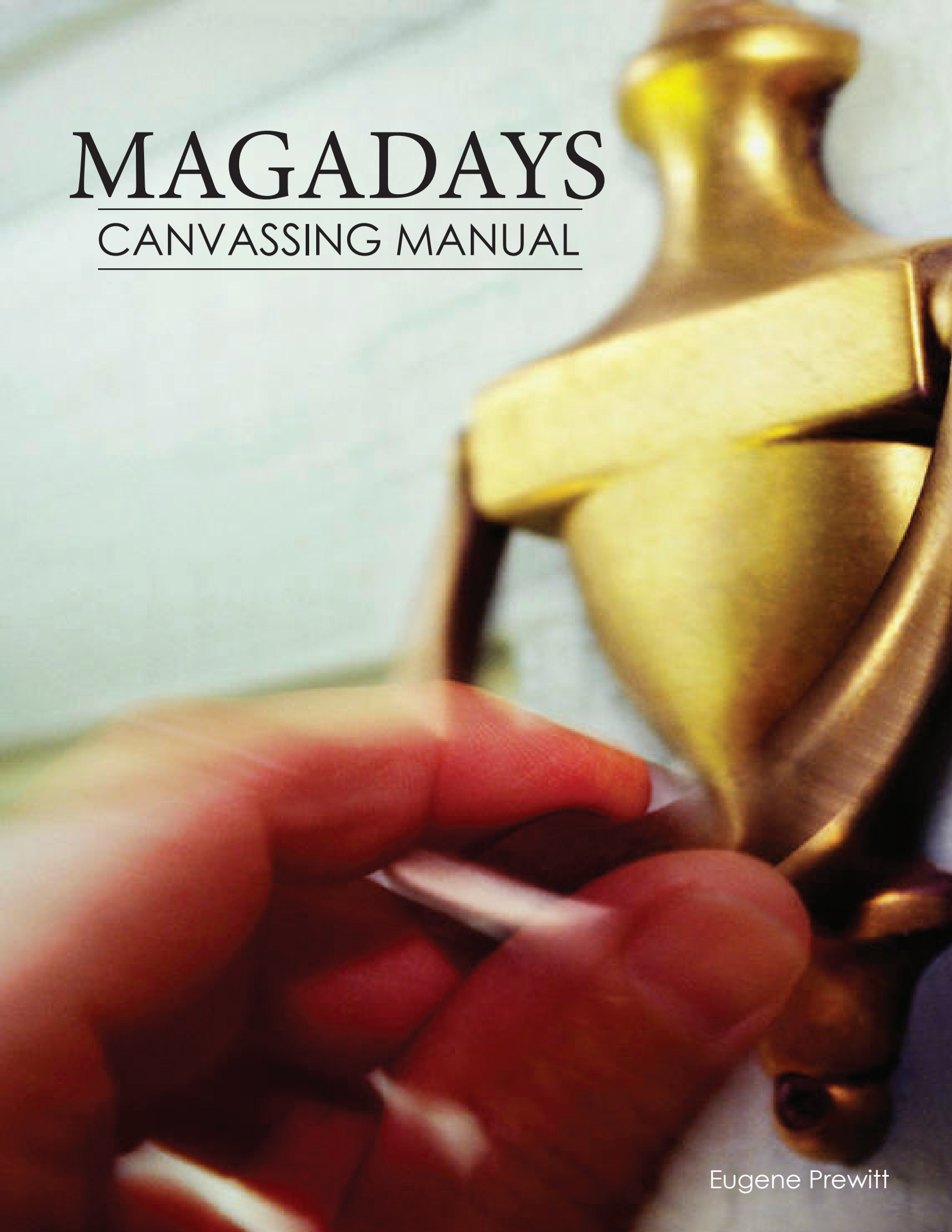


MAGADAYS

CANVASSING MANUAL



Eugene Prewitt

MAGADAYS

Thoughts on Leadership in the Field

Dedication: To Heidi Young, my favorite person, an evangelist and one that has done her time on the front lines. Also, to Kyla Stemmler, the person who is responsible for the fact that I am writing this today and not some vague tomorrow.

How to Use this Book

The manuscript in your hands or glistening on your screen was designed as a companion book to a series of training and leadership videos. The videos are being designed as companions for real-life actual-doing of magamistry. If you read this paper fifty times before you try doing the work, you have little advantage over the man that reads it once carefully while practicing.

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Introduction

The work has been designed as a reference for all levels of magabook administration. That last decade has witnessed an explosive growth of the magabook ministry in the NAD. One could generalize that workers under Larry Carter, other workers under Oakwood College, and workers under Joe Martin, Rocky Davis, and Chris Buttery, have carried on with years of developing ideas, tactics, and methods in the work without significant collusion with each other.

Once a year or so, workers in the magabook work have gathered for a NAD Literature Committee. (real name?) While these meetings have been interesting, they have been ill attended and utterly too brief to have the kind of impact that more extensive meetings might have.

As a result of the comparatively frequent leadership meetings between leaders under Larry Carter, and similar meetings under Rocky Davis, the student leaders under these two men have gained an enviable advantage over less-connected persons.

Sharing fellowship and ideas with other gifted workers in your own field constitutes the primary source of this advantage. They continually discuss team-management. Workers of long standing fine-tune the canvass annually. Legal issues and organizational perfection receive recurring attention.

This interaction has built an effective framework of programs that have out-distanced the sales of most independent and sporadic canvassing enterprises. It must be commended. The unions and canvassing organizations that have sponsored these meetings deserve a share of our gratitude for the benefits the meetings have brought to our work.

To this truth I would add the words of Solomon.

“So I said ‘Wisdom is better than strength; But the poor man’s wisdom is despised, and his words are no longer heeded.’ Ecclesiastes 9:16.

These words are fraught with meaning for budding leaders today. They want the strength that comes from united action and the wisdom that many minds may bring to a task.

Solomon uses a parable to illustrate a mistake in common administration. The wisdom of an out-class is despised. In Solomon's parable a local city government faces a great enemy. The educated and honored among men are in desperate straits. The poor are in no better shape. But the king's counsel does not include representation from the wisdom of poor men.

You can not greatly fault the proverbial king's administrative choices. Those that are fit to guide the city are those that have demonstrated their fitness by well guiding their own businesses and fortunes.

But the king's choices can be faulted a little. Not all wise management produces wealth. Goals of a different nature bring results equally dissimilar. A poor man in the city may have virtuous children, loyal friends, time for his wife and still more for personal piety. He may be happy quite despite his deficiency in pomposity.

And more than that, he may have more original thought.

In other words, men in meetings of their peers often have better tactical plans than strategic plans. When we know our goals, we devise tactics, or means, to attain them. In an illustration from war, tactical plans would be laid to secure a significant bridge. The planners ask the question, "*How* shall we do it?" Tactical reasoning is so important. Downplaying it would be ill judged.

But it remains to the strategists to decide which bridges to secure, or whether to secure any, or whether it is best to retreat and let the enemy repair the bridge for their own use before surprising them and taking it. They ask the question, "*What* should we do?"

All the king's horses and all the king's men might have such a hard time deciding what to do about humpty-dumpty that they fail to address other urgent questions. This is the predicament of committees with strong king-like personalities participating. The strong may bring their strategy to the board with such power that questions like "What should we do?" receive scant hearing.

The history behind the meeting of professionals often determines the agenda even when a kingly leader does not. This leaves the creativity of the attendees to wrap around the problems that are brought to their attention. They work to answer the "How?" questions that are asked of them.

And answering those questions is good. Tactical work is needed.

But in the parable of Solomon, it was the poor man's wisdom that saved the small city from a great king. Men not under the influence of pre-made agendas, but doing their work well, think "outside of the box." They may address problems unthought of by a committee. Unrestrained by bureaucracy, they may experiment with methods and tools that just don't fit with the already-developed system of others.

If their goals differ in some significant way from those heading the kingdom, it is not shocking that "the poor man's wisdom is despised." And more than that, when the poor man delivers the city we may be surprised at how little credit he receives. Men honor those they see. Poor men are invisible. Even when their wisdom moves a head of state, it is the head of state that receives the honor.

So says Solomon. For after the poor wise man delivered the city, "nobody remembered that poor wise man." v. 15.

The introduction to this book on canvassing is also its first chapter. Leaders need to know sources of wisdom. "The quiet words of the wise are more to be heeded than the shouts of a ruler of fools." v. 17. This holds true, I would suggest, even if the ruler oversees men that are not fools.

I write this book with these thoughts in mind. I have worked with Larry and Rocky and Chris and with leaders that have contributed to the Oakwood programs. I have spent some time with Joe and more with leaders that have worked under him.

But for the most part, since 1993, I have run programs that operated outside of the systems headed by these men. This is no virtue. Nor is it vice. Remarkable success that has attended these programs.

In the last twelve months I have run five canvassing programs. Three of these have averaged over \$190 / person / day. The lowest of these averaged \$149 / person / day. That program had only one student that had canvassed for a previous summer. Yesterday a team of sixteen students here in Arkansas sold just over \$4,000 worth of magabooks. Discounting the first full day, the overall average is already over \$200 for the program.

More than sales successes, our programs have produced top-notch leadership. We never need to import leaders that have not been through our system. And many of those serving in leadership positions, even in systems that have a long-standing program of leadership development, have risen to their current responsibilities through our ranks. I still receive calls every year from nearly every union in the NAD from responsible persons seeking quality leadership.

I lay the honor for this consistent pattern at the foot of God's counsels. They have provided light where otherwise there would have been but darkness.

The weakness of operating out of the loop is that you miss much of the tactical wisdom that effective committees have developed. Your deficiencies may not be counter-balanced by the strengths of another. Your personal defects may mar the work under your hands in ways that they would not had you been accountable to some higher entity in your own field.

These weaknesses are weaknesses of omission and of character. I am grateful that they are not the type of weaknesses that will naturally play into the scope of this book. May all that is to come be wisdom. May it be heeded above the shouting of mistaken past experience.

-- Eugene Prewitt October 27, 2003

OUTLINE

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Team Management

Pework

Is your vehicle stocked? Do you know places you can go without stepping on other's territory? Is there enough gas in the car to get you to your territory? Do you know where the key to your vehicle is? Do you know who is on your team? Do you have radios? Receipts? Water? Plastic bags? Your map? Are you sure?

There are few problems so serious as to warrant turning around and coming back to take care of them. But forty seconds of organized thought twenty minutes before you head out to work can save hours of wishing. Having a little card near the steering column with a readable check-off list is just what some leaders need.

Making Teams

The person making teams wields more power to do ill than to do well. Well-made teams do not bring success. But ill-made teams do certainly bring the opposite. This is so true that one could nearly let a computer generate random teams and have a better impact on the team than his companion that makes the following common mistakes:

1. The Duplicate-the-Successful-Day Mistake
2. The Friends-Make-Joy-and-High-Sales Mistake
3. The High-Sellers-Should-Work-With-Me-Cause-They-Do-Better-That-Way Mistake

The first of these solemn goofs plants the foundation of your day on wet sand. Making a team this way virtually says “The reason we did so well yesterday was because of our great team and territory.” Unbelief. Your sermons on faith can not compete with your illustrations in the science of team-making. Better, far better, to mix things up as much as possible after a high day and then give God the glory for the blessings of yesterday and those yet coming today.

The friends-should-work together mistake often grows into a veritable disaster in the team-making work: Requests. When students learn that you favor putting people together that want to be together, they will start asking to work with a particular team or a particular student. My strong advice: Do Not Surrender.

Perhaps on the eighth week you might have one day (this works good for crazy mornings) when, instead of making teams, you let everyone jump in the vehicle of their choice, with instructions to the drivers to take off when they have their quota of students.

But to put friends together often generally deflates a team. Talking much they tend to pray less. If young, they tend to accidentally wander from their street when their friend is working in an adjacent avenue. They tend to give each other sympathy rather than courage. You may find friends that have an opposite effect, a wholesome one. But this is a pattern.

If you give in to requests for team placement you complicate an already complex problem. What will you do when a clingy friend requests to work with the buddy that is trying to get away from him? And how will you justify your no’s in the face of your yes’s?

More significantly, requests are a student-led version of the Duplicate-the-Successful-Day mistake. Do not let their inexperienced minds make it. Just say “No.”

Insecure leaders pack their teams with high sellers. Their inward thought is, if I can pretend to read it, if I have a low-producing team I will lose the respect of the students. Dear Insecure One, the students are not thinking about your team’s total. They are insecure, like you. They are thinking about how you must think they are not the best sellers. Or they are uncomfortable with being singled out as a high-producer.

And you truly will lose the respect of your team if they feel that you, the man that will not give them what they want in territory and team making, take what you want in both. The best leaders, when making teams, give them selves a healthy dose of the lowest sellers and work to bring them higher. No day is so successful as that in which low sellers manage to reach average sales.

Another suggestion for team making: Have someone else do it. As a head leader you do not want to be responsible for giving yourself a team. No matter how careful you are, you will be suspected of tipping the scales in your own favor, unless you just refuse to take high sellers in your van. It is better for the students to see you take the recently made list from another leader and read the names under your own outloud at the same moment you first see them.

The same person should make the teams and keep a record of past teams. Otherwise thinking patterns produce team patterns unconsciously and students find themselves working four out of five times with the same leader.

If you are the head-leader, do request to have persons put on your team that you need to address regarding some issue or another. These should generally be problem students rather than high-sellers.

If you are making the teams, pray, pray, pray, then make them quickly. Some hints to get you started: Take yesterday’s record of teams. Go through Ron’s team and give his students from yesterday back and forth to the two other teams. Then do the same for Bill’s team. Then for Gricel’s. This is painless, fast, and makes for great mixing day after day. Starting sometimes at the bottom and sometimes at the top of the list and occasionally leaving one person in each team that was there the day before, helps to keep students working with a variety of other students.

You don’t need to read the rest of this section

I mean, the relation of technique to high sales has been seriously over-rated. The truth is that quality driving skills, map-reading ability, effective program training, cultivated leadership personality, and spirituality among the team have much more to do with high sales than the details that follow.

On the other hand, when the advice in this whole section is followed well, the efficiency and power that it may add to your team would be noticeable.

But, again, if you had to choose between the basic leading gifts just listed and the score of those that are to follow, one would be better off with the former.

Leaving the building

Today is Wednesday, October 29, 2003. This is the second week of our magabook program. This morning, while the leaders were having a leadership conference, I called in the students and went over some facts. On Sunday we averaged 9 books per person before lunch. Yesterday we averaged 8. However, when you compare the end-of-the-day totals, Sunday was much better. After lunch on Sunday they sold another 8 books per person. Yesterday they sold two per person after lunch.

After relating these facts I invited the students to recall and contrast the lunch breaks on those two days. See the section on Lunch below. The big difference was energy. On Sunday they were excited and raring to go. Yesterday they slowed down, took 80 minutes for lunch, and had a good friendly get together.

As a team leader, leaving the base is one of the most important things you do in your management. High output leaders have a reputation for trying to be the first vehicle out of the parking lot. They seem to know instinctively that those three or four minutes of extra time in the field have a greater impact than any other four-minute interval during the day.

You can not afford to be running around looking for maps, radios, receipts, and lost students when it is time to exit the premises. Inexperienced leaders, ironically, are hyper and calm at just the wrong times. They panic when things go wrong and drag when preparing to leave for their territory. This, at least, proves that they are capable of being hyper and calm in various circumstances. Now the key: reverse it. Rush to work and calmly face obstacles that arise later in the days. This is not to say that enthusiasm can safely wane when the blinker kicks off after turning onto the highway.

The trip to work

Leaders over the years have developed quite a system of on-the-way-to-work activities. The goal of nearly all of these is to keep the students spiritually motivated and focused. These ideas have included:

- Reading paragraphs from Colporteur Ministry or books that are being sold
- Praying Round the minivan
- Singing songs, especially those with lyrics adjusted for canvassers.
- Having a quiet time for all students to pray silently.
- Choosing prayer partners and having the partners share specific requests
- Asking students to check over their bags to make sure they have all they need
- Asking students to check their bags to make sure their books are in good shape
- Handing out radios
- Training

Each and every one of these is a great idea. The quiet time is perhaps one of the most essential and most often neglected.

All of the activities are preventive measures. Thoughtless and irreverent approaches to the holy work of canvassing are not inviting to holy angels. Bear in mind that the less mature the team the more essential that the leader take control of the atmosphere.

Ellen White gives a helpful corrective to attitudinal ossification. She write that the youth must not be expected to be as sober as the sire. Their enthusiasm should not be interpreted as rebellion or spurned as distracting from holiness. The wise leader will find channels for the buoyancy of youth. Let them chant a

slogan or sing a song. Let them laugh and be happy. Commend them for their enthusiasm and invite them to share prayer requests.

This will bring a calming without the need for a command. If someone continues to distract a neighbor during prayer time, consider waiting until you drop everyone else off to talk to him or her. Public exposure creates a wound that mortifies.

I write “consider” because it may be necessary to take the initiative and invite cooperation with an air of authority. But wrath need not be part of the process.

The Devil would like to enter the vehicle. A favorite tactic of his is to bring up movies or television programs as a subject of discussion. Students need to know what is expected of them. It is not fair to come down on someone for breaking an unknown rule. If you hear students speaking of movies or television, address them kindly with a plea to not talk about those things. Explain that we want to keep the mind clear of such distractions as a way of showing honor to the Spirit that we want to help us.

Correction or confrontation of any kind is a poor way to conclude the trip to work. An oppressive atmosphere is death to success. Are you arriving at your destination with a cloud in the air? Do something about it. Think positive. Remind your riders of past and current blessings, of prayers answered. Have a praise session before letting students out. Give them a chance to know that you are not mad at them and that it is OK to be happy.

Where to Go?

There is not as much science to this topic as leaders would like to think that there is. The Bible is plain that we are to “sow beside all waters.” Why? “Because we know not what will prosper.” Ellen White’s counsel is to tackle the work in a systematic way. Do everything that can be safely done.

Are you in an area that has been worked before? Consider doing more of the country roads around the town than a previous leader might have thought to do. Consider driving further on cold or rainy days and trading a few minutes of rainy work for a few less minutes in a new area.

If you will not be in an area long enough to do it thoroughly, God’s counsel to us is to approach the affluent classes first. We meet them in the businesses and in the nicer subdivisions. Generally, business districts are located near middle-class housing. This is ideal for afternoon. But we will get to team management later.

How to drop

Quickly. With a little practice you can often drop off even an eight-man team in two or three minutes. Energy and celerity at the very beginning of the day dramatically increase the chance of your students working hard to persuade their customers.

A gentle, get-out-as-fast-or-slow-as-you-are-inclined drop off robs the students of a feeling that the day is going well. Even their feeling of security takes a hit. We all feel more secure under a leader that is taking charge and making things happen.

Practically, if you have driven into a sub-division, stop at an intersection and let out four people out...two to work forward combing and two to work backwards combing with an understanding of where they ought to cross over and work back. If you drive forward now a few blocks, you can let out two or four more with similar directions. Viola!

The very same directions work wonders in businesses.

Business days

There were days when magabookers didn’t canvass businesses. Can you believe that the idea of canvassing businesses was opposed when it was introduced? See the section on Magabook history.

Business canvassing fills a gap in the strategic efforts of canvassers to reach every person. Our students need to be able to walk from one customer to another. This is frankly not feasible in the beautiful country areas where many business owners, workers, and customers call home. We find them at work or shopping when we canvass industrial parks, strip malls, and downtown mercantiles.

During the early afternoon, when these operations are ripe for student visitation, many of the urban areas we would canvass are emptied of their homeowners. The hand-in-glove fit of canvassing businesses in the afternoon has prospered wherever it has been consistently used.

See the Training section on Businesses for help in making your team a pro-business group.

Some activities are much more difficult in businesses than elsewhere. One of these is finding students. Ironically, students in businesses sell more books and need to be found more often. A leader with half his students in businesses and half in homes may find himself spending most of his time with the former half.

Some hints that can simplify the finding of students in businesses:

1. Give bite-size territories with only 20 to 30 businesses between students
2. Ask students to canvass a customer outside between each business, if at all possible. This increases their visibility by more than 800%. A student may only be outside for three minutes in an hour of doing businesses. But when canvassing customers, he is outside for about half of the time.
3. Learn to ask businesses strategically for help in finding him/her.
 - A. Start asking in a business that you suppose they have already been to. This helps you save time (they can tell you how long ago he came by) and decreases the chance of you ruining his sale (places you ask are less likely to buy when they see him.)
 - B. Narrow down the field by running (on foot) past many other businesses and asking another further down. This does not take nearly as long as driving in circles hoping that Mr. Magabooker will pop out of a door while you are driving by.
 - C. Do not look for long. If you can not find him soon, take care of your other students. If he empties his bag, he will be happy. Students needing books are not really an emergency.
 - D. Train your students well in radio rules. In this case, the once-you-call-don't-turn-your-radio-off-until-you-are-found rule helps wonderfully.

The layout of a Business day looks more like a ruler than like a pancake. Businesses tend to follow main thoroughfares and parallel streets within a block or two of the main thoroughfare. Exceptions would include industrial parks and medical parks. A general rule of thumb is to keep your door-knocking students working in the vicinity of the businesses you expect to be doing just before lunch.

With a large team it is wise to arrange for some business-working students to meet together with instructions to walk to lunch when they do. This simplifies the lunch-pick-up problem. See the section on picking up.

The businesses leading into a town, though scattered and looking a bit worn, are some of the very best you will find. Industrial parks produce better than most. These and a few other choice business types should be reserved for students with the wherewithal to recognize the opportunities. Other choice businesses include courthouses, fire stations, and new and used car lots. See the Training section on businesses.

Businesses are ideal sources of comfort on cold, hot, or rainy days. 'Tis always nice inside.

Rainy days

Imagine your team's enthusiasm as a large block of ice and imagine your enthusiasm as a super freezer. Rain begins to fall on your team's block of ice. You, dear leader, must have so much courage and buoyancy that you freeze the rain to the block before the rain melts the block to the ground.

If you have had some years of experience you will have your own wonderful-day-in-the-rain stories to share. Many of our highest days have been blessed with precipitation. The first obstacle to be overcome is the leader's personal fear that rain will ruin the day.

Rainy days may be divided up into Thunderstorm days and drizzle days. During my last Tennessee program a thunderstorm tackled the town we were working with such ferocity that numerous trees fell in the road and on parked cars and into homes...and that in the neighborhood we were working in! My message on the radio was "take shelter."

When rain is coming down in torrents, you can be sure it will not be coming down for long.¹ Encourage the students to find a porch and wait until the rain has slowed before advancing. Sprinting between even two homes during the hardest rain will ruin a set of books and melt a good chunk of the block of enthusiasm.

Many sales have materialized out of rain clouds while canvassers were stranded on the porches of those that had no interest.

Drizzle days are more challenging. Thunder adds energy. Drizzle saps it. Apartments and businesses help students forget the drizzle. Drizzle helps student forget that they are stressed by apartments and businesses. Town houses are great if nothing with porches is available. Someone will give your students an umbrella.

But you should have umbrellas in the vehicle. They can be purchased at dollar stores and many other places for just a few dollars. Ponchos do not work well. Your job as a leader is to keep reminding students to be careful to keep their books dry and to keep them pumped and happy. If the rain is combined with cold, you must guard their health as well.

Police days

Perhaps some time in the near future our woes with police hassle will rise again. But for the moment they have become much less frequent in those parts of the country that are up-to-date in their jurisprudence. Since June 2002, our liberties as door-to-door evangelists have been broadened considerably by a ruling made in favor of Jehovah's Witnesses.

Four relevant rulings, three from the Supreme Court, have been made that offer the protection our canvassers require. Familiarize yourself with them. Keep a copy of well-written legal-sounding letter mentioning these rulings. If you are the head leader, make sure each car has a copy of this material and registration letters. See the appendix for letters that you may feel free to copy and use as needed.

Legal Rulings

Espenosa v. Rusk, 10-21-1980, U.S. Court of Appeals, Tenth Circuit

Issue: Albuquerque solicitation ordinance. The court upheld the lower courts decision that the ordinance could not be applied to Adventist door-to-door fund-raising evangelistic work.

Cantwell v. Connecticut, 310 U.S. 296, 1940, Supreme Court

Murdoch v. Pennsylvania, 319 U.S. 105, 1943, Supreme Court

Issue: Whether ordinances against door-to-door solicitation can be legally used to prohibit Adventists from doing literature evangelism. The court held that they can not. Justice Douglas added "the mere fact that the religious literature is 'sold' by itinerant preachers rather than 'donated' does not transform evangelism into a commercial enterprise." Murdoch, supra, 319 U.S. at 111.

Watchtower Bible & Tract Society of New York, Inc., et al. v. Village of Stratton, et al., No. 001737; argued 2-26-02; decided 6-17-02

¹ The exceptions always lead to devastating floods.

Issue: Whether the village of Stratton's ordinance, requiring registration and permission from anyone going door-to-door, violated the free-speech rights of the Jehovah's Witnesses. The court overturned the ruling of the Court of Appeals, 6th Circuit. The Supreme Court ruled that the ordinance did, indeed, violate constitutional freedoms. The ruling was worded broadly and was based partially on the cases of Cantwell and Murdoch, above. "Held: The ordinance provisions making it a misdemeanor to engage in door-to-door advocacy without first registering with the mayor and receiving a permit violate the First Amendment as it applies to religious proselytizing, anonymous political speech, and the distribution of handbills. Pp. 913.

Sick and incapacitated days

I write elsewhere about how to handle dogs. This section is for leaders who have the apparent misfortune to have their students bitten, injured, or otherwise incapacitated during the canvassing day.

If your student is bitten:

- A. Ascertain the address of the home. If you can not confirm that the dog has had its shots, the dog may have to be killed and/or your student may have to have rabies shots. My life has been saved by those shots. I was bitten by a rabid bat when I was an infant. If you can safely do so, approach the owner of the dog to ask for evidence that the dog has had its shots. If you can not contact the owner and if the skin has been broken, do not take chances.
- B. Report to the parents the situation and give them what information is available. Students over the age of 18 should be responsible to contact their own parents. Remind them to do so.

If your student falls and breaks a bone, scrapes himself badly, or twists his ankle, be prepared to give first-aid attention. This section can not be a book, so consult a book. Sprains and scrapes do not usually require professional medical care. Puncture wounds (i.e., stepping on a nail) and broken bones do. Keep copies of your students medical-release forms in each of the vehicles. If you must take a student to the emergency room, alert some student in the group to field radio calls and keep students happily working in your absence.

Your student may not wish to visit the hospital. After a puncture wound, if the student does not have up-to-date Tetanus shots, unless the parents demand otherwise, he/she should have a Tetanus shot. If your student has significant pain in the lower abdomen and you are not able to rule out appendicitis, a trip to the doc is in order, and time can not be wasted. Gas pains and appendicitis, while differing greatly to the perceptions of medical professionals, are too similar to risk diagnosis by a magabook leader.

If you have practiced well the principles in this book about team management, you will be able to take the time necessary to treat a student without significantly setting back the success of the team. Students that have been instructed as to what to do if you are not back in time to pick them up can keep working.

Get a student on your side. Give them a map and instructions on where the students are. Give them the task of keeping students working together, close, and in a way that will make it easy for you to find them if you are not able to return for a few hours. If an emergency is too big for you and you can not take care of the minor student's safety and get the injured student medical care at the same time, call an ambulance. Give the driver the parent's contact information. Call the parents to let them know what is happening, and take care of your team.

Cold days

Do you love your students? They will answer that question largely on the basis of how you demonstrate care. If you freeze them and act like it is nothing, they will lose all desire to please you. If you take the cold days off for vacation as if that is what any smart person would do, it is not at all evident that you are doing anything special for them.

Better...motivate them to love the customers enough to work in the cold. Teach them how to dress. Warn them to wear thick socks, but not tight socks. Remind them to drink a lot of water (for this helps the body

regulate temperature). Require them to take a hot-food bath when they return home (for this will cut the chance of them getting a cold by half). Do not let on that you might quit early.

Then, if it is really very cold, do.

Pleasant surprises warm hearts. Also, if the day warms up, or sales are exceptional, or everyone is getting inside, or you find heated inside apartments, you can work the regular day without disappointing anyone.

Let students warm up in the car. Blow hot air all over them. Let them ride around with you for ten minutes or so and have them pray for specific other students. Do this for your young ladies especially. You will know which ones need it the most. Those with no extra cellulose and that are away from home for the first time will have low toleration for painfully cold fingers and toes.

Is it snowy or slushy? Buy (while the students are working) some nice warm large dry socks. Then, when everyone gets in the car and it is time to go home, have them all take off their wet cold socks and replace them with your dry warm ones. They will love you...and they won't get sick.

VADD (Vehicular Attention Deficit Disorder, *breakdownimus-badtimeus*) days

We, here at Ouachita Hills College, are updating our fleet of canvassing vehicles. Recently two nice minivans were donated for our use and we are praising God. The four that we started with last summer...have all ceased to exist as motor vehicles.

Leaders feeling weary and longing for the end of the program often find a strange part of themselves relieved when their vehicle breaks down during the canvassing day. It is the perfect excuse for a low day.

No, it is not.

The most important thing to say about VADD is that the AD in the middle may be criminal. Vehicles must not be left without proper attention. Certain things that can go wrong are dangerous. Leaders should know that their breaking system is in good repair. Tires should be well-treaded and their lug nuts tight. Under-carriage rust threatens tire supports.

While not one student has died in my programs of the last dozen years...from any cause...that is no reason to relax vigilance on these points.

But this section is not about vehicular maintenance. It is about having a successful day with a less than optimal vehicle.

There are some sounds that the driver should learn to recognize. The soft sound of valves that are low on oil, or the sound of tires that have a bulge, or that are loosely connected to the vehicle; these should be recognized by the leader. Young drivers who do not recognize these tell tales signs may waste thousands of dollars by driving a few miles with an overheated engine or a few hundred yards with a tire that is about to fall off.

You may notice a recurring theme in this section of the book. So much of a leading us to do with the psychology of the driver. I remember many times breaking down on the way to work. Typically my first reaction is to find a place for the students to canvass. I may send some walking up the road and some walking the other direction. I may send some walking cross country towards a villager department complex in the distance. My job one is to get them before doors.

When you're leading a team without a working car be sure to give directions that will allow the students to keep working and to keep finding places to work until you're able to find them. Also give them directions about a place to meet you for lunch or for pickup in the event that you do not find them before that time.

Treat the emergency as if were fun.

If a student has AAA, they may help you get the vehicle towed to a shop. But before towing, there are some simple things that you should check. Is your car too hot? Will the engine turnover when you try to start it? Do you have gas? Do you have oil?

Again, this is not a section on vehicle maintenance. But spending hours fixing a vehicle that could be fixed in five minutes is poor use of your leadership day. You can take about one hour to find a way to get around before your students will be hurting. Write to, if you must. Call a church member. Borrow a car. Do not abandon the broken automobile and less you are willing to pay extravagant fines.

Do not forget to transfer books to the new vehicle before the old one is towed away.

Low starting days

My grandfather used to take a nickel, put it in his ear, shake a bit, and the nickel would come out of his sleeve. Amazing. Slight of hand has fascinated audiences for millennia. The Devil often works to make things appear what they are not in the hopes of causing some ill.

In magabook teams the less-than-lion-hearted leader often over-rates the significance of a slow start. Unfortunately, the way that a leader feels about the day lifts or deflates the enthusiasm and faith of the team. When a leader feels that the day has started low, little more is necessary to make it end low.

With a good conscience I can say that I do not have low days when I am leading. For the past several years I estimate that the over-all average in my team has hovered around \$190/person/day. Only once in memorable history have I brought back a team that averaged less than \$100/person.

I do not stack my teams with the highest sellers. On the contrary, I typically arrange to take a larger than average portion of the lower-selling students.

Regularly, one to three times each week, I have a slow appearing start. What do I do about it? I don't pay any attention to it. I recognize that it is an illusion. There are several things that make high days hard to spot early. One is that sales of sets take time. When a team is working and has just been dropped off, it will take about 30 minutes before you can expect that your high students will have closed their first sale, even if it only took them ten minutes to find it.

When they close that sale they may not contact you right away. If it takes them twenty minutes to find it and the sale is a large set, it may be an 45 minutes before they close it. But closing on a set every 45 minutes would cause a student to have 40 books for the day! In other words, if students begin needing bread at the end of the first hour, it is not too late to have a \$200 average for the day.

But for the weak-spirited leader, it is altogether too late. He feels that he just doesn't know what he is doing wrong. He thinks of moving territory. The things he tries tend to disrupt the students that are just getting back into the flow of canvassing for the day. They can feel a desperation behind the fact that they are being moved, or that he asked that they "pray hard, the Devil is really working!"

Ominous news of this nature takes away their boldness. They begin wishing things were different. All this undermines faith and puts Spirit-convicted sales just out of reach. Watching an almost-sale fall through further dampens their energy. By lunch...the team is having a bad day.

But what if I have been doing everything I know to do and have been content with the sales even though they appeared low, only to get to lunch and find that they really *were* low? Yes, this has happened to me. Many times it is the way that a wonderful day begins. Every difficulty is a call to prayer. Lunch is a natural time to start working elsewhere and an ideal time to appear calm and hopeful. Expect much and make the break as energy filled and succinct as you reasonably can.

There are practical hints that help jump-start a lagging day. First, over-share good news. When something wonderful happens to one team member, make sure every team member hears about it. This is your excuse for checking on them and praying with them even though they have not asked for bread or pick-up.

You can still say “Angie just sold a seven book set” even 35 minutes after the fact if you are seeing one of your students for the first time since it happened. Thirty-five minutes goes faster when you are working door-to-door than when you are driving.

If you ask a student who has not sold anything “How is your day going?” you tempt him to complain. If he resists the temptation, you tempt him to feel ill that he has disappointed you. It should not take you long to start reading faces and to know before asking whether someone has likely sold a book.

If I can see that Conrad has a no-book look, I am not going to ask him how it is going. I might just jump out and work a couple doors with him while telling him the great news that “just happened” to Rebekah, then I will (if I don’t have time to work with him longer) leave again without asking.

Adding a feeling of amazement and wonder that Rebekah would do so well so quickly, and leaving with some speed, both of these tactics allow Conrad to keep his courage in the face of a not-yet-made sale. If I am surprised by Rebekah’s blessing, he subconsciously reasons, then I can not be so disappointed in the fact that he and others have not sold yet.

If you have not yet given the worship on comparing yourself to others, then you will have to recognize that some students will rather feel discouraged by the success of others than motivated by it. Don’t let that keep you from sharing. Let them know that others will be praying for them and move forward. You must develop an atmosphere during the program that welcomes happy reports. You need not indulge selfish desire to be doing at least as honorably well as the next person.

On the other hand, your feelings of disappointment that they haven’t sold anything must not find a lodging place on your brow.

Some days start slow because of mistakes made in the work of leading. Studying the rest of this section will lessen the severity and frequency of lower-starting days.

Out of Territory days

During the summer of 1999 I was leading one day in the famous 15-passenger Grandfather. As per usual, I was in a hurry to get away from the base. I had three programs that summer and this was my first day back in the New Jersey program after a two-week absence. When I was about ten minutes into the trip I realized that the head-leader and I had not gotten together on giving me a territory.

Where could I go? I did not know what was done and what was not. I made a guess that if I drove about one hour to a small town that there would be a good chance that it would be undone. I picked one and asked my students if the name of it sounded familiar to them. They said nay.

Arriving at the little town I found that it was an entire bed-room community of no-soliciting condominiums. So we began working. By the end of the evening we had sold over \$2,000 worth of books and had half of the condominium development left to do. None of it was on the map. The next day it was raining and I thought it would be an ideal time to finish the area. So returned, dropped my students, and within five minutes I discovered....that I had deceived myself.

The condominiums were set in such a way that I had not perceived the huge circle they were in. Instead of being half done, they were almost completely done from the day before! More than that, there was nothing in the neighborhood to do. Adjacent cities were already done. There was a long day ahead of me...and no houses to do.

So I understand how you feel. What happened? I decided to redo the condominiums that we had one the day before. Remember, it was raining. What was the result of doing the area twice in two days? On the way home we added up our sales...and the ten students had again sold over \$2,000 worth of books.

So one practical point where you are out of territory...if there is nothing else to do, redo something. Do not throw up your hands and quit.

But there are other things that can help. Here are places to scrape up a little more territory to finish the day.

1. Look just outside the city limits for new small developments hidden off the road.
2. Redo the restaurant/hotel strip in the evening if you did it before 3:00. Many will have different workers there.
3. Put a brave worker in a large parking lot to canvass customers.
4. Move two or three students to a village that is five to ten miles away after giving plenty of territory to the other students. If need be, move a few more. Leave them with a box of books to stock themselves with while you are away.
5. Prevent the problem by working country-type areas during the daytime to save urban areas for the evening when they are home and will take much longer to do.
6. Have a planned place to go before you start if you either run out of homes, or are required to leave by law-enforcement authorities. See section on police days.

Apartments

Zoning laws in most cities require that apartment complexes be located in their own neighborhoods. Thousands of men and women live in these apartment zones. These zones are typically located within walking distance of shopping centers.

Apartments often bring together the international community. Many Latino societies prefer the dense urban environment of mass housing. Immigrants from communist countries, where most city-dwellers have a “flat”, also congregate in the almost familiar apartment neighborhoods. Indians and Orientals, both heavily societal, often fill entire complexes with their familiar relations.

And with the exception of condominiums, most apartment housing ranges from middle class to government housing projects for the poor.

You could learn all these things by working for a few years in a few cities, but perhaps reading it will help you learn how to use these facts to your advantage. When you spot an apartment complex, you can tell quite a bit about it just driving by it. Latino and Indian families love to be outdoors. The Latinos gather around the steps and talk, the Indians go for a stroll in small groups.

To a lesser extent, blacks also tend to be outside—the older people during the day and the younger ones in the evening time. Old white people are rarely out after dusk, but can be perceived by the abundance of reserved handicapped parking places that crowd the parking lots of retirement communities. Since Latinos and Orientals and Indians take care of their elderly at home, and since elderly blacks tend to stay in their home neighborhoods, retirement communities in the United States are mostly tenanted by whites.

So when you drive near a complex, look in the drive way. What races of people do you see? What kind of cars? Many old vans are evidence of a Latino community. Strewn garbage is evidence of a government housing project that has been abandoned to vice.

If you have Spanish titles with you, Spanish apartments are a great place to work in the early afternoon and near the beginning of the month. I write this hesitantly. If your students have a mind-block about not being able to sell to Spanish people, the plan will backfire. Counter-intuitively, persons that do not speak Spanish often do as well or better in Spanish neighborhoods as those that do.

But lower-class housing should not be a staple element of your canvassing plan except in those large cities where even the lower-class neighborhoods are flowing with money.

I use middle and lower-class apartments as tools for rain, cold, low-producers, and territory burners. In the last case, the person that smokes three streets in thirty minutes can be contained in a large apartment complex. DO NOT FORGET to make arrangements for the student to meet you somewhere and at sometime if you are not able to find him.

While others are doing businesses, apartments are great for those that you would rather not place in the businesses. Aim for those buildings that have lots of cars. Managers tend to fill buildings. Give apartment workers clear directions. What should they do if they are required to leave, or if they get done? (Suggest

another complex within sight). Ask them to do only even or odd numbered doors or buildings. This allows you to place two people in the same complex without danger of them knocking on the same doors.

In large upper-middle-class apartments I have often left a box with an assortment of books under a bush for students to stock themselves with in my absence. Finding students in apartments is difficult and having a self-stocking box takes pressure off you when you are not able to find them.

One great idea, when doable, is to instruct students to do an apartment complex and then to do a street of regular housing. This allows you to search the houses, rather than apartments, when you fear they might be almost done.

Timid and easily deflated students are often afraid of managers, and consequently, of apartments. Do not torture them if you can avoid it. They will give a bad report of apartments and sour the enthusiasm that students should have about meeting so many people in such close proximity. If you hope to warm them to the apartment idea, give them a very small section with instructions to do adjacent homes afterwards. When they have a sale in the apartments, be happy for them and ask them to do a few more.

Remember that students are often expelled from even very large complexes in their first building. Do not drop students off without what-to-do-if instructions and leave them thinking the many doors will keep them for a long time.

The back doors to apartment complexes are often unlocked when the front doors require pushing buttons to get inside. Pushing several buttons at once often results in someone letting you in without you talking to anyone. Waiting outside for someone that is entering the building often saves you the trouble of pushing anything. Just walk in with them. In gated apartments with normal slow unguarded barriers, two cars can drive through when the barrier opened for one. But that is somewhat risky. Good news...when you want to get out, just drive up to the exit barrier and it will rise.

Such work makes canvassing feel like a spy business. This is fun for some young people and troubling to others. Involve the first class and place the latter class elsewhere. Students with fun written all over their faces receive a much different reaction at doors than those with guilt written there.

Condominiums are wonderful evening territory when new housing and well-lighted housing is not available. In winter months when the sun sets at supper, condos are always well lighted. They tend to be uninhabited until after 6:30. Place one or two students that love such housing there and let them have a wonderful time. Apartments after 6:30 take much longer than apartments earlier in the day.

Of course, start apartments from some place far from an entrance. That decreases the likelihood of meeting a manager sooner than later.

See the section on training for information on how to sell to the various racial and religious groups you will meet in the apartments.

Scouting

The best times to scout:

- On the way to work
- On the way to lunch
- On the way home
- While home by looking at a map
- With peripheral vision while leading
- In the very few minutes after dropping everyone off to work

The worst times to scout:

- When students are running out of territory and you need to find a place to put them
- When you have a few extra minutes and would rather not work with students

Scouting is much overrated. When the twelve spies went scouting, it was a regular disaster. The territory was not what they hoped—too many intimidating factors. When you scout to make a strategy, you may be doing well. When you scout to see if you can find a “good” area, you virtually declare most area to be “not good.” This is unbelief and it produces little good.

I do very little scouting. I have often run ten man teams in unfamiliar territory without maps. We always have success. Scouting leaders are tempted to make large moves to get to territory that pleases them. But such system wreaks havoc to map organization. Rather than matching a team to territory, match team-members to niches in the territory you are near.

In other words, do the next street up the road. But use wisdom when choosing which student to place there. Be systematic and complete a section of your map. The very street you are most inclined to skip is likely the one with the greatest blessing. It is an enemy that is whispering to you that it is unworthy of your attention.

This all needs balancing. Yes, it is better to find an use high-income new-housing communities in the evening. Yes, you may have to drive a ways to get there. During lunch I often pull out the map and prayerfully chose where to go for the evening. Lunch is a natural time to make a significant move.

During those times when you are scouting early in the day, do not feel that you must drive up and down the streets to spot cars and kids. Drive on major roads and gather information about what kind of housing lies next to those roads. Even from a quick glance up the road you can perceive areas where person are home in the early day. When you move there you can work on the specifics of finding the best streets.

Softening pick-up Emergencies with Contingency Assignments

I have written something on this under the title “Apartments.” The leader that masters this simple technique will have lower blood pressure and younger-looking skin on his/her forehead.

Here is the whole thought: When you drop off the student, tell him to:

- A) Call you when he has a few homes left to do
- B) To wait only a couple moments for you when he is done if he has not heard you reply to him on the radio
- C) To never turn down his radio once he has called you and while he is waiting. In fact, he should check to make sure his volume is up when he calls you. (Students with their volume down may be able to call you easily but not be able to hear anything you say back)
- D) Most Important: Give them instruction as to where to go and what do to when they finish their assignment, if you are not there. If you want this to help you and not hurt you, be sure to tell them to go work on some street where you will be able to find them—not a major road.
- E) If you are putting them down for a very short street and plan to return immediately, point out a small group of homes they can be doing on the main road or nearby while they wait for you.

Point D, when practiced routinely, is most helpful in the event of a vehicular problem, police issues, student injuries, or other problems that unexpectedly take you out of the field. Students tend to feel uncomfortable when they are waiting and don’t hear from you. But when you give them instruction of where to go next, they feel that all is under control. That feeling keeps their personal enthusiasm from flagging.

Comebacks

The first day of work in a canvassing program has a number of predictable characteristics. One of them is a conversation between a leader and a new student that runs something like this:

Leader: “How did it go today?”

Student: “Oh, pretty good!”

Leader: “Wonderful! Tell me what happened?”

Student: “I sold four books! The man didn’t have any money, but he said that he would send it in and then I can send him the books. He will include extra for postage.”

OR

Student: "I sold four books! The lady said that if I come back tomorrow she will have the check waiting for me."

OR

Student: "I sold four books! The family will come by the church here and pick them up sometime next week!"

Leader: "Oh."

It is a difficult thing to break the news to new students that comebacks do not count, and that no one ever keeps their promise to come by the church and get the books, and that only one in every twenty offers to send in the money for a book actually works.

It is especially hard to teach this to new colporteurs because it isn't true in their case. They arrange comebacks at homes that would have purchased a book then and there had the student possessed a little more experience. These comebacks work better than average. But they still do not work as well as sales at the door.

See the section on Training for information about how to answer the "Please come back" objection. In this section we address leaders. Leader, be gentle with your excited new student. Let him be happier about his comeback sale than he would if he knew more. Acknowledge that he did well to lead the customer to desire the book. Offer to teach him later some methods that help people to get the books even when they request you to comeback.

Dampening the spirits of a new worker can do far more damage than a little information will do good.

On the other hand, do not promise to take him back. Let him know that if it is convenient, you may do it. And let him know that in the future he should be aware of some guidelines. Make these guidelines part of training. When should a leader take a student back to a comeback? When the customer (1) is the one that will pay for the book (as opposed to mom, dad, girlfriend, grandpa, etc.), when the customer (2) is sure he wants to buy (rather than, "wants time to think about it."), when coming back (3) is convenient, and when (4) there is a legitimate reason why the customer could not get the books when the student was there the first time. See the training section on comebacks.

Working with Students

The best leaders always do. A respected friend and colleague in God's work, Nahor Muchiutti, has been in the habit of teaching that office workers are "blood-suckers." One canvasser recently confided in me that, though he was the only full-time worker in his conference, the publishing director there had never spent a day working with him. Another publishing man, Dick Thomas, attempting to ascertain the reason for the success of the magabook work in the face of publishing woes elsewhere, commented that our students receive instruction and encouragement every few hours. This is in contrast with other areas of the work where that encouragement may come every few weeks or months.

Some of my students reading this will wonder why I have, for six years now, trained my students to work with their students, while spending little of my own time in the field. There are reasons, but you would have to ask me to find them. But not one of them will ever apply to the average magabook leader or administrator.

You will be tempted to think that you do not have time to work with your students. This is not true. Work with students for a few doors at a time. Join them at doors where a conversation is happening. It is in your interest to not work for long stretches at a time with a student. This is more important when the team is large and one leader is working as a ground leader. See the section below on ground-leading.

The dangers of not working with students are that the skills of students may actually degenerate over time. Elements of training that did not make it into practice during the first few days after they were taught are

largely lost. Students are also easily discouraged. On the other hand, they are as easily cheered by a friendly person at their side.

So carry their bag, lift their spirits, and keep a step or two ahead of them in the race to the door. Make the work fun. Stop them to pray often.

Avoid the temptation to finish every sale. Most sales are made or lost near the end. Until you have watched a student lose a sale or two, you have little just concept of the most significant thing they are doing wrong.

When teaching the student you are working with at the door, teach few things. Teach the most important things. And teach things that can be worked on. “You are not thinking fast enough” is not a helpful correction. Neither is “The people don’t trust you.” Nor will you be much help if you say “You are doing every thing well. I don’t know why you aren’t selling.” You might feel that the latter comment is encouraging. But far from it, it rather causes despair. If even a leader can’t help me sell, my case is hopeless.

On the other hand, a reminder to look for objects in the yard and pictures on the wall can be very practical. “You need to learn your canvass for those two books.” “Let’s practice saying the canvass and smiling at the same time. ☺” It is usually one or two simple defects in a canvass that produce regular low sales. The hundreds of other little things done wrong are distractions.

Leaders have made a significant mistake in the last eight years. We have virtually refused to let students grow up and to become men and women that can handle difficulties. This is a danger of taking the principle of working with students to extremes. Students need to have success when they and their angel are at a door together *without you*. Contrary to conventional wisdom, this is even more true for low students. Give them something to try, something to work on, and give them time to work on it.

Two-leader Teams (Driver and Ground Leader)

Dealing with Students in the Field, Students . . .

That complain

That are sick

That are discouraged

Over low sales

Over home life

Over non-canvassing personal issues

Over language problems

Over relationships with people in the program

That are weary

That are visiting the program

That are directionally challenged and/or LOST

I spent 45 minutes of this afternoon looking for a precious young man named Michael. He has been in America for three weeks tomorrow. One reason that I spent so long looking for him was that I made a mistake when I dropped him off. Mark this with care: Many times we lose students because we do a poor job of giving them directions.

In Michael's case, I put him at a business and asked him to work up the street "combing." He was not anxious to do businesses, so giving him combs full of houses after each block of businesses was intended to be a kindness. But I had failed to locate a map and had neglected to notice that Michael's combs were abnormal. They were super-short entrances to rows of houses that were parallel with the business road.

When I came to pick Michael up, about an hour after dropping him off, I began by checking a few businesses to see if he had been there. Since I had left him it had begun to rain torrentially. Michael was without a radio and was likely taking cover somewhere, so I knew I would have to track him down by asking questions.

The first business I asked said they had not seen him. When you get that answer, do not turn immediately on your tail and flee. Ask if they have been there for a few hours. When I was looking for Rahab today the young man I asked at Advanced Auto Parts said "no one" had come by. But when I asked if he had been there for a few hours, I lady poked her head out of the back room and said Rahab had, indeed, been there just recently.

I checked a business first, when looking for Michael, that I supposed he had already done. There are several reasons to begin looking where you think they have already been. The first is that it gives you a time line. When the person has seen the student, you may ask how long it has been since he was there. You can know when you are close.

If you overreach in your guess, the opposite is true. If he has not been there, he may be next door and you would not know it.

Another reason to guess close is that lost students are often there. Devil's rabbits slow and snare your students and make them invisible. The fallout of that is: invisible students often have not gone as far as you would expect.

A third reason to search close is that every person you ask becomes less likely to buy from your student. You can waste a section of businesses just by looking through them all and asking questions about a student selling books. This harm does not come when you are asking those who have already had their chance.

The first five businesses I checked all denied seeing Michael. Checking the combs was difficult. Would Michael have turned around at the end of the short street? Or tried to go straight past the road full of houses? Or turn left or right on that road? And if he had turned, how long would he have worked on it?

I had three students on foot tracking him down before I found him...walking towards us from the place we were sure he had not gone yet. He had taken the parallel road far ahead and cut back to the main business road and had begun working his way back to **where he had started!** write more later

That are very immature

Rules Number One: Love your very immature students.

You will join them in their immaturity if you are frustrated with it. It is no sign of maturity to get irritated at childish antics. It may be a sign of old age, but not of maturity. Men of years and experience learn to chuckle when others boil.

I can recall several scenes of greatest irony when a particularly immature leader complained to me in a whining voice that his students were, in whatever words he chose to use, just a bunch of brats.

That are grown up visitors

Over a score of full-blown adults have worked in my programs. These have ranged in age from the mid 30's to the mid 60's. Occasionally retired individuals have also joined the ranks for a few days.

Leaders should bear in mind that elders are entitled to a great degree of respect. Short-sighted thinking might lead a driver to discourage adult participation in the magabook work. Visitors often have special needs. Many are not accustomed to walking for long periods. They have not been through your training.

I say “short-sighted” because these men and women have much to offer. Their report to their church will speak louder than will your own. Their love for the students will ease the program-host-church conflicts that tend to arise where the two entities operate with little informal interaction. Some of these adults may become leaders in the work.

Who should you put them with? Put them out last. Let them in on your plan. This will win them and weaken the temptation for them to feel that you are not treating them with proper respect for their age. Nehemiah followed this plan, and we gleaned it from him.

“Then I said unto [the elders, after inspecting the wall] . . . ‘come let us rebuild the wall of Jerusalem, and we will no longer be in disgrace.’” Nehemiah 2:17.

Feeling needed does much for energy and willingness. I might say to Mrs. Surewishi “You know, Mrs. Surewishi, I sure wish you could help me with Daniel. Most of the students have learned their canvass well, but he has some difficulties that they do not. He could use a mom-like figure to encourage him. He sometimes says awkward things at the door. Could you walk with him and encourage him and pray for him for a few minutes?”

My sister has just been primed to become a true asset to the program. Since she is trying to encourage him she will watch her negativity. Since he has difficulty, she will not judge the whole group by the mistakes that he makes. Because she will pray for him, he will do better. Students that have a harder time tend to enjoy company more than most. They face more rejection and need more comfort.

On the other hand, if a elderly saint is thinking of taking up the literature work part-time and is joining you to taste and see how it works, it would be better to put them with your most effective workers. However, do not leave your successful student with such a partner for long if they do not have a sale. Rotation helps shorten the day and provides a new start. Sales often follow new starts. See the section on “new starts.” It also provides a rest to weary elderly legs while they ride with you for a while.

That are riding visitors

But discourage persons, whether elderly or younger, that just want to ride with you all day. Their presence can be a weight on morale for the following reasons.

They remind students that they want to sit and take a break too

They talk to you and so you pray less

They talk to you and so you pray less²

They make it nearly impossible to have the kind of heart-to-heart private conversations that are required when dealing with discouraged or otherwise in-need-of-attention students.

When a student is sick, but wants to come along rather than staying home, take them with yourself in your team. Do not, however, take them with you if you know that they will not be able to work during the day. See the section on dealing with sick students.

That are grown-ups working with the program as students

Many adults once roamed the streets of North America presenting our literature door-to-door. Since the day they left the work they have never felt quite right about it. If you are open to their help, or to the help of those that wish to join the literature work for the first time, forbid them not.

² It was not a mistake that I typed this twice

Contrary to popular belief, it is not difficult for mature persons to sell magabooks. As we age the methods that we use to sell books do go through an adjustment. But the total potential sales does not diminish with age. In fact, it may even grow in ones later retirement years.



As we approach our 20's our customers begin to take us more seriously. Where they gave us money in our early teen years, they are now listening to the facts of our presentation. This trend grows until, in our midlife, we are treated as professionals in the fields we profess to represent. When this confidence wanes, our sympathy factor is already making up

the lack. If you have the opportunity to observe a frail man with white hairs making a presentation at a door, you will detect much of the same kindness and rapt attention that is given to first graders.

Almost without fail the new literature evangelistic adult, after working with your students, will come to you gravely and inquire, "how can I introduce myself? I am not a student." This seems to them to be a serious objection and one that stands between them and the work. Be prepared to treat the objection as one that has been successfully overcome many times.

The best answer will depend, to some degree, on the age of the canvasser. If he or she is already into their later years and relying on a great deal of human sympathy in their work, the best they can do is adopt a charity and use a portion of their earnings to help with that project. "I am working to put my grand-daughter into Christian school. Whatever you give...." "My wife and I want to use part of what we get from doing this to support a Christian medical team in Ghana." If no project presents itself readily, become the project yourself. "The proceeds from the books are going to support me in this ministry of helping families in the area."

For younger workers a savings plan can make a reasonable project. Saving for a future mission trip, for future education, for a child's education, all can elicit a generous response. But if you are raising money to pay your monthly food and utility bills, it would be better introduce yourself as doing humanitarian work. The typical HHES introduction is well-suited to this need. They very some, but typically present the canvasser as visiting families in the area in the history of helping the families there.

Adults in a program should be advised, before being accepted, that the program is heavily structured and very rigorous. Many adults, especially those that have been unemployed for weeks or months, have cultivated too many outside relationships to allow them to be of practical value in a program. They have letters to write, bill collectors to appease, little things they need to buy, and a string of these things daily.

Let them know before you begin what is expected of them. To give them some extra lee-way in regulating their own life may be only reasonable. But if they are unable to work five days a week, unwilling to cooperate with the system, then kindly invite them to buy books and head to work on their own.

When separating from an adult you have trained, make peace regarding territory. This is especially important in school programs. See the section, "Sharing territory" under "Programs and Policies."

That are know-it-alls

That need things

Driving

Lunch

Pick-up

Small-town and country leading

City leading

[Jump to Contents](#)

Training

Content:

Knowing the Canvass

Perhaps this is not the first article or book you have written on the work of canvassing. With that in mind I will not dwell long on the importance of knowing the canvass. I will, rather, offer a few pertinent observations.

First, in every program there seems to be one or two students who feel that they know their canvass when they can say “Hi, I’m Bob and this year we are doing something better than trying to sell candy. Do you want to see a good cook book? Choices has very health recipes and tastes super good.”

They feel, and almost rightly, that it is the thoughts of the canvass, not the precise words, that are useful. But here lies their problem....they know so little about canvassing that they do not recognize the powerful of the thoughts created by the words in the canvass.

Once they notice that their sales do not measure well with those that know the canvass they must either concede that the canvass is preferable to their guess-work talking, or they must conclude that customers do not like persons such as themselves. Why they tend to run with the latter option I know not. But they do. They think that customers must not like men or boys their age, or their race, or their size, or with the accent or national origin.

Another observation: Canvass writing should be done by professionals who have successfully practiced what they are writing. Magabookers across the United States have been saying something about the Great Controversy “portraying the greatest drama ever told.” I do not mean to attack whatever group of men first put those words into print.

But they are not a good canvass for the Great Controversy. Why? Because “greatest drama ever” is a synonym for “listen to my memorized speech.” Imagine how it appears at the door when students struggling with English, or with speech sprinkled with not-perfect grammar use the words “greatest drama.”

It would not be well for me to take up each canvass phrase by phrase and explain its purpose and benefit. When I say it would not be well for me, I mean that to the writing of books there is no end, and to much of it is a weariness to the flesh. But understand this. Know your canvass.

A final observation. Canvassing well requires active listening and constant prayer. The human mind is too weak to be listening well, praying well, and creating a canvass well simultaneously. Those that do not learn their canvass must either stop praying while at the door, have periods of silence in the canvass, or stop listening well to the customer. Any of these options is fatal to consistent sales.

You should know your canvass so well that you can be saying it while listening to the customer and while saying a silent prayer. That is when it becomes a tool in your hand.

While a canvassing teacher should train on the importance of knowing the canvass (see the next paragraph), it is a mistake to let students come to a program without solemn admonitions to know their canvass when they get there. I have thought of (have not yet decided) offering two different program fees—a moderate one for persons knowing their canvass very well the first day and a high one for those that don’t. The large fee would partially atone for the harm that comes to the program when a student arrives that does not know enough to benefit well from the initial training.

Four Most Important Things

Breathing, sleeping, a beating heart, and mental function are more important to the work of rebuilding a transmission than any amount of schooling. This is not to say that schooling has no value for those that would learn how to build a transmission. But some functions are so fundamental to success that not performing them can outweigh a great deal of thing done well.

In canvassing there are four things that are more important than others. They are so important that a man that does them all very well and neglects the other 200 canvassing hints in this book will sell more than the man that neglects two of these and does perfectly well 200 other special techniques.

In other words, a man may sell at 75% of his potential by mastering these four things. When a student is doing less than eight books each day, I am almost certain that among his canvassing defects a neglect of one of these four will be found.

They are:

1. Get the book in the hand.
2. Know your canvass.
3. Pray.
4. Smile.

On the first of these four, leaders should be aware that offending students do not know that they are failing to get the book in hand. In their opinion no one could get a book into the home that they just knocked.

There are several hints ,,,,.

Three Primary Objections

Drop-downs

“Well” and Warring Words

Good, Beautiful, Precious, and other Hollow Words

Making Friends

Re-closing and Drop-downs

Promises

Working Efficiently

Quickly Canvass

Keeping Control

“Hi, My name is Eugene and,” riiiiiiing. How should you respond when the telephone goes off during your presentation? This is what I say: “Ma’am, go ahead an answer that. I’ll wait.” Why would I say that? Because she is going to answer the phone regardless of whether I give her permission to answer it. Lets imagine the scenario if I neglect to send her to the phone...

riiinnnnng. “Umm, hold on, I need to answer that. Hello? Oh, hi, just a moment, I have someone at the door.” Then she says to me, “This is long distance, you will have to come back later. Bye.”

I experienced that many times before I learned to take control and send her to the phone. When you send her, this is what she says “Hello? Oh, listen I have someone here at the door. Can you call me back in a few minutes? Thanks. Bye.” That is how it works.

The same principle is helpful when the baby is in the bathtub, the roast is burning, or a child begins screaming. Your customer is not going to ignore her local emergencies while listening to your canvass. Give her permission to take care of the problem. “Go ahead, I’ll wait.” If you don’t say that, she will say, “I need to go. Come back later.” When you do take control, she will respond in kind and will expedite her business since you are waiting.

The fundamental tactic of staying in control also does wonders for preventing the development of Devil’s Rabbits.

Devil’s Rabbits

Rabbits have no venom. They threaten no harm against their enemies. They run fast and stop when they are out of reach. Chasing rabbits can suffice for a weekly exercise program. You may use that plan for a decade and likely never catch an adult bunny.

In the canvassing work there are pseudo-friends that draw the unwary canvasser into long and useless conversations. They either manipulate the conversation, or attempt to convert the student, or refuse to make a decision on the books.

Some Devil’s Rabbits are lonely people that need attention. Before I give you tools for extracting yourself from the bunny hunt, let me say a word about lonely, often elderly, rabbits. You should love them.

Three weeks after you leave the lonely old lady she will tell one of her friends, “you should have seen the sweet young man that came to my house a few weeks ago! He prayed with and talked with me. It was so encouraging.”

That is what she will say if you spend five minutes talking and then pray with her and then leave. And that is what she will say if you spend one hour talking with her and then pray with her and leave.

While your long-term impact on her will not vary a great deal between the ten-minute visit or the one-hour visit, your impact on the neighborhood will. The people that you don’t meet because of the extravagant amount of time spent at one home were in desperate need of the help you had to offer.

How may you escape from a lonely person, or worse, a demon-possessed one? It will require an act of your will. You will have to realize that it is rude to Jesus to let someone manipulate you, Christ’s servant. You may have to put up your finger to signal that you need to speak.

If the speaker refuses to take a breath, you may have to turn and walk away. Such extreme methods are required only in extreme cases where the manipulating customer refuses to recognize your right to speak. In lesser cases a simple invitation to prayer is a gentle and tactful way to bring a conversation to an end. Closing on the books normally, or with a finality with words like “Sir, do you want to buy this for \$30 today?” will give you an understandable reason to leave when he says “no.”

If these methods fail to free you, you will have to just turn and go while the man drones on. This simple plan is more likely to work, however, if seconded by appropriate body language.

Body Language

How may you indicate that you are about to leave? By sitting on the edge of your seat, if seated. Then slide forward a bit more and start to rise. If you are standing already, pick up your bag. Put books back inside of it. Back up a bit toward the door. These hints will communicate your need to leave to all but the most hardened of speakers.

Body language has an advantage over verbal communication. What we say may be accepted or rejected. The thoughts we communicate by our actions are rarely doubted.

Physical Motion Vocabulary List

Step close to the door. As it opens, take a gentle step back and away from the door

Meaning: "I am meek. I will not stick my foot in your door. You can reason with me and I am will not push you into a sale."

Put your foot in the door after it opens "to hold it for the customer."

Meaning: "I won't leave until you buy my book. I will force you to give me money." [VERY BAD]

Open your mouth while holding up a finger

Meaning: "Wait a moment, I have something else to say." [Use this when the customer is closing the door on you before you have time to explain yourself. It will often slow-down the closing of the door and give you time to get a book in the hand.]

Heal lifts [lifting yourself up on your toes, then letting yourself down, many time in quick succession.]

Meaning: "I am excited about what I am doing. If you knew what I knew you would be excited too."

Vertical nods

Meaning: "Lets be agreeable!"

Horizontal nods

Meaning: "I know you won't buy anything, but I must keep saying my spiel regardless."

Eye Contact While Talking about Money

Meaning: "This is legitimate."

Eye Movement to upper left while talking about Money

Meaning: "I am making up lies and hoping you will buy because of them." [Note: Our eyes tend to move to the upper-left when we are being creative or trying hard to remember. If you do not know your prices well, the movement of your eye will be detected subconsciously and will contribute to the opinion that you are a scam or a crook.

"I Love You" Look. [Achieved by saying "I Love You" in your heart while looking the customer in the eye and smiling. This changes the sound of your voice as well as micro expressions in your facial muscles. We, as humans, are very adept at reading micro-expressions in faces. One recent news article alleged that the reading of micro-expressions is even the basis of "intuition." We sense people's thoughts and feelings.]

Meaning: "I really care. My reason for being here is to help, not to get gain. I work for Jesus."

Gentle hand motions and reverence for the books

Meaning: "These are books have great value and sacred truth. I am not a pressure salesman, but an earnest Christian."

Hugging a book to your chest while you talk

Meaning: "I love this book!" [Note: Where words like these would likely be spurned at sales rhetoric, the body language is often believed whole-heartedly.]

Ducking the head a little [Note: Use this physical statement when you are about to try a final close or canvass after repeated rejections. You might even say, while ducking, "just one more book" and smile.

Meaning: I want to go on with my canvass, but I submit to your permission or lack of permission to do so. I am not being pushy.

Keeping eye-contact too long

Meaning: I will intimidate you into doing what I want you to do.

Not making eye-contact, or making very little

Meaning: I am ashamed of what I am doing. You would be ashamed of me too if you only knew!

Comebacks

If you have not been trained on comebacks, you are likely to be quite excited by your first few rejections. I remember so many first-day students coming to the van window and saying, "I sold six books!" But when questioned about which books they need, they matter-of-factly explain that the man's wife will be back later in the day and write the check. Then they will deliver the books.

Later that week each of the new students learns a valuable lesson in the university of hard knocks: A Happy-D sale in the hand is worth a 3-book comeback in the appointment book.

This is not to say that experienced and matured magabookers never return to finish a sale. But they have guidelines that determine whether or not they will invest the time to come back. Here are some of the best.

1. Don't come back if someone else than the person wanting the book will have to pay for it. If the young man thinks his dad or his wife or his girlfriend will pay for the book, he doesn't know as much as he thinks he does. Many secular minded persons think that their super-religious relatives or friends would want our books. Truth be known, the secular-minded man himself is a more-likely candidate for a sale than the spouse that is always on his back about going to church. Also, if you do come back, you will have to canvass the person with the month all over again. This is do different that doing a new door except that it takes longer to get back to a comeback than to walk to a new door.
2. Don't come back if the person doesn't have a very good reason for the fact that he can't get the book now but could get it later. The fact that he wants to think about it, or that he doesn't want to give you a check, is evidence that the time spent in visiting him again would better be spent on an undone street.
3. Don't come back if it is inconvenient. Since you do not know what will be convenient later in the day, never promise to come back. Your leader may take you to an entirely different territory.

Ethnic and Religious Adaptation

Introduction for non-students

Enunciation and volume and voice culture

Care for inventory

The Door Approach

“My Hands are Full” “My Hands are Dirty” or Their Carrying Their Dog!

The Devil’s Dogs

In case you are bit, you want to be familiar with the leadership section on what to do when a student is bit by a dog. You will find it under the “Sick and Incapacitated days.”

Once upon a time in a land far, far away there was a canvassing instructor who taught his colporteur students that “Dogs don’t bite colporteurs.” Then, once upon a time in a land not quite as far away, that same instructor was, while canvassing, bit by a dog. Poor me. I was working with students at the annual self-supporting Bible Conference, held that year in Knoxville, Tennessee.

The bite didn’t bleed badly. The owner of the dog saw it happen and was able to assure me that the dog had had its shots. Apparently the dog’s previous master had died only a couple days before and the nervous animal was still showing unusual aggression.

Because of that bite a book was sold that would not have been, in my estimation, sold any other way. I am glad for the canine fang indentation.

You, on the other hand, may have a deep-seated fear of dogs. You are not alone. One of the most doggie-terrified students that has ever graced my programs joined me last winter—in Knoxville. I did not inform her that that was the only city, of the hundreds I have worked in over a score of states, where I had ever been bitten.

My student was an Indian young lady whose parents lived in Kuwait. She would be paralyzed by the appearance of any dog. Neither tails wagging nor tongues sagging, nothing was evidence enough to Tania that she was not on the pet’s menu for supper.

Can you relate? God does not require you to go spelunking in the Lion’s Den voluntarily. Here are some practical ways to handle dog stresses:

1. If the dog is coming at you, hold your bag in front of you with the wide end facing the dogs mouth. Your bag is too big for the dog to bite and he knows it. This is an old UPS trick to keep dangerous mouths at bay.
2. If you are afraid of the dog in the fence, do not enter the fence. Yell for the owner to come out. Your yell works much like a door-bell. You can explain your fear of the dog as an explanation of your fear.
3. If you are not afraid of the dog and believe that he is either friendly or sufficiently restrained, enter the fence with a prayer. Watch out for little dogs that circle behind to nip at your ankles. They account for a large portion of the dog bites that occur.
4. Remember that in my programs we have knocked on about 3 million doors. About one in six of these has had an unrestrained dog, or about 500,000 loose mutts. Most of these have barked. Six of them have bitten. The famous victims are:

Nathan Stearman --	Status: Alive and well, pastoring in Michigan
Ruth Heinamann --	Status: Alive and well and doing Literature Work today
Lacey Klump --	Status: Alive and well and teaching on the secondary level
Eugene Prewitt --	Status: Alive and well and writing this book.
Unremembered Heroes --	Status: Hard to say. But they were ok after treating the bite.

The most serious of these was the bite by Ruth Heinamann. Her muscle was bruised and she was sore for several days.

If I were to compile a similar list for the long-term effects after-work basketball games, it would be longer and more solemn. Be afraid of the court.

Because of the Skip-a-house-skip-a-blessing principle (see the section named accordingly), you should be creative in finding ways to approach homes that are guarded by dogs. Many times the dogs are tied or fenced in such a way that some door can be approached without getting within the dogs reach.

Do not worry much about wandering dogs, the kind that are in the street. These are almost always either friendly or timid.

Some signs may catch your attention as you move home-to-home: “I [pictured—a Doberman Pincher] can make it to the gate in 2.4 seconds. Can you?” “[Pictured, a revolver barrel pointed at you] Never mind about the dog, beware of owner.” The most frequent is still the “Beware of Dog.” How should you relate to the beware-of-dog sign?

Beware. Here are some ways to do it. Yell “here doggie doggie! Here doggie doggie!” and wait before unhitching the gate. Look both ways for the dog.

The Close

In 2002 I was visiting a school that had an ongoing canvassing ministry. While there I accepted an invitation to join the students in their afternoon canvass. Graciously, the leader chose to put me with several of the more gifted students. One man responded to the canvass with a firm “no thank you.” The talented young lady making the presentation seemed not to have heard him.

I opened my eyes a little wider as she said something more about the Great Controversy...the book he had just rejected...and closed with a strong assumption of the sale. “I’ll make you a receipt and I can wait right here while you go and get the donation.” Then she began to scribble. At least, that is how I remember it.

The man looked at her for a moment, stepped into his house, and retrieved ten dollars for the book. I couldn’t believe it.

I would never have made that sale.

To tell you the truth, I doubt Jesus would have made it.

In North America the literature work has often followed on the tail of sales trends. Sellers of insurance do not have the Holy Spirit at their right hand to make impressions in just the lines needed. Consequently they have worked to perfect the art of closing. I have heard men that I respect in the literature work say that “closing is 90% of the sale.”

Not in my programs.

Our top sellers, those that average over \$300 per day, will tell you that we have spent precious little time training on closing techniques. They have, no doubt, learned their close. They know when to use it. They know their prices, the value of re-closing, the danger of dead-air-space.

But their assumptions of the sale follow a natural law...the customer must evaluate for himself the merits of getting the book and chose to have it rather than his money. This distinguishes persuasion from manipulation.³ The manipulator determines the value of the merchandise and works to lead the customer to buy without validating the value.

The persuader magnifies the value and works to lead the customer to make an intelligent decision in harmony with the value. This is, in fact, easier. Intelligent persons see through manipulation and quite resent it.

Those with lessor insight feel that something wrong has happened and resent their weakness in making the purchase. Neither of these outcomes ought to please the evangelistic canvasser.

With that said, Jesus assumed the sale. His assumption of the sale conveyed a message. I would put it in words like these, “When I said to you, ‘follow me’ it was because I knew that you wanted to do the right

³ For an interesting essay on manipulation, contact the author at canvassing@canvassing.org.

thing and not to please yourself. I did not want to express doubt in your moral values by insinuating that you might prefer to be selfish. That is why I didn't say, 'If you want to, follow me.' I believe in you."

When the customer sees the value of the book and knows he has a need, it is an insult to his character to ask him if he wants to buy. Of course he wants to buy! At least, part of him does. That is the part that we appeal to when we say, "we accept cash or check, which ever is best for you," or "you will love that one on prophecy" or "could you get me a glass of water too?"

Each of these phrases is based on the presupposition that the customer will make a principled decision.

The key to a successful non-pressure assumption is a convicting canvass.

And a convicting canvass without an assumption to bring the customer to a point of decision is a very obnoxious altar call. Conviction fades as boredom blooms or frustration flares. An assumption of the close is a courtesy. It acknowledges the time constraints of the customer and gives him the benefit of the doubt in terms of guessing at his spiritual choices.

Men are not oblivious to the implications that they are spiritual. They long to prove themselves worthy of that opinion. Young people who have long-since stopped attending church will talk like Bible-believing Christians to those that expect them to be spiritual.

The phrases "And pray for me too" and "Could I get a glass of water too?" carry particular force as moral encouragements. Each of them could be written as a small paragraph of helpful sentences. When we say "And pray for me too, I am doing this for a few more weeks" we are saying:

You and I are on the same spiritual side of the battle.
I believe that God answers your prayers and that you are sincerely spiritual
I know that you want to help me.
I am not just trying to get money, I am sincerely spiritual also. (If you ask for prayer in a light, nearly flippant way, the message about your spirituality comes across much differently.)
When I say "too" it is because I perceive that you want a book

And when you say "Could I get a glass of water too?" you are saying:

You are a generous person.
Can I step into your home for a minute while you I drink the water?
I know that you want to help me.
When I say "too" it is because I perceive that you want a book.

These closes work most effectively when the canvasser has made friends. And they serve, because of their warmth and sincerity, to help in the business of making friends.

On adapting to holidays, special, or tragic events in the news

I have had annual bouts with the Fourth of July, Easter, and Halloween. Here is the gospel of holiday canvassing: People buy books on every day of the year except Christmas. Thanksgiving is mostly a day-time holiday. The Fourth and Halloween are primarily evening holidays. Easter is a morning holiday.

So when you canvass on the Fourth it would be well to stop before dusk. And when you canvass on Halloween (the sun goes down very early on October 31 regardless of where you are in the states) it would be well to stop before 7:00 P.M.

We have had significant success on these holidays, and lesser ones as well. People are home and these are great times to do upper-class housing developments.

In 1996 I had a program in Maine where we made canvassing the evening of the Fourth optional. Those who opted out were promised a ride to a local fire-works show. As the evening drew on a fog rolled in from the sea. It was so thick that the fireworks were canceled. Everyone came home to meet the canvassers who had chosen the better part. It was one of the most successful evenings of the summer.

Easter brings to mind the scenes of Christ's passion. What theme could better compliment our work? Some effective canvassers have modified their introduction for the holiday, "This Easter we decided not to sell junkfood..." The Desire of Ages and Jesus Friend of Children are appropriate Easter specials. On one Easter a man I was canvassing stopped me in the cookbook canvass and asked if \$20.00 would be enough for it. I said yes and he closed the door and went to get the money. When he returned I said something like, "Thank you so much. I should have told you (stopped in the middle of the sentence?)

Special types of customers

Blind, Deaf, or otherwise handicapped

The Rich

The Poor

Elderly Persons

Police Officers

Getting in the Home

What to do to get in

What to do once you are in

Special Objections

Someone [selling something else] has already been by

Someone [from your group] has already been by

I have more books on this topic....

Five salesmen have been here just this week

I am putting my own children through college

Why don't you get a real job?

[The customer is very young]

[The customer may be senile, have Alzheimer's or dementia]

Business canvassing

Special Training on Selling Special Books

The Great Controversy

The Desire of Ages

Pathways to Health and Happiness

God's Answers to Your Questions

Non-sales issues addressed in Training:

Accounting Issues

Discipline issues

Radios/Chores/Schedules

Principles about sharing non-sales issues

Methods:

Affirmation vs Negation

Class participation means learning. When students do not expect that they may be called to give an answer, their minds tend to wander. Often inexperienced, or poorly trained, educators defeat their own goals by neglecting to ask questions and to encourage responses.

Asking questions well will, itself, summon more responses. Here are examples of bad questions:

“OK class, what is the number-one reason people do not buy books?”

“Just think, what makes a mother want to buy a children’s book?”

“Who can name the three causes of discouragement?”

Each of these inquiries demands that the audience read the questioner’s mind. Let us take the first question as an example. What is the number one reason that people don’t buy books? Why, obviously, it is because they are not interested. Actually, it is because the price is too high. Well, the truth is that the number-one reason is that we don’t pray enough. Of course, the number one reason is that there are not enough colporteurs to meet them, so they don’t get a chance to buy. But more fundamentally than that, the number one reason that people do not buy books is...nothing. People do buy books. It was a trick question.

When you ask such an open-ended question, one that could have several valid answers, your audience becomes timid. They fear to give a wrong answer. Often this timidity grows a few minutes after a brave soul raises his hand. “Umm, is the number one reason that we don’t show them the book that meets their needs?”

If the teacher, wise and experienced, recognized the open-ended-ness of his question at this juncture, he might save the situation. “Excellent answer, Keith! If we showed people the book that satisfied their desire, they would be much more likely to make a purchase. My question was too vague. There are many important reasons people don’t buy books. I was thinking of a different one . . .”

But the same type of teachers that do not recognize open-ended questions often fail miserably when they receive an answer like Keith’s. “Nope, Keith, that isn’t it. Anyone else want to try?” What do you think? Who is going to want to try to read your mind and face public humiliation when they fail?

This principle of teaching covers, not merely poorly worded questions, but even well worded ones. “Who here can tell me one of the three basic types of objections that we trained on yesterday?” If anyone dares to give an answer, and that answer is the right answer to a question you didn’t ask, acknowledge and affirm their answer as much as you can. You wish to elicit responses.

So when Sheila raises her hand and calls out, “When they say ‘I am a Jehovah’s Witness!’” You might respond, “Thank you, Sheila, yes, that is right, religion is one of the three basic types of objections that we talked about yesterday. Who can name another one?”

Attention

The uninformed teacher often gets into an unfortunate cycle. His hearers pay little attention, so he talks longer to help them get his point, so they get bored and pay less attention, so he talks longer to help them get the point, so they get more bored and pay less attention.

Magabook trainers often fail for similar reasons. They are some sure ways to lose the attention of your audience. And if you fail to recognize that you have lost that attention, the possibility of remedying the attention deficit declines.

How may you lose your audience? Insult them. Bore them. Drone. Preach to minority.

You insult your audience when you take 30 minutes to tell them something they understood in the first two minutes of your talk. This is the natural effect of current methods of trying too hard to teach some idea such as “walk fast” or “put the book in the hand” or “knock the doors loud enough for people to hear.” It may be fun to make a skit to illustrate the quiet knocker or slow walker. You may get laughs. People may even pay close attention to the skit. But you have insulted your audience. Whatever you have to say after the skit is unlikely to be remembered with much clarity.

You bore them when you teach them things they already know. Imagine you are in an 8:30 leadership meeting. Sheila remarks that yesterday she saw Todd not smiling at the doors. Rick remarks that several students are not smiling and that we should train on that again.

Rick, you are right that we need to address our not-smiling students. But if you were to take a poll of those somber-faced missionaries, you would find that they all believe in smiling at the door. If you must speak on smiling at the training, be creative and be quick. But a better plan is to remind them about smiling during the time for sharing experiences.

All you have to do there is affirm someone who was choosing to be happy. You might comment, after an experience, “Brad, what do you think would have happened at that door if you had come there with a glum look on your face instead of smiling the way you did?”

But even better than that, follow this principle: Deal with individual problems on an individual basis. Have Todd practice, in the car while other students are working, practice saying his canvass with a smile. You might say “Good Todd! Now say it again with an even bigger smile! Good!! Now even bigger!” The exclamation marks represent playful excitement. The exercise will do more for Todd than a repetition of the first-day’s training could ever do.

That is what I mean by saying that we should not preach to the minority. Preaching to the whole group, at week six, because a few slow students have not yet mastered getting the book in the hand, on the need to do it. You are wasting the time of the class of students that *pay attention to training*. And why? So you can waste your breath training the students that obviously do not pay practical attention. This is not a wise use of time.

Some men and women are better fit to type on computers than to speak up front. When they are made leaders, do not put them in charge of training. Animation and enthusiasm are essential elements in education. If you are assigned to teach, por favor, do not drone. Jump a little. Reading the section on training your students on the use of voice. Practice what you preach in that sermon.

Volume

Scheduling of Curriculum, see Section on *Leadership Meetings and Training*

Common Mistakes

Common Omissions

Believe in Your Students – They Can Sell

Uurna Urtnasan had her highest day yesterday...just over \$330. Yesterday was Sunday and her second highest day was with me last Thursday...just over \$300. One of my leaders didn't hear about either of these milestones. Maybe because we averaged \$300 on Thursday in my team, and while several students had their highest day yesterday, one hit 50 books. Uurna's blessings were overshadowed.

When I put her on his team this morning and suggested that she would do well in businesses, he seemed unbelieving. You see, she had sold just over \$30 with him last Wednesday. He has demonstrated remarkable leading skills in the last couple weeks and her sales contrasted so sharply with others in his team that he concluded that she must be a low seller.

The truth is...she is female. And like many powerful and precious members of her gender, she is very sensitive. On Wednesday, in his team, she made a wrong turn. He corrected her. My theory is that she felt terrible. I talked to her about that this morning. She knows that when she feels terrible that she does not do well. I encouraged my leaders this morning to be aware of our most sensitive students and to treat them gently. If I found one of them on the wrong street, I would likely not even mention it. I want them to have every reason to remain confident.

My leaders mistake this morning was expecting little from someone who he thought had a habit of producing little. Bill Krick, one of the most successful magabook leaders in North America, started in Washington D.C. averaging about \$50 each day in magabook sales.

To say "believe in your students" strikes some leaders as vague. How do you "believe" in them? One practical way is to not work with them for a very long time at the door. When you stay with a student at the door for more than 30 minutes, the sensitive student is injured. If you sell, she thinks that she can not sell without you. If you do not sell, she thinks that she is so bad that leaders can not even sell with her.

What she needs more than your long-term presence is a very-little bit of how-to instruction from what you saw when working with her, and a big chance to sell something on her own. Over-leadership makes keeps potential men and women in a childlike stage of depending on leadership.

Recruiting

It doesn't work.

I have done studies on this. While recruiting trips are fun and many times a great blessing, and while they do bring a student or two some times, the "some" is more pertinent than the "do bring." In the data that I collected a few years ago I found that I put almost my entire recruiting budget and time into visiting several hundred, perhaps a thousand, youth. Some score of these indicated an interest in the work. With repeated calls and e-mails and various forms of contact, two of these eventually came.

I spent a lesser portion of my time praying earnestly for students. The few that I knew personally I asked to talk to their friends. I asked each leader to bring those that he could. From that little bit of work and almost zero expenditure, the rest of the program was filled.

And yet I promote recruiting trips. Why? They are wonderful excuses to share the gospel with young people and to find those one or two who are serious-minded enough to leave their friends and families for the summer and join a group of missionaries they do not know.

For filling up programs, I recommend method two...having each leader and student bring who they can. And pray earnestly that God will bring the right students.

But the techniques in this section are all aimed at finding the select few that have, like Lot, preserved some sort of spirituality in the environments where we find them. This is not to say that we find them all in Sodom. Lot grew up in Haran, among God's special family descended from Shem. Shem was still alive. And it was while Lot was in Haran, not while he was in Sodom, that God called him to leave his family and join Uncle Abram in dark-county evangelism.

Where can we find students? Here are a number of sources worth trying:

Local and not-so-local academies

More distant self-supporting academies and institutions
Your union's college
AMACUS (Adventist organization of Students attending public universities)
Relatives and friends of your past students
Large Conference Churches (often have ten-grade schools and spiritual students in public school, and students being home-schooled. Ask the pastor for names and recommendations.)

Here are some practical hints on recruiting.

1. Don't count interests before they have invested money in getting to the program (i.e., have purchased a plane ticket, bus ticket, or otherwise. Young people that do not have personal friends coming to your program have a long history of changing their minds without informing the program.
2. Call the students that you really want often. Pray with them. Teach them something about the Bible over the phone. Begin to deliver on your promise of a spiritual blessing. Not communicating with accepted students after their acceptance works the same way as calling and asking them to make other plans.
3. Talk to their parents. When the parents are on your side, all runs more smoothly. Requiring parents to get copies of medical records, sign medical releases, photo-copy health-care insurance documents, all these things actually make the parents feel *better* about the program. Send the parents an unsolicited informative letter with phone numbers, addresses, contact names, etc., for the program.
4. Your personal time with students in the dorm will do more than your up-front time in meetings. Your up-front time in meetings will make your time in the dorm much more effective. It makes a statement regarding your legitimacy.

Since I have succeeded in bringing so few students on my super-short recruiting visits to schools where I know not a soul, I will not write a great deal about the way to do that successfully. Maybe I will ask someone else to write about that.

Where I have had amazing success is in recruiting students that already had some knowledge of our programs from their friends that have worked with us. These students are usually found in places where retired leaders of the magabook work have taken up their life callings as teachers, physicians, missionaries, and pastors. So here is the hint: Keep in contact with past leaders. They will always be recruiters. Their work, because it is ongoing and backed up with the influence of their character, carries power.

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Worships

Feeding an army – the general that neglects this duty to fill stomachs will suffer. His soldiers will demonstrate less courage. Morale will plummet. An officer's neglect in this line need not take the form of battalion-wide fasting. By providing meager fare, or worse, by serving the fare in such a way that the soldiers feel unloved, he may undo everything his pep-rallies did.

End of metaphor.

Canvassing demands the best that men have to offer. If you expect your team to produce, you must feed them the very best spiritual food.

Many program leaders so little understand the spiritual needs of their students that they view worships as an opportunity for propaganda. I do not mean that they take advantage of the time to tell falsehoods. "Propaganda" need not be false. It is agenda-driven information.

A symptom of this type of thinking is sermon-prayers. When men pray "And dear Lord, please help us to remember that we should walk faster between doors and that the leaders have good advice and that we should listen to them, and teach us that our attitude and unity have more to do with our success than we think, and we know that we should think twice before giving up after a rejection, and we pray these things

in . . .” and then take the name of the Lord in vain, you have evidence that they have a shallow concept of spiritual needs.

In simple words, worship talks are not the time to demonstrate your spiritual wisdom, to make people excited about some new project, or to preach peace and safety. The Monday-morning worship hour may afford time for training, prayer, song, and experiences. But it must provide time for the Holy Bible to speak to men’s hearts.

I am very tempted to make this section very long and explain how the present-truth for this time ought to determine our agenda for spiritual worships. But that would double the size of this book. To read more that I have written on present truth, see other articles I have published online at www.canvassing.org/docs.

Contrary to conventional wisdom, worships may be solemn without being counter-productive to sales. For years I have taught soul-searching truths in the morning and God has followed up with record-producing sales in the afternoon.

Repeated experiences have shown me that some truths are more relevant to canvassers than other truths. Many of these may be presented in program worships with wonderful effect. The following list includes topics and passages with key thoughts. I have found these truths to prevent many of the Devil’s tricks from tripping up my students.

Great Faith and Weak Faith

This worship, for me, often extends over two or three mornings. Great faith is mentioned by Jesus in Matthew 8 and Matthew 15. In both places it is characterized by unselfishness, earnestness, confidence in the face of apparent hopelessness, pushing through difficulties. In both places Gentiles possess the Great Faith. Weak faith is mentioned in Matthew 14 and 16, on either side of the Great Faith story in 15. In both cases it is characterized by forgetting past blessings, thinking about earthly-realities and not about heavenly realities, thinking about personal inability, and by dismay or desperation. In both cases it is possessed by the disciples of Jesus. In the first of the two, Peter’s weak faith is sufficient to enable him to walk on water momentarily. Weak faith leads to an up-and-down experience. And Peter’s weak faith was sufficient to lead him to cry out to God for help when he was sinking. Jesus saved Peter when he cried. But weak faith misses the Joy’s that come from remembering and resting in God’s provisions, power, and past miracles.

Growing Faith

The disciples wished to have more faith, so they asked Jesus to give them more. Luke 17:5. He responded by teaching them two principles. First, faith does not come by magic. Like a mustard seed, it must grow, and grow greatly, by taking advantages of all that surrounds it. Some people believe on Sunny days but let go of faith on discouraging days. Some people cry out to God in rainy days, when things are going wrong. But they forget to beg mercies of him when things are going well. Our test is to grow like Mustard seeds, from very small to very large by taking advantages of good days and bad days, by believing always. Seeds grow and gather nourishment from the decaying matter around them. Our test will be to gather courage from the cowardice of others, loyalty from their treason.

The second principle that Jesus taught was that God does not owe us anything for the good things we do in service for him. Growing faith never prays like this “Please give me such and such because I have given up so much for you.” Jesus said, “When you have done all you were asked to do, say ‘I am a profitless servant. I have only done my duty.’” Lu. 17:6-11. We are to do all that we are asked, but growing faith will count that as duty, not as work for wages.

Joy by Faith

Hebrews 11 and 12 speak of how we should relate to the future. We know that joy is a fruit of the Spirit. Jesus had the fruits of the Spirit. But was he joyful at Calvary? Hebrews 12 has a surprising answer. “For the joy that was set before him, he endured the cross.” Faith allows us to enjoy the future, to set our affection on things above, to be content as strangers and pilgrims. It does not take away

our pain, but it is a choice to let future joys have their proper impact on us here and now. We may endure our cross and live with the shame. How? By being motivated by faith in God's promises of future triumph and glory. That is why Jesus could say "in the world you shall have tribulation, but be of good cheer." Good cheer by faith does not depend on current circumstances for its source of joy.

Murmuring

We speak what we believe. The Spirit of Faith is to speak as if God's word is true because you believe it is true. Ps. 116:10 quoted in 2 Cor. 4:13. It is not enough to have an opinion that Jesus is coming back soon. The spirit of Faith is to speak as if it is true. Abraham was "strong in faith, giving glory to God" in Romans 4 and was made an example to us because he had the spirit of faith.

The spirit of unbelief is to act and speak as if God's word isn't true. God said "All things work together for the good of those that love God." When we talk or act as if the events in our day are against us and for our harm, we talk unbelief. This is why God treated murmuring so harshly in the Bible. It cuts off God's power from the body. It was punished by death in the Israelite camp (1 Cor. 10:10) and we can not tolerate it in our program. We are to talk and act as if our faith were invincible.

Bold as a Lion

Solomon wrote that the righteous are bold as a lion, but the wicked flee when no man is chasing them. Pro. 28:1. If you have paid attention to the experiences that have been shared you may have noticed that many time we sell to people that we approach outside, people that we canvass in strange situations (mailmen, construction workers, stranded persons, real examples from recent sales are best to use.) Our boldness takes them off guard. It is evidence that we work for God. It is a characteristic of the righteous.

When we neglect an opportunity to speak to someone getting into their car, someone sitting on a bench, someone working in the shop out back, we are running when no man is chasing us. This is the spirit of unbelief. Unbelief is choosing to do what you are inclined to do, as if God was not available to help you do what needs to be done. Faith is bold. It does not quiver in the face of new and unheard-of-'til-now objections.

The Holy Spirit and the Latter Rain

There is more to this topic than can be well summarized. It was the favorite theme of Jesus. The Holy Spirit is the blessing that brings all other blessings in its train. See articles on the Latter Rain and preparation for the seal of God at www.canvassing.org/docs if you do not find a wealth of precious material in your own study of the topic. The object of the teaching of Jesus was to lead men to feel their need of the Holy Spirit. We would do well if that were our aim also.

Sowing Beside All Waters, and Sowing in Tears

The Rich Young Ruler was a no-brainer of a conversion project. Any of us could have, at the moment he approached Jesus, have brought him into the church. But Jesus failed to do this. It is doubtful that any of us would have worked to convert Saul of Tarsus. But Jesus succeeded in doing this. He was also a rich young ruler. But he was not as interested in the teaching of Jesus as was the earlier ruler.

We are not well adapted to reading thoughts. God's counsel to us is to sow beside all waters. When we skip a house, we skip a blessing. Let's say this together, "skip a house, skip a blessing." [this makes a great slogan].

Sowing does not feel as rewarding as Reaping. Our difficulties in sowing may bring us to tears. How many of you have been brought to tears during a canvassing day? Should we keep sowing when we are down? Ps. 126. Remember that you do not know and cannot measure the result of faithful effort. One young man that left a free copy of just a New Testament in the first millennium would never have guessed the result.

The host he gave it to was converted, began teaching, was martyred, his followers kept teaching. Some of his persecutors were converted. Some of them were martyred. Some were banished and started a revival in France that became known as the Albigenians. Over 1,000,000 of them were slaughtered for their faith by Innocent III and his successors. From one free half-Bible came a million martyrs. In the resurrection the man who gave the book while wandering far from his home will reap in Joy.

Is. 53 and Matt. 10

Matthew 10:25 teaches that the servant should be satisfied to be treated the way his Master was treated. How was Jesus our Lord treated? The chapter that Ellen White quoted more than any other, except John 17, is Isaiah 53. [Only a solemn mood would be appropriate for sharing the following thoughts. A light or authoritarian mood would counter the influence of the passage.] Let's look at that chapter. How was Jesus treated? He was despised. Are we content to be despised? He was rejected of men. Not many persons are contented to be always rejected of men. Not many make a life-work of canvassing. People hid their faces from Jesus. Are we satisfied when people pretend they are not home? The Jews considered Jesus to be cursed of God. Are we content when men consider us to be deceivers and cults, or scams and liars? "By his stripes we are healed." Are we satisfied when we are wounded while working to help others get to heaven? "He was bruised for our iniquities." When youth mock us, drunks curse us, police harass us, are we content to be treated like Jesus? It is enough for the disciple that he be as his Lord.

Abraham and Your Calling – II Cor. 12:9, I Cor. 1, Rom. 4:17-24

Abraham was incapable of having children. Weak faith would have considered this fact. It would have thought about his age, the age of Sarah, the fact that they had failed to have children. The evidence from history and biology, experience and reason, all opposed the statement of God.

Abraham did not consider his own weakness as a reason God could not work a miracle. This qualified Abraham to be the father of the faithful. When God works through a strong man to do a work of might, men do not tend to notice. But when God works through the weak man, he has an opportunity to give glory to God. Men notice. You see your calling, brothers, that God chooses weak people to do his work.

Paul said he would rather be happy about his weaknesses because they gave God a chance to show Divine strength. When God chooses us and gives us great responsibilities, we should be aware that it is not likely because we are so adept and special. It is more likely because we are in great need of the truth that He gives us to share. Sharing the truth implants it in the soul like nothing else. When God sees a weak man that needs a truth to be deeply impressed on him as his only hope of true conversion, God often entrusts that man with a message to preach.

So we should not be high-minded when we do well or are given honor. We have God to glorify and self to fear. Many of the most effective men in Adventist history left God after serving the Lord faithfully for many years.

David's Darkest Day

I Samuel 29-30, emphasis on 30:36. David had been rejected of Israel. God told him that even the town he had saved in ch. 23 would deliver him up to Saul if pressured to do so. David had fled and had been wandering with his few faithful men. He had pretended to join Achish, his enemy. Now his lies got him into trouble. Achish's generals were suspicious of him. When he returned home, the Amalekites, famous for torturing those they conquered, had burned his city and taken the women and children captive...including his two wives. All he had left was his few faithful men. Then...they started talking about stoning him, they were so grieved at losing their families to torturers! Israel, the Philistines, his family, his men, everyone and everything had gone wrong.

Then "David encouraged himself in the Lord." When it looked like he was going to die at the hands of his ex-friends, with his house just burned and his wives enduring indecencies and torture, with his nation rejecting him and his king after his life, he took courage in God.

Then things began to change. Before 48 hours had ended...Saul was dead. The Amalekites were also. David's family was with him again. He was invited home to his country. His men rallied around him, and then his nation opted to make him king. "Worry is blind and cannot discern the future, but Jesus sees the end from the beginning. In every difficulty, he has his way prepared to bring relief. Our heavenly Father has a thousand ways to provide for us of which we know nothing. Those who accept the one principle of making the service and honor of God supreme will find perplexities vanish and a plain path before their feet.

Bilney

To tell this story well, you need to read it for yourself. You can find it in D'Aubigne's History of the Reformation of the 16th Century under the book on the English Reformation. It will make you cry if you follow it to Bilney's death. The lessons are self-explanatory.

Intercessory Prayer

Numbers 14, 16, 20; Ps. 106:23; Ez. 22:30-31; I Sam. 12:23; Joel 2:17-19, 23; many other passages. The science of intercessory prayer is an ideal vespers talk. It can not be well presented in 25 minutes. Key thoughts from these passages: The story of the Exodus prefigures our time prophetically. Moses was called by God three times in Num. 14 and 16 to separate from the wicked Israelites and to start a more holy nation. Many feel they hear that same call today. How did Moses respond? The calls were a test of his sacrificial love. Instead of separating, he passed God's love test by praying for the people. The arguments he used in prayer worked. An exception was the leaders-are-sinning-so-don't-punish-the-common-people argument of chapter 20. In the same chapter, after the leaders were dead, "the whole congregation" rose up against Moses. If Moses had not prayed, the people would have been destroyed. The ten-tribes were destroyed because God could not find an intercessor to stand in the gap for them (in Ez. 22). Our duty to an unconverted church is the same as that of Samuel. He said it would be a sin for him to stop praying for the church. He also said he would "teach" them the good and the right way to live. That is our duty...pray and teach. The latter rain, in Joel 2, falls after God's true people become intercessors. [See article on this topic at www.canvassing.org/docs.]

Comparing Yourself to Others, Being happy at their success

[The practical object of this worship is to prepare the team to be encouraged by leaders telling them about the sales of others.

Comparing Yourself to Others and the Sin-Sale Relationship

Worship Testimonials

Worship Sharing Times

Corporate Prayer

Attendance and Respect for Meetings

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Program and Policies

Getting Started with a Program – The First Two Days

Boxes in bags, forms filled out, people picked up, rules set up, canvasses learned, and all these things without spending one entire day at base. (this is not a sentence...just ideas to remind me when I get around to writing this part of the book).

Fiscal policies and responsibility

Much of the material in this section could be copied into or out of a codebook from any of the Unions. As financial policies vary some from place to place, you will find here a little information on those variances and some value judgements regarding the best policies to put in place.

What is certain is that you will never regret making your financial policies known and putting them in print and having students sign that they have read and understood them before letting them work. Few things make students as unhappy as feeling that they have been tricked financially.

Budgets

Banking

Credit Cards

Large Donations

Personal Donations (customer to student)

Personal Donations (church member to program)

Foreign Students/Workers

School Matching Funds

Damaged Books

Bad Checks

Liability Issues

Leadership Pay

Program Fees

Advances

Travel to and from Program

Bonuses, Fines, Fees, and Penalties

Inventory Financial Issues and Reporting

Program Accounting

Diet Policies

Entertainment

Schedule

Dress

Music and More

Weekend Plans and Responsibilities

Church Programs

Time off

The Kitchen

Leadership Meetings

In your leadership meetings, do not make up the day's team. See the section on making teams. Making teams is a one-person job that wastes too much time when given to a committee. If you have no agenda items to use up your meeting time, make your leadership prayer time longer.

"Then they that feared the Lord spake often one to another, and the Lord hearkened and heard it, and a book of remembrance was written before Him for them that feared the Lord and thought upon his name." Mal. 3:16.

Leadership meetings provide many opportunities. On the positive side, they allow time for dialogue over issues such as territory, discipline, personal needs of students, and training. On the negative side, they provide opportunity for mice to play while the cats are in a huddle. It is wise to have a responsible student that understands that he/she should keep an eye on what is happening during leadership meetings. Of course, this is superfluous with older and more mature programs.

Another negative opportunity is the chance to talk about student's problems and problem students. Do you ever remember seeing a group of grown-ups come out of a private meeting where you had good reason to believe that they had been discussing your faults? Just the thought is demoralizing.

We, as student leaders, are honestly not so very mature that our discussions regarding erring students are likely to do a great deal of good. If a wrong has certainly been done, leadership meetings will have to address it. If rebellion is in the ranks, leadership meetings may have to briefly acknowledge it.

They may well assign the problem to prayer and appoint a leader to befriend the erring. But they will act foolishly if they indulge their human tendencies to want to talk all about the bad they have heard and seen. A program where leaders submit to such carnal cravings would do better were there no leadership meetings at all.

I will wait until a later section to make my point that programs can not afford to have socially immature leaders. Leadership meetings do not bring men to maturity.

They may, however, bring men nearer to God. Prayer by leaders in agreement works wonders in a program.

Daily short scheduled meetings are the ideal. Leaders too busy to meet with their co-leaders are either poor delegators or worse schedulers.

When you neglect to gossip, make teams, or tell meaningless stories at your leadership meeting, you may find that the meeting does not take much time at all. The meaning is a great place for the program head to hand out jobs that need to be done. This makes early meetings more useful than late ones. I am speaking of late in the morning.

Leadership meetings at night are harbingers of a rough end-of-the-summer leadership job. Monkey see monkey do. Late night meetings ne're have few. While leaders chat, grumpies stew, girlyies laugh, and ladies too. Mischief grows, devotion sinks, and attitude next AM stinks.

In prose, while leaders talk at night, students do too. Without leaders around, tired students surrender to their tendency to be grumpy and begin to talk negatively. This robs your team of power and rest. Troubled minds do not knock-out (i.e., dose off) as quickly as restful minds do.

If you hold your meetings at night you must either have a floating schedule (for you can not predict with any certainty when the leaders will return) or you must have a late schedule. In the first case you must neglect the students at the very time they need the most supervision. In the latter case you fail to enforce your lights-out policy (or lack thereof) and start on the weary road to eight-week burnout.

Leadership meetings during meals may be convenient, but they rob you of rare and precious quality time with students. Better far have them during some specified time when students are doing their stocking, vehicular, cleaning, and kitchen chores. This keeps them busy. I recommend the half-hour before breakfast as a great time for meetings.

Duties in the Leadership Meeting

Territory Assignments

This is not the section on how to manage a team, but it is helpful, sometimes, in leadership meetings to remind rookie leaders of basic management principles, especially if it seems they are finishing their assigned areas too quickly. First-year leaders often have romantic ideas of ideal days with afternoon territory full of lower-middle class young families near a business district complete with a Taco Bell.

And they have equally unrealistic expectations for evening, as if every day should afford them a new subdivision with young yuppies. These kind of expectations tend to towards a wasting of more realistic territory where there are as many old people as young, and more poor than upper-middle class.

But even worse than the wasting of block areas, false visions of super-territory lead many leaders to neglect country roads leading into small towns, and streets that have no parallels. If your leader of a five man team says she has finished a town with 10,000 people in two days, he needs some reminding of these things.

Practical hints on territory assignments: Assign whole cities rather than dividing them. Dividing cities, when not very necessary, increases manifold the chances of leaders redoing territory done by another. Make your divisions never so clear-cut, yet when a car breaks down, a police says "leave", territory runs out, or a driver makes a wrong turn, confusion will result.

Hint Two: Save the locations closest to you, or the best locations, for half way through the program. If you save them until last, you will be surprised at how slowly they get done when everyone is selling books. If you do them at first, your sales may not show much of an increase even as you increase in ability. Your extra knowledge is offset by driving further or doing more difficult areas. This robs you of a major morale booster...increasing success. Also, when you first start a program many students are not doing their best. To hit your prime territory right away will almost waste it.

Training Plans

Reporting sales and experiences

Sharing Territory with those Outside of the Program

While I was working with the college program in Oklahoma we developed a significant amount of interest in the local area. Several retirees took up the literature work and were coming to me for books. One family that found itself needing more than its ministry salary provided, sent its children with me selling books. They did so well and enjoyed it so much that they asked their parents to take them out again and again.

Then one of most successful students had to leave the school in the middle of the term. Soon he settled down just south of our metropolitan area...and took up full-time canvassing of magabooks. The local academy, at my suggestion, began developing a magabook industry.

Soon there were issues regarding territory. The cream of the business districts was being done on a who-can-get-there first basis. Persons working just a few hours were unwilling to travel more than ten to twenty minutes, so the territory closest to the school was used up in just a matter of weeks. The retirees and the family didn't care to be thorough. They needed a large enough area to be able to pick and choose what they wanted to do.

Sooner than later the college students were driving forty-five miles to get to their place to work despite the fact that 300,000 people lived closer to the school.

We do not own our territories in the work of the Lord. Who is to say that one canvasser has more right to an area than another?

A common territorial problem arises from overlapping canvassing superstructures that prevent territorial disputes only within their own structure. HHES and FHES run programs in the very same cities and sometimes in the same weeks without any clue of their overlapping until one student knocks on a door that was knocked by another just a few days before.

These two canvassing organizations usually use different books, but in the magabook work they share more than territory. They use the very same literature. In the summer of 2002 a program run by ASI in Ohio found itself continually running into neighborhoods that had been done by a group from Oakwood that same summer. And in Maryland, this past summer, my students encountered neighborhoods that had been done by an independent group of workers. Spanish neighborhoods are often done by regular full-time workers.

If you run into an area that has already been done, it will be better if you have read the section on “Finding that your territory is already done.”

My practical point here is that leaders need to communicate. Especially should local church schools, academies, and independent canvassing agents that use magabooks seek to communicate with the organizations that might plan to operate canvassing programs in their areas.

One practical way to share territory is to use it over and over again. Territory can be used annually and only improve in productivity. Using it twice or more each year has an opposite effect. The over-repetition irritates.

Morale and Discipline

Sabbath

“Thou shalt not do any work. Thou, nor thy son, nor thy daughter, nor thy manservant, nor they maidservant, nor thy cattle, nor the stranger that is within thy gate.”

Program heads carry a weight that they little comprehend. The Sabbath has been set aside as Holy. If we keep it Holy, we can expect to meet with God. Holy and Reverend is His name.

The fourth commandment, setting aside Holy Time, honors the employer with sacred duties. He must not allow “any” work of those under him to carry over into Sabbath hours.

While we can not carry on our backs the moral choices of our students, we must take responsibility for so ordering the Friday that students are easily able to do their duties, and be home in time to adequately prepare for Sabbath.

The edges of the Sabbath are to be guarded. If I so plan my Friday that any unexpected problem that arises will make me late for day, I have broken the Spirit of the day regardless of whether that problem materializes. In other words, we have not kept the Sabbath unless the six working days have been spent in working preparation for it. Part of Friday’s preparation is to organize the day so that even a minor tragedy will not delay the welcoming of the Sabbath.

Practically, I have learned to have chores done before allowing students to leave for their various Friday activities. And leaders are admonished to be back a minimum of three hours before Sabbath so that personal preparation can be made even if they are an hour late.

The Sabbath is a poor day for giving guilt trips. Friday is the day for soul searching.

Ordering Books

Whole Sale Distribution

Accepting and Rejecting Applications

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Third Parties

Law

Your hosting church

Your students' families

Those that want you to sell their books/products

The ABC's and Publishing Houses

Academies and Running their Industries

[idea: not essential, with spiritual group, to pay students for sales. Some think “no pay, little effort.” But the highest programs in history have been no-pay programs...like the one we are in right now.]

Female Health Issues – Not Detailed

Moodiness

Back Problems

Vehicles

I am writing this section from the waiting room of the local Dodge-Chevy dealership. Outback sits a legend in canvassing history—Grandfather. His mileage stands at 238,450. I know because I just told the man at the service counter desk. Yesterday Grandfather was host to another amazing day. With just seven students, that venerable vehicle contributed to the distribution of 154 books...well over a \$300 average for the students in the team. Incidentally, the other team yesterday averaged \$240, bringing the total average to \$275. That might also be a record...for the highest program day average for the entire program.

Such exploits have been regular fare for Grandfather. I estimate that in his seven years of service that he has worked an average of 140 days each year, or 980 days total. He had hosted an average of about 9 students. And they have averaged about \$160 per person per day. A little math tells me that Grandpa has distributed about \$1,400,000.00 worth of magabooks.

That comes to about 7,000 boxes distributed in half of the 50 states.

But Grandfather wasn't feeling well. His eyebrows weren't working. Thankfully, it wasn't raining. And is left eye only worked when fully dilated.⁴

If today were a Wednesday, I would be writing this under the VADD section under team management. But today is Friday. There is no team and no emergency. I am the program head and am waiting for a ride from one of the other leaders. Between my feet is a colporteur bag. Heavy and thoroughly covered, it contains almost \$19,000 in checks and cash destined for a Bank of America.

Our vehicles are precious. Program heads have a lot to do with the efficiency of their fleet. Here are things that need to be done.

⁴ For ESL students; this is personification. What I am saying is that the van's windshield wipers were not working and the front left headlight has an electrical problem that keeps even new bulbs from lighting.

Put someone in charge of checking fluids. This should include transmission fluid and brake fluid. If you have to choose someone who is not gifted with basic mechanical knowledge, you should give him some basic instruction. He should check the transmission fluid when the car is in neutral with the emergency break on and the engine running.

He should clean the top of the master-cylinder before opening it to check the brake fluid. A little dirt falling into that container can cause eventual brake failure. He should never check the coolant level while the car is hot. If he adds water to the car, he should make sure that the color of the fluid is still quite green.

Drivers should know how to recognize signs of fluid problems:

Lack of coolant:	High temperature on gauge and heater not working well
Lack of transmission fluid	Slipping, not changing gears.
Burnt transmission fluid	Smells burnt when the dipstick is held to the nose.
Low steering fluid	Medium-high-pitched sound with some feeling of vibration when turning.
Low break fluid, air in lines	Have to push brake in further than normal, brakes feel soft, or peddle will not depress. If these symptoms are combined with a scratching sound, the problem is likely brake pads that need replacement.
Low oil	Lifters can be heard making a “ff-ff-ff-ff” sound, the speed of the sound varying with the speed of the engine, and the volume of the sound varying with the lack of oil. Less oil, more sound.

Driving with bad brakes is terribly dangerous. Driving while overheating, with low oil, water, or transmission fluid can, very quickly, turn a \$30 problem into a \$2,000 problem. Drivers should have some accountability, should know ahead of time that they are expected to be intelligent in these basic things.

There are other mechanical problems that drivers should be able to recognize and deal with without resorting to the mercies of an unknown local mechanic. Your job is to make sure they understand these things. They should know that the following symptoms point, most often, to an inexpensive fix:

Shaking of the car:

Stop the car but leave the engine running. Does the shaking stop also? If the answer is yes, then the problem is very likely a tire problem. This can be dangerous. It could be that a tire is bulging, and bulge is ready to burst. It could be that the lug-nuts have become loose and the tires is in danger of coming off. What to do? Tighten the lug-nuts with a lug-wrench. Lug-nuts can feel tight, even when they are very loose, if the tire is pressing against them.

You can not safely check their tightness with your fingers. Tire problems afflict even rental cars and low-mileage vehicles. If the lug-nuts are indeed tight, then look the tires over for bulges, missing tread, or other misshapes. If you can not see a problem, drive slowly on the shoulder with your emergencies on until you come to a place where someone else can diagnose the problem.

If the shaking seems to center around a certain engine speed and to subside when you pass that speed and or when you decelerate to below it, then the problem is most likely a loose screw, bolt, or broken piece. If the shaking is the only symptom, you may have nothing to worry about. Have a mechanical friend look for it when it is convenient.

Showers and Facilities

Economy

Books

Food

Arranging for Funding for a Program

Arranging for Housing for a Program

Bags, Radios, Receipts

Working with a Bible Worker

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Multi-Program Administrative Issues

Program Heads

The administration of God's people, as organized under Moses, had leaders of tens and leaders of fifties. These would correspond roughly with our leaders (leaders of six) and our program heads (leaders of twenty). Not everyone that makes a good leader of ten has been gifted with the skills to make an effective leader of 50.

Program heads are the names that carry on in magabook history. Ineffective administrations have often offered the position of program director to men or women as a perk or sign of favor. They have reasoned that if the man can sell books, and if he poses no threat, that he will do well.

I am resisting the temptation to name a number of men that were so unfortunate as to be made program heads when they possessed neither push nor enthusiasm. Others have taken the role without experience in the magabook work. Publishing directors can not reasonably assume that one that has made a success at some other form of canvassing ministry will naturally run a top-notch magabook program. Others as gifted as he have taken years to learn the skills that are partly responsible for their consistency.

Neither will consecration, alone, make a man an able administrator. The devotional man, loving retirement and shrinking from confrontations, may make a ready student leader. Souls like him are needed everywhere.

But put him in the position of general and mutiny will be lurking around the corner. His tendency will be to let discipline slack until he sees that it must slack no further, and then to react with uncharacteristic firmness.

A technique could hardly be better calculated to create rebellion. True teachers understand that kind and very firm discipline must mark the *beginning* of their term of teaching if they are to have any hope of maintaining order. True program heads understand the same.

Many students have asked me what the secret is to being a successful leader. Here are some observations I have made regarding those leaders that have had the greatest success under me.

Being One

Perhaps the world of leaders would not be offended if I listed by name the men and women that have been head-leaders under me, either at school or for a summer program. This list is not all-inclusive, but does represent some of the most effective leaders in magabook history. They are listed in alphabetical order. Amen. I am not comparing them to each other.

Christine Bothne	CB
Chris Buttery	CB
Jerod Holloway	JH
Joan Kang	JK
Peter Kang	PK
Kamil Metz	KM
Rene Metz	RM
Zigi Metz	ZM
Shannon Parker	SP
Glenn Peters	GP
Adam Ramdin	AR

Ester Ramdin	ER
Isreal Ramos	IR
Henry Sanchez	HS
Cestmir Stovicek	CS

What do these people have in common? For starters, not much genetically. They are one third women, one fifth black, one fifth Latin, one fifth Czech, one fifth Korean, one fifth Indian, one fifth Caucasian Americans. If I added myself to the list, I would be the only representative from that class that is rumored to dominate administrative circles—the white American male.

One thing that seems to unite them is having K, M, P, B, S or R as an initial. More than 90% of us do. But the one that does not lack anything that the others possessed in leadership talent. Maybe initials are not an important factor.

If you are hazy about the point of the last paragraph, I will make it plain: Race and Gender have little or nothing to do with one's qualification to be a program head. But the traits that do make superior heads do tend to be found more often in males.

The program head should know how to sell books. But super sales ability is not required. RM and AR both have thrilled teams with their leadership skills despite their merely average sales ability.

Program heads should never appear to be desperate and frantic about problems. All of these leaders have this in common. Those that take the principle the furthest...to the point of always being confident...create the highest student-satisfaction.

Program heads should have experience with life. They should know something about cars, about food, about money, about training, about spiritual things, especially about present truth. They should know how successful programs can be...by experience.

Program heads must be self-disciplined. A man that does not put devotions before social life, that does not control his appetite and regulate his schedule, who fusses over pain and inconvenience, will not fill well the office of program head.

Ellen White has a lot to say on the qualifications of a man at the head of any branch of God's work. You can find her statements in the book *Publishing Ministry*. Two of them are below.

The men placed at the head of departments in our publishing work should be carefully chosen. And just as soon as a man reveals a heartless, unfeeling spirit, he should be dismissed, for he is working against Christ, scattering away from Him. The undershepherds of the flock of God are to keep their own hearts sweet with the love of Christ, opening the windows of the soul heavenward, that the light of heaven may fill its chambers. Then they can reflect light to those with whom they associate, revealing God as the health of the countenance.--Lt 140, 1901.

The man at the head of any work in God's cause is to be a man of intelligence, a man capable of managing large interests successfully, a man of even temper, Christlike forbearance, and perfect self-control. He only whose heart is transformed by the grace of Christ can be a proper leader.--MM 164. {PM 255.1-2}

A Program Head must love his students. When I read the list of leaders at the head of this section, I can hear all but two of them saying things like "I love my students!" or "This is a really good group." Leaders that verbalize to men outside of their group their dissatisfaction with their own students reveal a spirit that neutralizes their power for good. Students know the difference between being enjoyed and being tolerated.

And as a rule, just as we love those that love us, we enjoy those that enjoy us. We tolerate those that tolerate us. This principle holds equally for all leaders, but I mention it here in the head-leader section because disciplinarians frequently fail to love their students. When the mantle of correctional responsibilities falls on your shoulders, may heaven have blessed you with a heart that thrills at every good thing that exists in your students.

The man or woman at the head of a magabook team must be able to speak with authority. Jesus did. The leader that can not bring his students to attention without great effort should not be placed at their head.

If I could summarize these characteristics, I would say that a program head must have common social sense, energy, push, love, and intelligence. This is why they are in such demand. Every one of these qualities is uncommon.

Making One

There are two ways to find the program heads that you need for your program. The most common method is to recruit them. My own deficiency is verbalizing leader-appreciation, combined with the quality of the territory under my care, alerted me to this method. Almost all of my early leaders worked for other unions after working for me. Many that were student leaders under me were elevated to head programs under the direction of others.

You may recruit program heads with money, freedoms, flexible schedules, salaries, Bible-belt territories, and perks.

But this method, while good for you, can not be said to be best for the work.

Let each publisher and general agent [publishing department secretary] work enthusiastically to encourage the agents [colporteurs] now in the field and to hunt up and train new workers. Let each strengthen and build up the work as much as possible without weakening the work of others. Let all be done in brotherly love and without selfishness.--Testimonies, vol. 6, pp. 327, 328. (1900) {CM 137.3}

If you want to change the world, recruit new workers and recognize latent powers. This is how Jesus formed the team of apostles.

In the common walks of life there is many a toiler patiently treading the round of his daily tasks, unconscious of latent powers that, roused to action, would place him among the world's great leaders. The touch of a skillful hand is needed to arouse and develop those dormant faculties. It was such men whom Jesus connected with Himself, and He gave them the advantages of three years' training under His own care. No course of study in the schools of the rabbis or the halls of philosophy could have equaled this in value. {CT 511.2}

Once Jesus had recognized these potential workers, how did he develop their talent? He mentored them. He brought them to work with him, to watch and learn. They were to catch more than his methods...they were to catch his spirit.

The most complete illustration of Christ's methods as a teacher is found in His training of the twelve first disciples. Upon these men were to rest weighty responsibilities. He had chosen them as men whom He could imbue with His Spirit, and who could be fitted to carry forward His work on earth when He should leave it. To them, above all others, He gave the advantage of His own companionship. Through personal association He impressed Himself upon these chosen collaborators. "The Life was manifested," says John the beloved, "and we have seen it, and bear witness." 1 John 1:12. {Ed 84.1}

The whole chapter in Education that begins with the paragraph above ought to be mastered by those in the highest positions of responsibility. Not to boast, but to demonstrate how literally I mean that, I volunteer the fact that I memorized it word for word seven years ago. I will not write here more of the essential information you can find there.

But I will give a few hints on how to develop program heads. Watch your leaders when things go wrong. Listen to the comments that students make about them in their absence. Watch for the person that sees work that needs to be done and does it. Social butterflies are not program-head material. Neither are social deadbeats.

When you see the winning combination of qualities, begin burdening. Give him or her more than their fair share of difficult tasks. Do they wimper? If not, talk them about what they may become. Do not start the burdening process before understanding the section on leader retention.

Finding One

See above. Find an embryonic one. That is the end of this section for men with the experience necessary to implement it.

But others may pick up this book that need a leader to do what they have no idea how to do themselves. This section is for you.

Step 1 Pray earnestly

Step 2 Visit canvassing.org and look over the callbook forum. There you will find posts by men that have been trained in how to do the work, and offers from those that are looking for someone to come do it. Post your call. Call those that interest you.

Mind you, Step 2 still remains a dream as of November 4, 2003. In case it is still a dream when you read this, here are a few more hints.

There are three canvassing schools in the North American Division. Beyond that, there are five unions that operate leadership training programs. That is the good news. The bad news is that the supply has not approached the demand for quality leadership any time in the last dozen years. Without a miracle you will not find the quality person you are looking for. Hence, Step 1.

Souls East, Souls West, Ouachita Hills College, Big-book student programs; these combined sources provide the field with an annual output of about twenty new leaders. New leaders are not typically program heads. Call and ask for advice. [See the Appendix for contact information for key men and schools.](#)

Avoiding the Incompetent

Demand a track record. The way to avoid the incompetent is the same way that you can almost assure that you will not find the leader you are looking for. Men with a track-record of leading success have calls lined up. But you are better to have no program at all than to have one horribly led. If you can not find an experienced thing with proper character, take a less experienced person with proper character.

This is much preferable to a more experienced person that is depressed or slow or somber or lazy or mean or immature. The man with character will develop experience. The man without character will sour the reputation of canvassing in your realm for longer than you might imagine.

Make sure your potential leader has read this book and worked with a successful program. If he lacks the latter qualification, send him to work with one before giving him weighty responsibilities.

Immigration Issues and Information

Leader Retention

How not to keep leaders – from my experience

How to keep leaders

When to let leaders go

Coordinating with Conference Evangelistic Thrusts and Local Church Campaigns

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History of the Work and What Can be Learned from It

The use of CD-ROM's

The use of Health Power

The use of smaller numbers of books

Working with children and schools

Short Programs

Innovations that became standard

“Happy D’s”

Winter Programs

Doing Businesses

Legend and Reality in Magabook History

Lake Ponchatrain Story

The No-Ticket Story

The Dead Rat Story

The Backdoor Story

The Barefoot Story

The Columbus Escape Story

The \$1000 Honeymoon Story

The Happy Nickel Day Story

The First Summer Program – 1992

The Sheryl Knowles Story

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APPENDIX

Forms

Application

Acceptance Letter

Maybe-Later Letter

Medical Release Forms

Codebook

Canvasses

Registration Papers

Student Contract

Accounting Forms

Legal Employment Forms

Jargon

Bread, Crackers, Crumbs, White Bread, Wheat Bread, Loaf, Bakery, Slices

Administrative Assistance

Code 65

“GB” “PTL”

10-20

Combing, to the T, Follow Your Curve, Crossover

GA, DA, GC, Peace, MFJ, SB, JFC, SK, CB, MC, HP, KK, etc.

Happy D

Devil’s Rabbit

Smokey, Tank, Grandfather, Betsy, Ellie (ie, L. E.), and other affectionate vehicular nomenclature

The “Morning” (includes 2:30 PM for example) and the “Afternoon” (starts at about 4:30 PM for example).

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Twin auto

Sprindale Emma past
fairgrounds,
commnity resoyecxe
groypp pobox 1543
fayetville ar 72702
Denise 443-2700
lady who handles
these things

