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A PLAN FOR CONTINUING EDUCATION FOR AGENCY SUPERVISORS OF VOLUNTEERS

Alice E. Lamont, Coordinator of Social Services
Catholic Youth Organization
Detroit, Michigan

On Tuesday, May 9th, this year, a gloomy, windy spring-by-the-calendar-only day in Detroit, about forty people gathered together to hear "Points to Consider for an Effective One-to-One Volunteer Program". Mr. Kenneth Perron, Supervisor of a Big Brothers Program for Catholic Charities Youth Service, set us back on our heels with the need to "...bring the troops in out of the sun," refreshment and encouragement for volunteers, that is, he went on to explain, "how to make clear to mama the big brother's role, does not include marriage". Appearing with Mr. Perron on that May morning was Mrs. Iva Isabell, a supervisor in the Michigan Department of Social Services, preparing to invite a neighborhood council help her find friendly neighbors to work with delinquent, hostile, acting-out adolescents released from state training institutions. The other member of the panel was Mrs. H. Ripley Schemm, a long-time organizer and worker in the Friendly Visitors Program, describing the out-reach service, known to most of you, to the elderly and anyone who suffers from loneliness. This rather diverse grouping is standard fare for the Forum of Volunteer Directors.

The Forum is a group of 120 delegates from a variety of services and agencies in the Detroit Metropolitan area who gather quarterly to sharpen their wits on ways of working with volunteers. This organization is an out-growth of a former agency workshop sponsored, annually by Central Volunteer Bureau to provide information and education to staff and volunteers on some particular aspect of volunteer program.

Central Volunteer Bureau is a division of United Community Services, the area-wide planning and budgeting body. The Bureau, more familiarly known as CVB recruits, screens and places volunteers with community agencies, and consults with individuals and agencies around particular needs and problems.

At the spring 1961 workshop, sponsored by Central Volunteer Bureau, a questionnaire explored the possibility of a more permanent structure, for people working with volunteers, possibly a Council of Volunteer Supervisors. The response was enthusiastic and the Administrative Committee and staff of Central Volunteer Bureau set out to bring the response into reality. A member of the Administrative Committee was appointed Chairman of a Planning Committee. The Planning Committee moved quickly to call together agency representatives to explore the idea of a May luncheon. Bolstered by a response from 42 agencies, the committee began its task of shaping the responses into a workable form. By the following fall when a program was announced, the council had evolved into a forum. The latter seemed a clearer title for a body whose function was communication rather than policy. Elisabeth Cady, Director of the Central Volunteer Bureau, spelled out specifics for the committee's reaction. She presented the forum envisioned as, a repository of ideas and experience, a vehicle for educational programs, a "sounding board" for Central Volunteer Bureau and an opportunity to develop standardized techniques. It was also seen as a vehicle to reach out to less responsive agencies. The program for the first Forum meeting centered around knowing the services of Central Volunteer Bureau and organization of the Forum.

The planning committee developed a structure which was implemented in January of 1962. Representatives of the 60 agencies who attended the January meeting were assigned to 5 sections. The sections were a device to establish communication in a smaller group, relate those with common interests and provide some manageable structure for a large group. The Sections are:

- A. Group work and recreation services.
AMERICAN YOUTH HOSTELS, METROPOLITAN DETROIT COUNCIL
BOYS' CLUBS OF METROPOLITAN DETROIT
- B. Health services - hospitals.
CHILDREN'S HOSPITAL OF MICHIGAN
DETROIT GENERAL HOSPITAL SERVICE LEAGUE
- C. Health Services - other.
CHILDREN'S LEUKEMIA FOUNDATION OF MICHIGAN
DEARBORN ASSOCIATION FOR RETARDED CHILDREN, INC.
- D. Services to children, families & aged.
ANGELUS HALL
BAPTIST CHILDREN'S HOME
- E&F. Cultural civic and educational services and volunteer suppliers.
(temporarily combined)
DETROIT GREAT CITIES SCHOOL IMPROVEMENT PROJECT
CHILDREN'S MUSEUM
AMERICAN NATIONAL RED CROSS
CONTINUUM CENTER FOR WOMEN, OAKLAND UNIVERSITY

Each section was given the task of electing a representative to serve on a steering committee. Six representatives were chosen, a brief steering committee meeting was held immediately after the election of section representatives and Miss Frieda Gorrecht was elected the first Forum Chairman. Miss Gorrecht inspired and shepherded the Forum with outstanding leadership the first two years of its existence.

The newly installed Steering Committee then set for itself the task of devising an operational guide. The structure developed and adopted in October, 1962, is a simple and uncomplicated one which spells out the purpose of the Forum and outlines who can belong and sets up a mechanism for establishing a Steering Committee and a Chairman.

The purposes as defined in the operational guide are:

- "a) Providing a structure where people concerned with volunteers might discuss mutual problems and experiences and develop ideas for possible solutions.
- b) Cooperating with the Central Volunteer Bureau in presenting helpful educational program for agencies and organizations belonging to the Forum.
- c) Assisting agencies and organizations in the development of the most effective volunteer programs."

Structurally, of course, the Forum is a child of the Central Volunteer Bureau of the United Community Services of Detroit. The Forum of Volunteer Directors relates to the Central Volunteer Bureau through the Director of the Central Volunteer Bureau, Miss Elisabeth Cady, who serves as the staff for the Steering Committee and Forum. The Administrative Committee of CVB appoints one member to serve on the Forum Steering Committee. The Forum is, at least theoretically, self-supporting in that fees charged for the meetings cover the meeting expenses. However, Central Volunteer Bureau provides clerical staff in addition to the professional services of the Director and covers the cost of mailing and distribution of material. It would be only fair to comment on the relationship of the staff of Central Volunteer Bureau and the Forum.

Since Elisabeth Cady was one of those who recognized six years ago the need for a "meeting ground" for those concerned with directing, recruiting and supervising volunteers, she has been a staunch supporter of the Forum and a great support to the chairman and Steering Committee. The chairmen of the Forum have been volunteers and professionals and, I think, Betty Cady's relationship with both has been equally helpful. She brings to the Steering Committee a view of the community as a whole and knowledge of trends in volunteer service across the tri-county area and the country. With this background she makes an invaluable contribution to the Forum, at the same time, letting the Steering Committee have full rein of directions and programs.

Each fall a letter of invitation is sent to all the agencies and organizations on the CVB mailing list. The letter addressed to the agency executive or director of volunteers, outlines the programs of the previous year and explains that in order to be a member the agency or organization need only name an official delegate. Stress is placed on the delegate's being the person responsible for the volunteer program and able to attend the quarterly meeting. The emphasis is, of course, an effort to achieve as much continuity of personnel as possible. The invitation letter also points out that if the executive or director does not name a delegate, their agency will be dropped from the mailing list for the current year. The letter also indicates that the door is always open to any agency seeking membership at other times.

The people who respond to this invitation receive notices of all Forum meetings for the program year. The membership represents a great cross-section of old hand professionals and volunteers, including those with full-time and volunteer responsibility for volunteer programs, as well as, professionals and volunteers who arrived on the scene yesterday. They represent agencies and diverse as the Boys Clubs, the Public Library, the city's cultural project and several psychiatric facilities. Who of our colorful membership attends varies greatly from meeting to meeting according to the topic.

We see this variation in attendance as an asset in that we make a very deliberate effort to serve the great variety of interests found in our membership.

For many meetings, groups who may have a special interest in the subject are invited although they may not be regular members. For the meeting at which Mrs. Schemm spoke about the Friendly Visitors, representatives of nursing

homes were invited.

In the Spring of 1965, I attended the Steering Committee Meeting as a delegate from Section A, and left the meeting, much to my surprise, as the Chairman. I can assure you that the structure is simple, and procedure is direct and casual.

The casualness does not, by any means, imply ineffectiveness. In the two years I have served as Chairman of the Volunteer Directors Forum, I have learned a great deal, even more than I bargained for. It is a pervasive, persuasive and effective vehicle for adult education.

The programs are "hatched" by the Steering Committee which meets quarterly, the week following the Forum program. The elected representatives of each section make up the Steering Committee. These turn into real brain-storming sessions as we try to incorporate what we see as the interest of the Forum, current trends in volunteer service and match this with availability of resources. Although every Forum Program that I have had the pleasure of experiencing has been in some fashion interesting and rewarding, from the behind-the-scene's view that have been real cliff-hangers. In the Fall of 1965, as we set out to plan the year's program, the Steering Committee was fascinated and captivated by Darryl Hayne's tale of his experiences with the new VISTA Program at Brightmoor Community Center. Feeling that this was a matter of pertinent information for the Forum, we arranged our first meeting of the season around the VISTA Program, utilizing VISTA assigned in Detroit, Miss Gorrecht who was initiating a program in her agency (which is described elsewhere in this conference) and a representative of VISTA from Washington. On the morning of the presentation at the International Institute it appeared that the representative from Washington, Mr. T. F. X. Higgins, would not appear after all and we drafted Miss Gorrecht for an expanded presentation. As the morning wore on and our nerves wore thinner, a telephone call informed us that Mr. Higgins was indeed in town but at Brightmoor Community Center. He arrived just in time to make a dramatic presentation at lunch. At the post-mortum session, the Steering Committee decided this format was probably the most effective one we could have used even though it was by accident rather than design. Not every program has featured a speaker at the wrong address but every program has had a note of adventure.

After the Steering Committee has agreed on a general format and the program, the members responsible contact the proposed participants and set up a "dry run" meeting of all concerned. This has been a very effective tool for us in bringing the participants together and clarifying the Forum and our expectations of contributors. At this preliminary session I take some notes on what seems to be the principal ideas and questions and assemble these into a guide for the panel members or speaker. Here are the kinds of questions that developed at the January pre-meeting session, exploring specialized settings.

Staff Member -

What you expected to accomplish - expected and unexpected benefits and snags?

How did you "sell" the staff or agency?

What is their reaction now?

How were the volunteers selected, trained and supervised?

What kind of experience or skill did you look for, or were the "untrained" your preference?

How do the recipients of the service respond in your view?

How did you structure this program?

Volunteer -

How did you get interested in this particular work?

What was it like at first?

How did you structure your first contact?

What kind of supervision do you receive from the staff?

What kind of meaning or value in your life has this experience been?

How do the recipients respond to your help?

At the Fall meeting of the Steering Committee we outlined a series of goals for the year. Let me share with you the goals for the years '66, '67.

To reach agencies with uncontaminated programs, that is uncontaminated with volunteers.

To look at new Federal Programs.

To test out the feasibility of joint training projects.

What new kinds of volunteers are coming to the surface?

What new training methods have been developed?

To reach agencies who use volunteers in other cities but not in our areas, for example, child guidance clinics.

Now to look at how these goals were reached - if they were.

The subjects of the programs for this past program year were: in November 1966, Federal Program Representatives from two Office of Economic Opportunity projects, spoke on the use of the indigenous leaders and the quasi-volunteer. They described the warming experiences which helping the community person to develop had been. Both were greatly concerned about the prospective decline in OEO funds and the disappointment and frustration which lay ahead for their trainees if the program ended. Much to our surprise, both speakers made an impromptu plea for employment opportunities for their trainees.

The most complex question, stemming from the federal programs, which finally worked its way to the surface was this.

What will happen to the "pure volunteer" if there are so many opportunities to be paid for what has been a volunteer job?

What kind of interpretation does the Director of Volunteers give to two people doing identical work side by side, one of whom is a volunteer and the other, as a result of a new program, is paid?

There was no genuine consensus on these questions. Perhaps the strongest points of view were that the quasi-volunteers (paid but not truly hired) would continue to multiply. The other conclusion was, of course, that genuine volunteer efforts will always be welcome.

This was followed by the January program on the volunteer in a specialized setting. Representatives of staff and volunteers working with the "continuing treatment ward" of Pontiac State Hospital and the Oakland Department of Social Services spoke about the specialized programs developed to utilize the volunteer skills.

At the state psychiatric facility, a psychologist, with the help of the Director of Volunteers, had selected half a dozen volunteers experienced in working the hospital to develop a corps of visitors to those patients of long-standing who had no visits from family and friend. The psychologist, Miss Fitzgerald, described her goals and hopes for the program. Initially she told the volunteers very little of the patients' background. As the volunteer became more comfortable, the psychologist shared relevant information.

The charming volunteer, Mrs. Mahoney, shared with us all the questions and doubts she had as she approached a first visit with her patient. At first she was unable to sustain a conversation because the patient could not pursue any one thought more than a few minutes. Then, very perceptively, the patients' conversations became more coherent and her appearance improved as she got dressed up for her visitor.

Don Bachman at the Oakland County Department of Social Services had developed a service from scratch, utilizing Jr. League members. They transported children to foster homes and several members with professional skills combed the entire caseload to spot referral possibilities. This work resulted in medical help for clients and in some instances, transfer of the case to an appropriate program.

This marvelous combination of programs was topped off at lunch by the appearance of Rev. David Eberhard who has developed a church related community service program utilizing volunteers at all levels. Rev. Eberhard has appeared on national television and he reached the Forum members in dynamic fashion.

The March program focused on the use of teenage volunteers in a variety of settings. It featured a panel of Forum members who had utilized student volunteers in a variety of settings - a YWCA summer program, a Veterans' Hospital, and a psychiatric treatment facility for children. The topper for this program was a panel of student volunteers reporting the reactions of students to their volunteer experience. The range of their comments was provoking, from a proud sense of contribution and appreciation to the observation that the adults mostly went on coffee breaks or talked on the

telephone. Interestingly, every youngster, whether their experience had been positive or negative, said they were glad they had done "it", some said because it was better than doing nothing.

The timing of the program was a deliberate effort to open more doors to student volunteers this summer.

In May the focus was on the individualized service we described at the outset. The average attendance at the Forum is 68. However, the March program on the student volunteer brought forth 100 with many school people we had not seen before attending.

If we compare this list of goals with the programs of the year outlined, we can see that we did in some way get to the question of new federal programs, and did explore some specialized areas where volunteers were previously a rarity. There are plenty of questions left for next year, however.

Benefits and Problems

Perhaps the most fascinating thing about our experience in using volunteer and professional people to present and illustrate their experiences has been the response from the other Forum delegates themselves. Both volunteers and professionals have come forward to say how much a program or programs has meant to them. One volunteer of considerable experience said she thought the programs had been designed especially to take the volunteer's point of view into account this year. That is exactly what we hoped to do, not so much to take the volunteer's point of view into account, but to have programs so meaningful that each delegate would feel that it was tailor-made for them.

The structure has served us well, but it has been necessary occasionally to reclarify the purposes.

In March, 1964, Freida Gorrecht, gave a paper entitled "The Forum and You". The paper spelled out the relationship of the Forum to the Central Volunteer Bureau and what the Forum could do and offer. "We can and do provide an opportunity for staff directors of volunteers to discuss mutual problems and learn from each other. These staff directors have come to know each other as workers sharing common aspirations, difficulties and successes. Many individuals belonging to the Forum have aided us by participating as discussion leaders, panel members and speakers. In this way we have shared the knowledge and skills of the more experienced with those of us who are less experienced."

The Forum was relatively young, and there was some tendency to confuse its functions with that of its parent, CVB. The paper presented by the Chairman and the discussion that followed helped to clarify roles.

At the beginning of this program year, a similar problem was considered. It occurred to the Steering Committee, that we needed to have the purpose, function and membership of the Forum spelled out in some convenient and attractive form. Particularly because attendance varies and agencies are free to select new delegates every year and consequently there may be little continuity, we wanted a reference that would be quick and handy for the first-timer to grasp what kind of an organization they found themselves

in and what they might expect. The committee devised this flyer which sums up the whole affair. We have samples and hope that you will help yourself to them.

It is difficult to categorize the effective essence of the Volunteer Directors Forum. One of our staff members is an avid reader. She was re-counting the difficult vocabulary in her current book in a little quiz program for us. One of the words in the quiz was "ineluctable", meaning to struggle to get out, difficult to explain. In a sense, the Volunteer Directors Forum is "ineluctable." It is a real powerhouse of experience, skill and conviction about work with and by volunteers. The program content is drawn from the members themselves and from field far away. We had quite a long adventure with speakers from industry; this year we have drafted more speakers and panel members from Forum membership. But whatever the format, the Forum Program reaches out to those in the community, puts a spotlight on a program, question, puzzle, a problem or a challenge and gives that person in the community information and inspiration to return to the community with greater skill and zeal for volunteer service.

This business of returning to the community is one of the primary concerns of the Forum now. In an evaluation session last year, which featured techniques of evaluation as the program of the day, and used the Forum as a model to evaluate, we discovered that some delegates came, saw and absorbed but did not take home to share with anyone else. This year we have focused on application of the overall scheme and have supplied the delegates with some written material. In the past, we have used such techniques as distributing a bibliography on work with volunteers to help members take the message home. This is a task we will continue to highlight.

If I might refer once more to the ineluctable quality of the Forum, I would like to describe my personal experience with it. When I came to the Steering Committee as a delegate from Section A, I had about 15 years experience in social work and had worked with a variety of volunteers in a variety of settings. And I thought I knew most of the angles. As programs of the Forum and time went by, I discovered there were many many aspects of volunteer service for me to learn. There has never been a program I did not gain some in knowledge or perspective. At the last meeting of the Forum, Mrs. Bates, Chairman of the Administrative Committee, very kindly complimented me on the Forum Program. My response was that as chairman, I could accept her compliments very humbly for in every sense the success of the Forum could be attributed to the combined efforts of the Steering Committee and Elisabeth Cady. In no sense was it the work of one person, much less the chairman. It is this design and spirit of combined efforts which has made this experience in education for the community such an exhilarating one.

THE VOLUNTEER AND THE PSYCHIATRIC SOCIAL WORKER - A TEAM IN AFTER CARE

Mrs. Marion Jeffery
Project Director - Volunteer Program
Bureau of Social Work
California Department of Social Welfare
Los Angeles, California

Laura is 45 and has been in a state hospital for 5 years. She has few interests. She becomes too anxious to attend class outside her home. Laura needs a volunteer to give her home tutoring in elementary typing skills, in preparation for doing some volunteer home typing, which may later lead to a job.

Steve is 19 but he is mentally retarded. He, too, was recently discharged from a hospital and now is the proud owner of a corner newsstand, but Steve is having trouble making change and handling his books.

Kenny is only eight and is one of four retarded children in a Family Care Home. He needs extra attention and someone to help him with constructive activities. He needs to learn rhymes and numbers.

There are thousands of Lauras, Steves and Kennys in California on convalescent leave from our state hospitals - over 10,000 in the Southern Region alone. If they are to "look forward" to life outside the hospitals, it will take all the resources available to us, professional and non-professional.

It is of new approaches to this problem that this paper directs itself. It focuses on the methods utilized by Psychiatric Social Workers working with leave clients in the Bureau of Social Work -- formerly a part of the California Department of Mental Hygiene -- now a part of the California Department of Social Welfare.

Convalescent leave patients may be young or old, mentally ill or mentally retarded, but all have been judged to have received maximum hospital benefit and, though not yet ready for final discharge, ready to try the next step, which is life in the community on a trial basis. The Bureau of Social Work was created in 1946, under the State Department of Mental Hygiene, to assure adequate social service follow-up of these clients. There are 15 Bureaus of Social Work in the Southern Region of which we are a part, situated in or near the communities to which these clients are returned. The professional staff, made up of psychiatric social workers with a Masters degree in Social Work serve these persons from the time of their release from the hospital until their eventual discharge from Department care.

Lacking family, funds and resources, many would have to remain in the hospital if special efforts were not made to find a place for them in the community. It is in this effort that the psychiatric social workers must seek a wide scope of resources. They must evaluate placement plans, find homes, jobs, financial support and activity outlets which will permit a satisfactory convalescence.

Leave planning is made according to the client's situation and needs. It may vary from placement in a Family Care Home of from one to six persons to placement in a facility as large as 250. It may vary from providing a live-in, supervised work situation to going back to one's own home. Placement is tailored to the individual.

As the number of placements grew, the Bureau looked for new methods to insure that increasing caseloads would not mean diminished services. In answer to this problem, and an increasing need for further community involvement, a meeting was called, bringing together the Volunteer Bureau, Los Angeles Region, with the Southern Regional Supervisors of the Bureau of Social Work and their Community Organization Specialist. The present volunteer program was an outgrowth of these conferences.

Together these two private agencies, The Volunteer Bureau and the Welfare Planning Council, applied for National Mental Health Act Funds to finance a demonstration project for the Bureau of Social Work, focused on the extension by volunteers of the services of the psychiatric social workers to their clients. Though volunteers had been used extensively in some psychiatric facilities in California, particularly in hospitals, there was a need to demonstrate the potential effectiveness of volunteers in extra-mural programs.

The program began in August of 1964. Since then much has been learned and documented. Today Mrs. Anne Tobey, Supervising Psychiatric Social Worker, will speak from her own experience with volunteers in the Family Care Program for the retarded. Mr. Al Brook, representing the Red Cross College Program, will speak from his experience, and will explain the involvement of youth in this program.

It is necessary to understand the scope of services and the background of the Bureau of Social Work in order to adequately understand the breadth of this demonstration project. It has implications not only for convalescing clients but in preventive care and in other after care programs.

How does it work? What training is provided? How effective are volunteers in extending the services of the professional to the client?

FIRST: HOW DOES IT WORK?

In order to assure the appropriateness of the request and the real needs for service, all requests for volunteers services come in written from from the psychiatric social worker to the Coordinator of Volunteers. These requests may range from something as simple, but as important, as friendly visiting to volunteers serving as Case Aides - from helping someone learn again to shop, take a bus, count money and resocialize, to volunteers to tutor or to teach electronics. The important thing is that each volunteer serves in answer to a request for individualized help which will mean most during this critical period of convalescence. Services have been requested for young and old, mentally ill and mentally retarded. The Coordinator is responsible for recruiting, screening and matching volunteers to these requests, with final assignment being made by the social worker. In some cases the social worker may feel that the volunteer who has been referred is not suitable for this client, but might be just right for another in his caseload. Or, he might feel that this volunteer is not suitable at all. In this case the volunteer is referred back to the Coordinator for other placement, if possible.

Volunteers send regular written reports to the Volunteer Coordinator, either weekly or monthly depending on the assignment. These are duplicated for the social worker and are in addition to any other volunteer reporting requested by the social worker in cases where this is appropriate and necessary.

These serve as a record of volunteer time and services provided but, more important, as another means of keeping lines of communication open. These reports have proved of value to the professional and observations of volunteers are often included in clinic reports. Reports such as this, regarding Susan, who just turned 12:

"Susan was very withdrawn at first, letting Barbara talk and act for her. She could not exert herself even to the point of being the caller for Lotto. Most reading readiness activities were beyond her, but she did learn to match simple shapes, print her name and other simple activities.

"On my third visit Susan began responding verbally much more and and even initiating some conversation. Later she began to try very hard in all activities. She listens and remembers well and by the fourth visit sang Jack and Jill."

Or the very brief but very poignant reports which said, "Billy talked", or "Mary and I went to a movie", might speak reams to the social workers responsible for these clients.

In outlying geographical areas selected social workers serve as liaison to the volunteer programs and working with the Coordinator, are responsible for screening and placement in their own areas.

We underline two things: the vital importance of the matching process, volunteer-to-client and to social worker, for this is integral to the success of the project. Also, that volunteers can extend the eyes and ears of the professional and that through volunteer services individual needs can be met when and where they will make the most difference.

SECOND: WHAT TRAINING IS GIVEN?

Because of the scope and variety of activities, training must be given in a variety of ways. All training is in addition to the supervision of the volunteer by the social worker. This supervision varies with the type of request. Any worthwhile volunteer activity must provide opportunity for growth and learning in the field. This has been an important aspect of this training program and the contact with the professional staff has been of major importance.

All volunteers attend one general orientation session. Additional training is provided through monthly meetings held for all active volunteers and conducted by the professional staff of the Bureau of Social Work or other professionals in the field. These meetings hopefully not only provide a learning experience but cut down on professional time needed for supervision of individual volunteers. They also enable volunteers to learn from one another's experience. In addition to monthly meetings, special training is given in other ways. For example:

1. Case Aides

The social worker making the request arranges for special training, such as case visiting and the inclusion of the volunteer in the training provided for graduate students in field placement.

2. Volunteers Working With The Retarded

Field trips to hospitals for the retarded, particularly to observe their training programs. Field trips to community facilities, such as Exceptional Children's Foundation, the Marianne Frostig School for Educational Therapy, etc., Special programs providing opportunities for volunteers to work with persons with special training, example: the Department of County Parks and Recreation, Special Services Division, who send a trained staff member each week to work with our volunteers and groups of retarded children on body coordination. Volunteers also have the opportunity to learn from experienced volunteers, some with special training.

3. Volunteers Working With The Mentally Ill

Field trips to the hospitals for the mentally ill.

Opportunities to work with experienced volunteers. Monthly meetings and supervision of the social worker are most important for volunteers working on a one-to-one basis with the mentally ill.

4. Volunteers Working in Office Units of The Bureaus of Social Work

Training is given by the Department for specific tasks.

In this case also, trained volunteers have been of great help. One volunteer, a retired psychiatric social worker, has been able to relieve the active staff of some of this responsibility.

Volunteers have been included in training sessions for Family Caretakers and in regular in-service staff training sessions. In short, there is not just one way. The training is geared to the activity.

Examples of some of the monthly meetings are:

| <u>Subject</u> | <u>Speaker</u> |
|---|--|
| Factors to Consider in Patient Relationships | Miss Rachelle Pinkham, Supervising Psychiatric Social Worker |
| Schizophrenia | Carl B. Younger, M. D. Convalescent Leave Psychiatrist |
| The Helping Relationship as It Applies to Authority and Rivalry | Miss Marilee Walker Psychologist, Research and Family Therapy |
| Attitude Approaches | Thomas McDermott, M. D. Psychiatrist, former Medical Director Resthaven Psychiatric Hospital |

| | |
|--|--|
| Self Help in After Care | Recovery, Inc. Panel of patients and former patients. |
| The World Outside (Film) General concepts of therapy with emotionally disturbed children. | David Horne, Therapist Frostig School of Educational Therapy |
| Who Speaks? Who Listens? | Jessie Rhulman, Ed. D. Associate Professor of Psychology, UCLA |
| Meaning of Activity in Therapy | Miss Nancy Jones, OTR Director of Activities Resthaven Psychiatric Hospital |

All speakers have donated their time. This is only a partial list, of course. However, it serves to point out the opportunities provided for learning and increased understanding. At every meeting time is allowed for problem sharing and case consultation.

THIRD: HOW EFFECTIVE WERE THESE SERVICES?

Final evaluation has just begun. However, certain findings are already evident. Questionnaires have been mailed to social workers and to volunteers. To date 76 social workers from 10 Bureau Offices and 122 volunteers have responded. Replies are still coming in. These provide one guide to the program's effectiveness, as well as its problems.

Samples of questions asked of the social workers:

1. Were volunteers reliable and dependable in execution of services?

Yes 65 No 5

2. Did you feel that volunteers received sufficient orientation to clients and their needs, etc., prior to the initial contact?

Yes 64 No 4

3. In answer to a check list on "How did volunteers relate to patients?", a majority checked:

Achieved friendly relationships.

Were able to reach withdrawn patients.

Were able to work through resistance of patients.

4. Did volunteers achieve the goals set by the social workers?

Yes 52 No 6

Some questions were geared to reach problem areas such as:

5. Did the demands of the volunteer program interfere with the completion of other duties? No 59 Yes 6
6. If so, was this interference ultimately worthwhile in terms of additional services to clients? 15 answered "Yes", although you will note that only six had said that it did interfere. This leads one to believe that time involved may have been greater than the answers reflected.

Not all questions were answered by all social workers, as some did not apply to a particular case. Space does not permit a complete report. For our purposes it is enough to know that the overwhelming majority of social workers utilizing the program felt that the program should be established on a more permanent basis - that it did extend the services of the professional and did open new doors of opportunity and new relationships for the clients being served. Most of the problem areas arose from difficulties in communication, turn-over in professional personnel and time involved. Here again the great majority stated that, even with problems, it was ultimately worthwhile.

And, what of the volunteers? Though hours of service and numbers of volunteers cannot reflect the real story in this type of program, you might be interested to know that last year, from November 1, 1965 to October 30, 1966, over 9,000 hours of service were given by 242 volunteers. These numbers have continued to grow. To date 122 have already replied to the volunteer questionnaire. Of these, 64 have been with this program for from one to three years. These volunteers serve as a trained corps to be re-assigned as needed. Volunteers come from all ages and all socio-economic groups. The utilization of students, some working for class credit but the great majority simply as volunteers because of their interest in this type of service, has been an important part of this program. The utilization of special skills is always a very exciting facet of volunteer participation. Young teachers, unable to hold a full-time position because of their own families but anxious to utilize their skills in a meaningful way, retired psychiatric social workers, musicians, speech therapists, and others, bring to our clients an unlimited dimension of service.

Mrs. Tobey will elaborate on the utilization of volunteers with special skills with the retarded; Mr. Brook on the participation by youth. I would like to add one other case illustration. In answer to many requests for women who need to learn to resocialize, a group of volunteers started the Wednesday Club, meeting weekly. It is staffed and led entirely by volunteers, with the social workers serving as consultants when needed. The club has been in existence for almost two years. In this case statistics can help tell the story.

There have been 53 referrals. Today there are 29 active members and 29 inactive. To illustrate the movement out of the club toward independence, of the active members

9 now have full time employment.

4 are able to stay at home, keeping house for their families and joining in other community activities.

3 have moved away - but still correspond with the group.

2 have withdrawn because of lack of transportation and

1 because of physical illness.

1 now goes to school and is also holding a part-time job. Of the 58 originally referred, ten never attended and the social workers suggested, in their particular cases, that they not be urged to come.

During the past seventeen months, six were returned to the hospital. Of these, five have been released and are back at the club. The members kept in touch by mail during their hospitalization.

Trained volunteers from this group have started a similar club in another area. A pattern easily utilized by others has been established with trained volunteers to provide guidance for new groups interested in providing similar services. The enthusiasm of the professional staff is reflected in the growing numbers of referrals and requests for similar clubs in other geographical areas.

A men's club has also been started in conjunction with County Parks and Recreation. They have provided staff leadership and a facility. We have provided the volunteers. Membership is drawn from referrals from the Bureau Social Workers. These groups are in addition to the many one-to-one assignments.

Community based, sponsored by two private community agencies, The Volunteer Bureau and the Welfare Planning Council, and guided by an Advisory Committee which brings together lay and professional leaders focused on new ways of working together, this program has demonstrated that it takes not one person but many people - not one agency but many agencies, both public and private - not just the professional but, as his partner, the volunteer in the community, working together to identify and help fill gaps in service. Never to duplicate but, rather, to open the door to full utilization of resources already available. Thus to enable each person to reach his own potential and level of independence, so that we may rightfully say that the hospitalized patient may "look forward" to life again in the community.

"Stumbling blocks" do not become "stepping stones" by magic -- they do become stepping stones through the creative efforts of all concerned. The team of the professional and the volunteer has no limits in this potential.

Huxley said;

"The rung of a ladder was never meant to rest upon but only to hold one's foot enough to enable him to put the other somewhat higher".

These rungs are forged by our combined efforts, understanding, ability to see the problem and willingness to do something about it.

THE USE OF VOLUNTEERS IN A FOSTER CARE PROGRAM FOR THE MENTALLY RETARDED

Mrs. Anne Tobey
Southside Bureau of Social Work
Department of Social Welfare
Los Angeles

I would like to report some of my experiences and observations in using volunteer services in a caseload of mentally retarded children and adults. The patients being reported on live in family care homes which are certified and supervised by the Bureau of Social Work of the Department of Social Welfare of the State of California.

I had certified some of the family care homes in my caseload which meant that I selected the family caretakers, saw that agency requirements for foster homes were met, and selected those patients from the state hospitals for the retarded whose needs matched what the individual family caretakers had to offer.

Almost all of the patients had lived in one of the state hospitals for the retarded for several years. For example, one mildly retarded fifty-four year old man had been hospitalized since the age of seven. Towards the end of the time I worked with this particular caseload we were placing a few patients who had spent a few days or months in the hospital. These, however, were the exceptions. The patients were enormously deprived in almost every sense. Many years of their lives were bounded by what an institution could offer. The most ordinary events of every day life which we take for granted--such as walking on a city street, seeing traffic, going into a department store, selecting one's own clothing, eating a meal with only a few other people, being for a short time at least the only person on whom a mother figure concentrates her entire attention--had become almost unknown to most of our patients. Many of the circumstances of their lives prior to hospitalization were injurious.

Parental rejection had been experienced by all the patients. In addition, they knew they were different, not like other people. Their feeling was if only they "had behaved better, not been bad, had been able to do things like the other children they would not have been put away." Many of their life experiences tended to make them feel somewhat less than human.

The way the patients felt when I came to the hospital to pick them up to take them to their new homes is hard to convey. A young man for example, talked to me in serious almost desperate tones conveying his feeling that this represented his chance to live "on the outside" and he wished to behave perfectly, so as to avoid the possibility of return to the hospital. Usually directly and sometimes indirectly all the patients expressed an ever present fear of return to the hospital. The children wanted to know all about their new mothers and fathers. They listened eagerly as if they could not hear enough when I described the foster parents, the house and the neighborhood. The simple prospect of being able to attend school was a greatly moving experience to three girls, the youngest of whom was nine years old.

Through our family care program, I could provide the patient with a home in which responsible adults cared for him and cared about him. However, parents do not make up the entire world for children who are not retarded. The children find playmates in the neighborhood, go off to school and have opportunities in which to meet the human needs for relationships and for activities.

The retarded person has fewer avenues to the world and needs help in taking those steps which develop naturally in others. Even those family caretakers who were truly creative in their approach to the people they knew and to resources in the community in order to meet the patients' needs could only do part of the job. To add to this, there is an appalling lack of school and workshop placements. The girls I mentioned earlier who were excited about going to school, are eligible for special classes in the public school, but it is now two and one-half years later, and they have not been admitted.

It is against this background of great need that I looked to the Volunteers as a possible resource for our patients. In October, 1964, I began working with one of the first volunteers recruited in a new volunteer program which had begun in the Bureau of Social Work two months earlier. In the following nineteen months in which I continued to work with the program, I had direct contact with forty-eight volunteers who in turn worked with sixty-three patients in sixteen family care homes. There were additional volunteers used in the homes. They were college students working in the Red Cross Program. They were supervised by their coordinator with whom I conferred, but I had contact with only a few of the students. A remarkable continuity of service was provided during that period as well as afterwards. All types of services used then are continuing at the present time. Of the sixteen homes in which volunteer services were used, service continues in the twelve homes which remain active with the same Bureau Office. Three homes are no longer functioning as family care homes and one has moved to another part of the state.

The Volunteers provided lengthy intensive services as well as the briefest of service. For example, a volunteer, who has a Master's Degree in the education of the exceptional child, worked on a therapeutic basis with a thirteen year old schizophrenic girl for a period of sixteen months. The volunteer saw the child one morning a week in the foster home, took her on overnight monthly visits to her home, on outings in the community, worked with her individually one morning a week in a small group setting, helped interpret the child's needs to the foster mother, and helped locate and confer with a special school which the child attended for a summer session. In addition, there were frequent conferences with the social worker, and the volunteer contributed to and benefitted from the psychiatric consultation on the child. An example of a very brief service was that of a volunteer who spent one afternoon teaching two mentally retarded men how to take the correct buses so that they could travel unaccompanied from their family care home to meetings of a Freindship Club held in a distant part of the city.

A great variety of services was provided. The needs of the patients were so vast that anything a volunteer had to offer had a need to match it. The strengths and needs of the individual family caretakers in relation to taking care of the patients varied greatly, and this variety also made the matching process easy. There was a place for every volunteer referred to me. I was even able to use two volunteers about whom I had question initially because both seemed mildly depressed and somewhat withdrawn. I placed one in the home of a foster parent who had been a technician in charge of a ward at a state hospital for the retarded for several years. She is a highly organized person who provided the volunteer with a structured work situation. The other volunteer also worked in a foster home which provided a structured situation with a family caretaker who was supportive.

The major deprivation of the patients was the need for individualized human relationships. The activities the volunteers provided was a means of providing opportunities for personal interaction. There is almost always more

than one patient in a family care home, and there can be a maximum of six, thus there are many demands on the foster parent. The volunteer can provide further needed individual attention plus an opportunity for different kinds of relationships. The patients blossomed when they found someone other than Departmental staff, family caretakers, and in some cases relatives were interested in them.

The patients also need an opportunity for good peer relationships and again they need more help than non-retarded persons in achieving this because of their limitations. A means for providing this was seen most clearly in a weekly school program provided by the volunteers which I shall mention in more detail later. After the program had been in existence for several months with each child in a group of twelve receiving close personal attention from a volunteer assigned to the child, the first positive group interaction was seen. The children greeted each other warmly and in other ways showed evidence of some concern and interest for another person and a willingness to share. All of the patients had suffered separation once or usually many times over from the few people with whom they had an opportunity to form a relationship. The volunteers in this group have maintained contact with the children and the children with each other for two years and nine months. An unexpected benefit of this has been the help provided to children who have been transferred to another foster home, but have been able through this group to continue to see the adults and children with whom they have relationships. It was particularly helpful in one situation when I had to move two girls rather quickly because of the illness of the foster parent and was able to place them uneventfully in a home where there were two girls they knew from the group and a foster mother whom they had seen several times before.

As the program developed and volunteers gained experience in working with the patients and gained in understanding of the agency's goals, I used the volunteers' relationships with the patients to bring about therapeutic effects. For example, a schizophrenic boy who was greatly attached to his foster mother whose interest in him at his particular level of development was too pathologically enveloping was given the opportunity of spending one and one-half days a week with a volunteer. This was part of the casework plan to see if the foster mother could tolerate sharing him and if it was decided--as it was-- that the boy had to be transferred to another home, there was an opportunity for him to see that another mother figure could care for him. The volunteers were oriented to expect progress from the patients. When the volunteers communicated to the patients expectations of change and progress even of what appeared to be of the minimal sort, improvement was seen in the patients' behavior and in their efforts to help themselves.

I found that the actual investment I made in time to the program was surprisingly small in proportion to the service given to the patients and the aid I received in meeting the demands of the caseload. The volunteer I mentioned who worked with the schizophrenic girl, later became a coordinator for other volunteers in my caseload and in effect, worked as a case-aide for me. Usually with me, but sometimes in the later months alone, she accompanied a new volunteer on the initial visit to a family care home. She suggested activities and conferred regularly with the volunteer who then worked in the home. In telephone discussions with her, I was able to discuss planning for a number of volunteers in a number of family care homes and at the same time to get an up to the minute description of what was happening in the homes. In addition to telephone and a few office

contacts with this coordinator and with individual volunteers, I had the benefit of the volunteers' weekly written reports. A description by the volunteers of how the patients and caretakers related to them increased my understanding of the individual patients and the positives and negatives of the particular family care situation. I used this information as a basis for some of my planning for my clients.

I was surprised at how quickly and readily the volunteers were able to accept our severely handicapped patients some of whom are bizarre either in behavior or appearance or in both. I think the responsiveness seen in the behavior of many mentally retarded persons was a factor. Another important factor was preparation of the volunteer for what to expect and some explanation no matter how brief it was or on what level of how we thought the volunteer might be of help in the situation.

The problems which arose were in regard to the relationships between the volunteers and family caretakers. These problems could be handled, however. Many family caretakers resisted the use of volunteers. Usually the resistance was shown in passive ways. I found more resistance in the first homes in which I used volunteers than I did later. I think this was partly because I matched the volunteers to the homes by giving priority to homes where the need was greatest. Thus some of the first foster parents referred were the least secure and most easily threatened. Also as time passed, the volunteers and I became more sensitive to the family caretakers feelings about them and better able to handle the feelings. As we were ourselves, more secure about the value of the program, our confidence was communicated to the foster parents and they had less anxiety.

For the first experience in working with volunteers, family caretakers seemed to accept most easily those who had professional training or specialized experience in working with the retarded. They also accepted rather easily the patients attending established group activities run by volunteers. Focusing discussion regarding the use of volunteers in the home on possible ways volunteers could supplement services already provided lessened anxiety. Of greatest help was being able to involve the foster parent in actual planning for the use of volunteer services. For those family caretakers who were particularly secure and capable in their own role, there was no problem in introducing volunteers. With a few, I briefly explained the program, and the foster parent and volunteer met together and together worked out just how the volunteer was to be used. I found that these foster parents later wanted my help in emphasizing to the volunteer the importance of their service to keep up the volunteers' close interest or they wanted me to help with minor problems by further interpreting the patients' needs to the volunteer. For the foster parents lacking in security, the social worker had to increase means for security.

Volunteers were sometimes critical of the foster parents. In one situation, their experience helped point up problems in the home and led to our discontinuing the use of the home. Discussion of the volunteers' concerns was focused on a realistic appraisal of what the home had to offer and why we were using it. Such discussion often led to better understanding of the individual situation with improved efforts from the volunteer to help in the area of need as well as increased understanding by the volunteers of the needs and realities of foster home programs.

In regard to these problems as well as to the positives gained from the program, my close working relationship with the Director of the Volunteer

Program brought about an exchange of ideas but mainly a real working together with a reinforcement of each other's efforts.

There were unexpected side benefits to the use of volunteers. The use of volunteers had some direct benefits for the family caretakers and the parents. The volunteer's interest in and acceptance of the patients improved the self-image of the parents and the family caretakers. The volunteers also helped point out with more clarity community needs for the patients, and they provided direction in meeting these needs.

The volunteer is seen as a representative of the community and her approval of and acceptance of the home brought about improvement in the family caretaker's feeling about herself and led to improvement in the quality of patient care in the home. The caretakers who often have little contact with one another and are sometimes isolated in their work and way of life, need the stimulation of other people's interest in them and in the patients in their care. For example, a foster mother who takes care of four blind mentally retarded teen-age girls, two of whom are schizophrenic, tends to be rigid in her handling of the girls and there was a severe lack of activities in the home. Initially, the caretaker passively resisted the use of volunteers. She interpreted the use of volunteers as meaning agency dissatisfaction with her home. Interpretation of the program and her knowledge that we do value her work lessened her anxiety. A college student, the first volunteer to work in the home, admired the family caretaker's work and communicated this feeling to her. The foster mother could see that the volunteer welcomed information and advice from her, and she helped the volunteer understand the patients so that together they devised activities for the patients. The caretaker relaxed, became involved in carrying out activities with the patients when the volunteer was not there and the atmosphere of the entire home brightened.

Some parents saw the volunteer's acceptance of their children as acceptance of themselves, which in turn alleviated their own anxiety and need to act out with the patients. For some parents the fact of volunteers or "outsiders" regularly going into the family care homes and also seeing their children outside the foster home, cut down on their suspicion of the family caretakers and distrust of the agency.

Through their contact with the patients, the volunteers had an opportunity to gain first-hand knowledge of the problems of meeting the needs of the retarded and to become involved in trying to solve the problems. In the city of Los Angeles, there is a severe lack of educational facilities for the retarded. Volunteers have written letters to legislators and other public officials about this need.

Because of the lack of school facilities, volunteers organized an educational program called Exceptional Friends, which meets one day a week at Exposition Park Club House. We placed in the program children rejected by the schools, including a few the schools refused even to test, plus a few children on the waiting lists for school placement. Children responded beyond our expectations, and we used information about actual performance in a group in applying for school admission. This program gave us first-hand experience in seeing the value and ability of the severely retarded to make use of a learning program. It also demonstrated that people lacking formal training in education, including persons without college training, could work effectively in an activity and learning program geared to the needs

of the severely retarded. Another volunteer group began a program last July modeled on this one. This program and other group and individual activities of the volunteers served an educational function by giving an actual demonstration of ways in which growth can be fostered. Contact with volunteer activities was helpful in orienting new foster parents to our program.

In work with the severely handicapped, including the retarded, the current focus is towards large numbers living in the community. This means greater involvement of the professional and non-professional community in thinking creatively of ways of meeting their needs. I found the contribution of volunteers is of great importance in this involvement. The patients and the family care program were new to the volunteers. Their spontaneous reactions, freshness of ideas and approach, varied life experience, knowledge and skills stimulated my thinking and that of the family caretakers and created new ways in which to meet the patients' needs.

The same casework principles apply to effective use of volunteers as to other forms of joint effort in social work such as foster home programs. The caseworker needs to set the stage so that the volunteer sees herself as a responsible member of the team who receives information and ideas, has a job to do with the patients and in turn is expected to contribute her own thinking and observations to the others who are working in the patient's behalf. I do not want to think of how different things would have been for the patients if the volunteers had not been there to help the family caretakers and myself in that two year period.

LEADERSHIP IS A TWO-EDGED SWORD

Mr. R. L. Dillard, Jr.
Vice-President and General Counsel
Southland Life Insurance Company
Dallas, Texas

The best way in the world to get a commitment from a speaker to appear on a program like this is to ask him at least two months in advance. That way he is hardly ever able to think of a legitimate excuse for refusing, especially if the request is made by an attractive, sweet-talking lady like Eris Loomis. She was most helpful, too, in that she had a ready suggestion for a subject, namely, "Leadership Development as a Two-Edged Sword" concept--the need to learn how to be a leader before one can train others to become leaders. For no particular reason, I began to wonder about the expression "a two-edged sword," and as usual I turned to the Bible to see if there was any reference there to a two-edged sword. The only place I found anything was in the 5th Chapter of Proverbs; but I certainly do not apply it 100% to Eris. It says "For the lips of a strange woman drop as a honeycomb and her mouth is smoother than oil; but her end is bitter as wormwood, sharp as a two-edged sword." I think it is obvious how I would apply this scripture to this particular situation. Although she is not a "strange woman," she did talk me into speaking to you tonight, and I have found that the end result is "bitter as wormwood and sharp as a two-edged sword."

All the text books on public speaking say that a speaker should never, never apologize in opening a speech. However, I would be less than frank if I did not tell you that I know that there are many people in this audience

eminently better qualified to speak on this subject than I. Your workshop program lists some of the outstanding professionals and volunteers in the country as speakers and panelists--on discussing the recruiting and the care, feeding and training of volunteers. I know I am speaking to the experts, which reminds me of the story about the old gentleman who loved to tell anyone who would listen about his experience in the Johnstown Flood. He died and went to Heaven, and when St. Peter asked him what he most liked to do, he asked for an audience and an opportunity to tell of his experiences in the Johnstown Flood. Just before he was to speak, St. Peter whispered in his ear, "I think it is only fair to warn you that Noah is in the audience"

Although there are many facets to leadership development, I am going to talk about only two edges of this multi-edged sword, namely (1) the leader's obligation to train for his role, and (2) the leader's obligation to bring others with leadership qualities into the particular program in which he is providing leadership and to help in training new leaders.

Everywhere you turn today, you meet the demand for leadership--more leadership better leadership--and a multitude of other forms and facets of leadership. The demand extends into every area of human activity--business, the church, social clubs, social welfare, and even in the world of sports and recreation. Not long ago I was riding the subway in New York, and saw a sign reading, "The cost of leadership is going up." Who better than this audience could attest to this fact. The cost of leadership includes the cost of training leaders, both on a broad national scale in our educational institutions and in the more specific areas of voluntary health and welfare organizations in which all of us here are interested. The cost is measured not only in terms of dollars, but in terms of time and human energy. You may wonder as I did why the cost of leadership is going up. It is simply the ancient economic law of supply and demand. The supply is short and the demand is great. This is true in the field of social welfare just as it is true in business and professional life.

When we say leaders are obligated to train for their role, what do we mean? As you well know, it depends in a large measure on the type of position in which the leader is placed. A director of an agency will need to know a great deal about the over-all operations of the agency, the structure of the agency, its long and short range goals, its principal personnell and other information of a general nature that will enable the director to make basic policy decisions--always with the counsel and help of the agency's professional staff. On the other hand, the volunteer working with children and youth will need specialized training in specific skills. It is, of course, important for the leader to have a good working knowledge of the agency and of the specific skills necessary to his position, but it is even more important for the leader to be aware of leadership functions. These are many and may be inherent qualities in the person selected for a leadership role, but they are also qualities that can be acquired through the training process.

A recent issue of a church magazine listed a few of these functions as:

1. "A leader is sensitive to how others...think and feel. He listens to their ideas, opinions and feelings. He is a good listener." As Witter Bynner says, "A leader is best when people barely know that he exists."

2. He "contributes his own ideas, opinions and feelings, yet he does so at a time when his ideas or his feelings are appropriate and will contribute to the life of the group."

3. He "encourages others by seeking ways to help make their contribution."

4. He "works to reconcile opposing points of view." But not just to enforce conformity but to seek a basis for working together.

5. He "endeavors to facilitate communication among" people.

6. He "seeks to improve his own participation" in advancing the goals of the agency.

In a recent speech to the Texas Municipal League, Congressman Jim Wright mentions three basic responsibilities of a public official are (1) accessibility, (2) leadership, and (3) integrity. These basics can be applied to any one placed in a position of leadership. Specifically on "leadership" Congressman Wright says: "with accessibility, don't become a mere servant--an echo of what you hear. You can't become a leader by being a carbon copy or making consensus decisions. A leader is one, who, having had a vision, is able to persuade people to follow him in pursuing it." I might add parenthetically that knowledge acquired from training and from study of the agency, its purposes and goals, makes the vision more perceptible.

One edge of the two-edged sword concept of leadership development, then, is the need to learn how to be a leader--you have learned this or you wouldn't be here.

The other edge of this sword is for the leader to recruit and train others to become leaders.

Walter Lippmann, writing under the title "Roosevelt is Gone", said:

"The final test of a leader is that he leaves behind him in other men the conviction and the will to carry on....The genius of a good leader is to leave behind him a situation which common sense, without the grace of genius, can deal with successfully."

From my introduction you are aware of my long time association with the Camp Fire Girls, and people frequently ask me if I became a "Camp Fire Girl" because my daughters were in the program. I tell them "No, I'm in the program because one of the great Camp Fire volunteers of all time, Felix Harris, asked me to take a position in Camp Fire to do a specific job which he thought fitted my meager talents. (Confidentially, one of my daughters was a Girl Scout mainly because some volunteer failed to recruit a leader to take a Camp Fire group.) I very seldom mention Felix Harris in a Camp Fire group that someone doesn't say to me that Felix also brought them into the program--usually it's a volunteer but occasionally it's a professional. I take my hat off to the dedicated self-sacrificing and talented professional, but you know as well as I do that in most instances it takes a volunteer to recruit another volunteer.

We made some surveys in Camp Fire to see why our Council membership had not kept pace with the population growth. Prominent among the reasons given for failure to increase membership was "lack of leadership"--not ineffective leadership, but no leadership at all. On the other hand, in those Councils showing increases in membership, one of the reasons given was the strength of the leadership and a good training program. When we looked at the fastest growing Council, Seattle-King County Washington, we found

high on the list of things making up their formula for success was (1) recruitment and training of an informed Board of Directors, (2) thoughtful training opportunities at all levels. "Repeat them over and over again." (3) staff leadership--give them supervision and training. But the training program and the staff are useless without the people--the volunteers--the other edge of the two-edged leadership development sword--"the others who can be trained to become leaders." I know you will pardon another Camp Fire reference. My dear friend, Leah Koester, a past President of Camp Fire, gave me authority last week to quote from one of her speeches which illustrates the importance of people with qualities of leadership: "An Organization places its trust where the trust MUST be placed--and that is in the spirit, the talent, and the intelligence of its members...The dynamic quality of any organization comes from its people--not from its fine buildings, or equipment. It is the PEOPLE of the organization that make it a living and effective force in the community; and, given a good structure within which to serve, this 'human organization' can meet any challenge."

As Lady Godiva said, when she neared the end of her ride, "This brings me to my clothers."

THE CREATIVE DEVELOPMENT OF VOLUNTEER MANPOWER
(in the 1970's, 1980's and 1990's)

Mrs. Eva Schindler-Rainman, Ph.D.
Consultant on Personnel and Training
Los Angeles, California

"So now," says the first character, "I know everything anyone knows from beginning to end, from the start to the close, because 'Z' is as far as the alphabet goes." His friend responds, "You can stop, if you want with 'Z', but not me. You'll be sort of surprised what there is to be found once you go beyond 'Z' and start poking around. I'd like to suggest that what we need to do today is to go beyond 'Z' and start poking around." That delightful paragraph came from ON BEYOND THE ZEBRA, a Doctor Seuss book.

And start poking around we must to find new, exciting and more expanding opportunities for volunteers, and for agencies utilizing volunteers, as well as for agencies not yet utilizing the volunteer's talent, resources, services, skills and manpower.

Let's look at the title of this paper for just a minute: Creative means new, innovative, free and imaginative, perhaps not tried before; Development: not yet arrived at, possible of growing, yet to be, an unending process; Volunteer is the person who gives of himself, his talents, and his resources freely and without any monetary compensation; Manpower is the power of men, women, and children to do constructively, the power of a nation to produce for itself and others, and perhaps this is the greatest wealth we really possess. Therefore, let us look at the creative development of volunteer manpower as our opportunity to use a new set of thoughts, ideas, and even perhaps look through a new set of glasses to project how volunteers can and will extend child welfare and other services in the not too distant future.

We have long operated under the following assumption in relation to the volunteer world. They are as follows:

1. That serving one's fellow man and one's community freely, and without monetary remuneration, is part of the Judean-Christian ethic and a part of the philosophy of the United States of America.
2. That since the beginning of this country, the participation and contribution of volunteers and voluntary agencies have been the very fibers that wove this democracy into its unique pattern. In 1831 Alexis de Tocqueville came to America and as a result of his visit wrote a number of books. He became particularly interested in a new phenomenon - a society permeated by a veritable jungle of voluntary associations. He wrote, "In no other country has the principle of associations been more inspiringly applied to a multiple of different subjects than in America." In a Life magazine (1967) an article by Daniel Bell entitled, "Toward A Communal Society," he says; "It's the extended network of voluntary associations which has been the source of so much independent initiative in politics and in the social life in the United States." So in 1840 and in 1967 voluntary associations are still considered a terribly important part of the backbone of our country.

3. That from certain segments of our population comes the volunteer. He must have the time, the money, and preferably the "know how" to serve. (Usually this meant that the volunteer turned out to be White, Anglo Saxon, Protestant and usually a woman of means.)
4. That everyone has learned the importance of giving one one's self, one's talents, and one's services, and sometimes of one's money because this value is taught to our citizens at home, in school, in church, and in youth organizations.
5. That volunteers can be of help only in certain selected places and jobs.

If we really want to open up the volunteer world, I'd like to propose a new set of assumptions, and we need them. These might include the following:

1. That giving of one's self to another is a need all people have but one that does not necessarily get satisfied. In working in poverty areas, we often hear: "Gee, you're asking me to do something nobody has ever asked me before."
2. That voluntary service is more needed than ever and is still an all important part of the workings of this democratic society.
3. That anyone, regardless of education, economic status, race, religion, or experience background can and will volunteer if given the opportunity to do so. There is the story of someone in a poverty area, who at the present is volunteering at a hospital. She also got a paid job recently and said to her employer, "Well, I'll tell you what-I'll take that job, but on Thursdays I go to General Hospital and volunteer." "Well," said the employer, "that's a whole day out." And she said, "Well, I'm sorry but I'm not giving up my volunteer job." So she works on Mondays, Tuesdays, Wednesday, and Fridays, and some extra hours; but she's volunteering on Thursdays. We have much too long limited ourselves by thinking that only certain kinds of people can volunteer, that they've got to come in certain shapes, and sizes. Anyone can volunteer!
4. That vast voluntary manpower resources have not been tapped because of the stereotypes and narrow assumptions under which we have operated. In fact, we have just been boxed in. In our country we have not offered equal opportunities to volunteers. For example, we say, "Oh no, you know we can't ask her, she works full time." When this happens to me, I say, "Why don't you ask me and let me determine how I'm going to spend my time? Why do you determine it for me?" Busy people are often the ones who like to do more.
5. That not all persons in the United States are aware of their volunteer responsibilities and opportunities, or the vast number of volunteer happenings in which they could participate.
6. That volunteers can be young, young adults, senior citizens, men as well as women.
7. That in order to extend social services, voluntary manpower must be tapped in new and vast ways.

8. That the need to work (or the need to do something worth while) is one that is often not met.
9. That volunteers can do a vast variety of tasks, provided they get the help they need to learn before and during the job.

What are some of the conditions that are affecting the volunteer world at this time, and that we need to look at to make these assumptions seem real?
Here are a few of them:

1. There is the changing employment picture in our country. There is not only early retirement but there are also increasingly fewer jobs. People will be making more job changes. It has recently been estimated that our children will have as many as seven job changes during their lifetime. This is quite a lot more than some of us have had. More women are working. There are more persons becoming aware that the employment period during their lifetime may be shortened a good deal. The manpower picture is also changing because the para-professional has entered the field. We have found in the South Central Volunteer Bureau that a lot of people who have never worked at all are finding volunteering a good stepping stone to some of these para-professional jobs, and this is a fine way to prepare them for paid work.
2. There is increased nonwork time, not leisure time, because it may not really be leisure.
3. Another thing that is affecting the volunteer picture is the social and civil rights revolution through which we are living. Recent legislation such as, the Economic Opportunity Act, the new Education legislation and the Manpower Development and Training Act have had and are having great affect on our social institutions. For example, we are forced to look at whether or not we are really serving the clients we say we serve.
4. Changing institutions are also affecting the volunteer world. Increasing innovations in public agencies are evident. This may be in part because they have more money for the explicit purpose of experimentation to cause changes. Also, private agencies on a large scale are increasingly financed by both private and public monies. There are agencies like some of the youth serving agencies which are now saying, "For years we've served all youth, or we've served all boys, and in looking at this a little bit closer that isn't what we've been doing; we've been serving selected boys and girls whose parents were willing to volunteer as leaders. We need to revamp our program to find ways to better serve boys, girls, and adults, even when parent manpower is not easily available."
5. Another thing that affects volunteering is the quest for identity. The whole question of who am I in this mass world, where I have a number and nobody seems to care very much, where everything is crowded from the elevators to airports. The question is where can I go and where can I belong -- and get a sense of identity? The late Martin Buber put it so beautifully when he said, "One of the ways we get a feeling about ourselves is through the eyes of another person." Where do people have an opportunity to do this in some of our neighborhoods and some of our cities? Where do the following

needs get met? --The need to belong, the need to be recognized, the need not to be a number, but an individual person, the need to find value in life, in a changing world - even a changing religious world? A recent cover of TIME Magazine asked, "Is God Dead? Surely many persons are wondering whether or not they can believe in the kinds of things their fore-fathers taught them.

6. The family picture is certainly changing. It has become rather common for a family not to see one another too often. Instead, the ice box door serves as a communication bulletin board for family members. Eventually maybe the family meets over the weekend. Quite aside from the above, there are more divorces, more single parent families, earlier marriages, earlier children, therefore parents are free sooner of young children. There are also role changes taking place in many communities. For example, when husbands are not working and wives with marketable skills are working, and while the wife works father takes care of the children and the house.

How then can we develop volunteer opportunities? Here are a variety of suggestions: 1. We could survey our organizations and agencies to see what needs they could meet, or additional services they could give that they are not now giving. This, however, is not enough. We found in thirteen neighborhoods in Los Angeles that one of the best ways to find out what kind of needs there are is to get the neighbors together and say to them, "What are some of the things in your community that bug you?" List them all, and ask them, "What are some problems that you would like to work on? The neighbors did a better job of sorting out problems than any sociological survey that was made in the neighborhood. With these discoveries, it was possible to give agencies in the neighborhood ideas for extending their services. For example, through the League of Women Voters, a delegation went to the city council to ask for new street lights.

2. What else do we need to do? Work with the professional staff and potential volunteers so that they will have a hand in developing plans for new and different utilization of volunteer manpower. Many professional staff need in-service training to become less threatened by and more skilled in working with volunteers. Perhaps such training could involve from its inception both staff and volunteers. Training people together works better because somehow persons get to know each other as human beings with a variety of resources, skills, interests and knowledge.

3. There is a need to develop meaningful jobs that will extend agencies' services. This includes on the spot detection, selection, placement, and training processes that meet the volunteer's need, interests and time availability.

4. There is need for much more flexible training. Much of the training now being done through agencies could be improved so that plans to meet the peoples' need could be developed. There is the example of the young group leader who said: "Now, I want to tell you something, I don't care about the history of this organization. I don't care where their headquarters are. Just tell me what I need to know on Monday afternoon to deal with those monsters." We need to develop an attitude that says move right in, rather than - start here and maybe you'll move up the line.

What are some examples of some new volunteer jobs? Volunteers are working in schools all over the country. Here volunteers extend the work of teachers.

Public Welfare Departments are certainly using volunteers all over the nation. One very interesting example is in Salt Lake City. Volunteers are being used by the welfare department to be "housing finders." That is these are volunteers who are willing to find houses for people who are on welfare. In Los Angeles, there are "foster home finders." They find foster homes and foster parents for children needing this kind of placement.

Youth Employment Recruiters are volunteers who are extending the work of the professional employment person in the State Department of Employment. They are finding young people on the street corners and letting them know that job opportunities are available. It works better to recruit your neighbors, and neighborhood volunteers do a much better job than somebody swooping in from outside the neighborhood and saying, "I'm here to do good and want to recruit you."

Crossage Tutoring with "youngers" tutoring "olders" and "olders" tutoring young adults is another volunteer service trend. There are a whole series of programs going on across the country in which volunteers are tutoring. The most important thing here is the willingness to help somebody, and then learning how to build a helping relationship with the "tutee."

Street Crossers - In case you have not heard of volunteer street crossers we have them! In fact we have one on the cover of our latest publication. These are people who are helping kids cross dangerous streets where there are no stop signs and official crossing guards are not available.

Emissaries of culture are volunteers who are going to schools to tell children, and sometimes adults, about the coming cultural events, like operas, symphonies, or plays so that the youngster or adult who goes to that event will know something about that which he is about to see.

Cottage Parent Aides in child welfare services are volunteers who extend the work of the cottage parents. Head Start volunteers, recreation aides, library aides are also all new volunteer positions. There are volunteers who are extending the work of the library in cities and in schools by checking out books and taking them to kids, instead of saying to the kids you must come and use the library. They get kids interested in books and eventually get them to come and use the library.

"Pediatric Department Connectors" are people who volunteer at a General Hospital. They are working as links between the physician and the patient and they translate the physician's directions to the patients. Some work in a project in which the pediatrician is trying to teach parents how to keep children from getting anemia because it has been found that many of the children have simple anemia and the parents do not know enough about diet to help this situation. So the "connectors" counsel with the parents.

Social Work Aides - Young people who are going with the social workers to interview prospective adoptive parents - that is parents who would like to adopt children. The volunteers often play with the other children while the social worker talks to the family.

There are a lot of other examples, but let us finish with the volunteer "hair fixers" - the volunteers who are helping widowed men with children. They help comb hair and dress little girls to get them ready for school every morning.

In conclusion, we have been talking about "Creative Development of Volunteer Manpower." This development involves change, change on the part of agency administration, change on the part of each one of the persons now in the agency. With movement toward change comes resistance to change and the need to analyze ways to decrease that resistance. This will take courage to persist, willingness to take risks, innovation and imagination.

It will take a creative attitude which says, "Any problem can be solved in many different ways"; faith that people with and without experience, with or without degrees, make an important contribution to our society and its social services. And it will take an open mind that says: Let's try, let's experiment, let's change, and go new places with new volunteer faces!

PLANNING WITH AGENCIES AND GROUPS FOR EFFECTIVE VOLUNTEER SERVICES
RESEARCH AND PRACTICE IMPLICATIONS

Mrs. John W. Sharp
Immediate Past President
The Junior League of New Orleans

Mrs. Catherine Healey
Mrs. Carmen Donaldson, Co-Directors
of the Community Volunteer Service
Social Welfare Planning Council
New Orleans, Louisiana

Jack Stretch, Research Consultant
Social Welfare Planning Council
New Orleans, Louisiana

Overview Of The Paper

Increased demands for volunteer services has stimulated leaders in the volunteer service field to seek new and challenging approaches to meet expanding agency volunteer needs. A pioneer Volunteer Service Bureau in New Orleans is currently exploring through a practice research Demonstration Project, sponsored by the Junior League of New Orleans, Inc. the possibility of using Volunteer Groups to meet these growing demands. This Demonstration is testing whether information gained from working with individual volunteers has relevance and application to working with volunteer service groups in meeting agency needs. The three year Demonstration is developing new knowledge, procedures and standards of volunteer group-agency practices to insure maximum satisfaction for volunteer groups and maximum service for agencies. Implications for present and future volunteer practice and standards are discussed with special emphasis on the use of research consultation in charting effective methods to provide generalized knowledge for meeting agency needs through group volunteer services.

Introduction

Community Volunteer Service of the Social Welfare Planning Council as the Central Volunteer Bureau of the Greater New Orleans Area has traditionally served as a coordinating agency between health and welfare agencies who needed volunteers and volunteers who wished to give their services to these agencies. CVS developed standards based on accumulated knowledge about individual volunteers in the most efficient and effective use of individual volunteers. In 1957 these standards were reviewed, refined and formally set down in a booklet called "Guidelines". This booklet was revised and updated in 1964.

Although CBS has always worked with volunteer service groups, because of lack of resources (mainly time and money) staff has not been able to formulate generalized knowledge upon which to base standards for the most efficient and effective use of volunteer service groups. In order to meet this gap in a critical and growing area of volunteer service, a three year CVS Demonstration was designed to provide the time necessary for CVS staff to work intensively with both volunteer service groups and agencies. The Demonstration's major hypothesis was that adequate consultation to agencies and volunteer service groups will result in group volunteer projects which both meet community need and the service need of the volunteer group.

Activities With Volunteer Service Groups

At the onset of the Demonstration, there were few qualifications for a club to meet in order for them to work effectively with CVS. In the past, CVS minimally assisted any group which contacted the office for a volunteer assignment. In most cases this was accomplished by a telephone call, with little time for thoughtful planning, either with the group or the agency. The Demonstration developed a set of procedures for intensive professional consultation which identified both agency and group resources and needs. This professional consultation process of fitting needs and resources of the agency with the needs and resources of the group has resulted in better planning for both and consequently more effective use of volunteer services.

A consultation usually consists of many contacts with the agency and the group and varies in length of time and content covered. Some consultation contacts were by telephone, others were by personal conference. A partially standardized plan for consultation was developed which reflected the stage through which both a group and an agency were thought to progress before a final workable plan was approved by CVS. These stages were Negotiation, Commitment, Alignment, and Evaluation. A form was developed which enables the Director to keep track of these stages and the amount of time spent by the Director in each stage.

Standards For Volunteer Service Groups

Before the Demonstration, CVS worked with any group that called us. Often this was on a "crisis" or last minute basis "to get a project for tonight's meeting." In many cases this was done via telephone, with little time for thoughtful planning with the group. In the beginning of the Demonstration basic standards were adopted before beginning the interviewing of groups for the Demonstration. These standards have continued to be used by the Director for screening purposes during the life of the Demonstration. In order for a group to participate in the Demonstration, the standards state the group must be a structured group of at least ten persons, 75% of which is continuous. The group must be at least one year old, with a stated purpose of community service, responsible leadership, a willingness to plan with CVS for community service, a willingness to participate in consultation necessary to plan community service, sufficient resources necessary to meet needs of the project, and a willingness to accept one project with one agency for one program year. All thirty groups accepted into the Demonstration have met these standards.

Procedures Developed For Processing A Volunteer Service Group

At the beginning of the Demonstration there were no "agreed on" procedures for processing a volunteer service group. As in the case of standards discussed above, procedures for processing a group were developed prior to screening groups for the Demonstration. This procedure involves seven steps.

The first step is a telephone call initiated by the group or CVS¹ to discuss possible projects.

Step two is a conference between CVS and leadership of the group (usually the president and service chairman) to establish a working relationship and to share information regarding interest and resources

of the group and broad community needs.

Step three is a meeting between the leadership of the group and the general membership to give the group information regarding community needs and to gain information as to the interest of the group and the amount of time, money, or materials the group has to give.

Step four is a second conference between CVS and the leadership of the group to work toward an alignment² based on information about the group and to give the group two or three specific project suggestions.

The fifth step is a second meeting between the leadership and the general membership of the group, at which time the project suggestions are presented, discussed and a definite commitment is reached by the group regarding one project.

Step six is a telephone call from the group to CVS to advise of the group's decision.

The seventh and final step is a referral telephone call from CVS to the agency, completing the alignment between the group resources and the agency needs.

Experience so far with thirty groups who have adopted projects in the Demonstration shows a variable number of contacts between CVS and the group leadership is necessary before a workable plan is made between the group and the agency. The willingness of the group to spend time in the planning stages of a project is the most important consideration for deciding group participation in the Demonstration. The minimum number of contacts necessary to complete the planning process is three telephone calls and two office conferences as stated above in the basic steps of the process. Groups who have worked closely with CVS before can be processed with the minimum number of contacts. However, experience has shown that groups new to CVS require more than the minimum number of contacts.

Standards Of An Agency Volunteer Program

CVS is committed to the principle that strong agency volunteer programs are necessary in order that the needs of the agency will be met to the utmost and that the group working with the agency will receive highest satisfaction. In order to insure this goal, an agency must have executive support of the Volunteer Program. There must also be one staff person designated as the Director of Volunteer Services and responsible for the direction of the volunteer program. It is because of the full support of the agency executive that the Director of Volunteer Services is able to responsibly conduct an effective volunteer program. Therefore, to gain not only the support but the full sanction of agency executives to the Demonstration, CVS informed them of the potential values of the Demonstration to their agency. However, in order to make this potential value a reality to the agencies, several con-current steps had to be taken with the Director of Volunteer Services. Stimulating the interest of Directors of Volunteer Services by providing both theory and practice knowledge on how to work with volunteer groups has taken priority throughout the Demonstration. This was accomplished through conferences, meetings, and individual consultations with the goal being to initiate and expand when

possible volunteer group programs. In addition, a special workshop for the Directors of Volunteer Services was planned for the first year of the Demonstration. This workshop, conducted by a qualified professor of the Tulane School of Social Work, had as its purpose to acquaint the Directors with the dynamics of group behavior and to help them feel more comfortable in working with groups.

Standards Developed For An Agency Request

Prior to the Demonstration, CVS accepted requests from agencies for the services of volunteer groups if the agency had an established volunteer program and a staff person with designated responsibility for the program. An examination of the existing agency requests for volunteer group service on file in the CVS office at the onset of the Demonstration revealed that the number and variety of the project requests was far from sufficient to meet the interest of the volunteer service groups. These requests, in general, lacked program consistency. In view of the finding of this examination, a method had to be developed which would guarantee program consistency in the agency and which would reflect a plan for agency program containing the basic elements of orientation, training, supervision, evaluation and recognition. It was further decided that only long term (nine months or more) project requests would be accepted for the Demonstration. These standards enabled the Director to decide which project requests should be accepted into the Demonstration.

Procedure For Processing An Agency Request

CVS has traditionally required agencies to fill out a project request form for group volunteer services. However, the project requests were rarely discussed prior to submission, and seldom were they reviewed in consultation between CVS and the agency.

In order to develop the kind of requests needed to meet the standards set by the Demonstration, it was found necessary for the Director to reach out to the agencies. The Demonstration Director, therefore, went to the agencies and met with the Director of Volunteer Services to review the existing requests on file. In this examination, it was usually found that the service needs of the agency had changed, so that it was necessary for the Projects Director to assist the Director of Volunteer Services in writing a description of the current needs. In carrying out this process, the following procedure was worked out:

The first step in this procedure is a conference between the Director and the Agency Director of Volunteer Services to discuss needs of the agency and to formulate requests.

The second step is for the Director of Volunteer Services to discuss each need with the staff person who will be supervising the project in order to write a description of the project using the CVS Agency Request Form.

Step number three is the submission of the project request to CVS. The Director will then review the request to determine if the request meets standards set for the Demonstration and is properly completed.

The fourth step involves a conference between the Project Director and the Director of Volunteer Services to advise that project request meets

standards and is appropriate for the Demonstration. If it does not meet the standards or is found inappropriate (less than nine months) the Demonstration Director will work with the Director of Volunteer Services to redesign the request, using as many conferences as is necessary to produce a project request, which meets standards. As a result of the experience of the Demonstration Director with thirty agencies, this procedure has been partially standardized and incorporated into the CVS Agency Request Form.

Forms Developed Through The Demonstration

Over the years, CVS had developed a simple form for agencies to use in describing a project request for group services, and a simple form to be used by CVS when interviewing a group. Both were found to be inadequate for giving the kind of information needed to plan a sound volunteer service with a group or an agency.

The Demonstration indicated the need for two basic types of information. Information on resources and needs of both the agencies and groups, and information about the Director's activities in two areas: first, her activities in the various stages which result in an alignment of an agency and a group around an appropriate project request, and second, her activities with the Volunteer Services Consultant, the Research Consultant, and the Professional Advisory Committee. To secure this information, four forms were developed through the Demonstration, which are the CVS Agency Request Form, the Group Information Form, a Consultant's Activities Form and a Demonstration Consultation Form. Pretesting and continued use of these forms has resulted in some minor revisions. However, on the whole the forms have proven to be flexible, yet specific enough to yield the desired information. In the case of both the Agency Request Form and the Group Information Form, in order for the forms to be properly completed so as to secure the kind of information necessary to meet the standards for the Demonstration, the Director has had to complete these in personal conferences with both the agency and the group, using the procedures previously described. This is usually a detailed and thus time consuming procedure, but it is basic and necessary in order to secure the needed information and to develop the type and variety of requests required by volunteer service groups.

Activities With The Advisory Committee

CVS by its very nature supports the concept of meaningful citizen participation in volunteer activities. It, therefore, followed that an Advisory Committee was planned for the Demonstration composed of six citizen leaders from three groups particularly interested in the success of the Demonstration. These three groups were the Junior League of New Orleans, Inc., the funding agent, the CVS Planning Committee and the Inter Organization Council, an assembly of volunteer service groups. The general purpose of the Advisory Committee was to support the Demonstration by reacting to the Demonstration as it developed, and to assist the staff with interpretation of the findings and to recommend, when appropriate, the results to the community at large. Experience with the Committee has shown it to be helpful in the above stated areas. It has also provided support and stimulation for new ideas throughout the Demonstration.

Activities With Consultants

Prior to this Demonstration, CVS has never formally made use of consultants. In this project, consultants were used by the Director in two areas: volunteer services and research methods. The Volunteer Services Consultant

provided the Director with specialized knowledge derived from over twenty years of professional experience with individual volunteers, and the necessary agency planning for the most effective use of their services. The Research Consultant provided the Director with specialized research methodology which assisted her in defining the conceptualization of the project, in designing its structure and in developing forms to provide her with necessary data and to keep track of her major activities. The Director made maximum use of both consultants in the early design stages of the Demonstration and at various times when she wished to have an outside opinion not influenced by the day to day practice of the Demonstration.

Implications Of The Demonstration For Practice

As a result of the Demonstration experience so far, certain basic conclusions have been reached by the Director. First and foremost we have found that community needs (not only service but also monetary) can be met effectively by volunteer groups if professional consultation guides the process.

The use of consultants for a Demonstration Project of this nature reaps dividends by providing the Director with a base of knowledge to start from and an objective look at what is happening along the way.

The Director has come more and more to be convinced that there is a general theory underlying sound volunteer planning which is equally applicable to individual volunteers and groups of volunteers. Further, she is convinced that this theory dictates practices which, when followed, will result in a high degree of service for the agency and a high degree of satisfaction for the volunteer.

Finally, the cumulative experience of the Demonstration would suggest that we in the volunteer professional field have not only an opportunity but a basic commitment to generate professional knowledge to best serve the community we live in.

Footnotes

¹In cases of active recruitment by CVS.

²Bringing together group resources and community needs through professional intervention.

LEADERSHIP PROJECT IN POVERTY AREA IN COOPERATION WITH O.E.O.

"Sprinkling the Grass Roots in Omaha"

Lou Shoen, Public Affairs Editor
Northwest Bell Telephone Company
Omaha, Nebraska

I'm sorry to hear (referring to introduction) that some people are getting tired of hearing the words "poverty" and "grass roots" and "ghetto"--- because there are vast groups in our society, I'm afraid, who have yet to attain an understanding of the problems suggested by these words of their social significance in our time. And it is imperative that all of us involved in the social welfare field, whether as professionals or as volunteers, strive constantly to broaden public understanding of both the dangers and the opportunities posed to our society by the existence of poverty and of the ghettos, and the action needed at the grass roots to reduce the dangers and to exercise the opportunities.

My subject, as indicated in your program, is "Leadership Project in a Poverty Area in Cooperation with OEO." The cooperation between OEO and a traditional social welfare agency like the Volunteer Bureau was the aspect of the project which most impressed some people. Personally, I tend to take that aspect for granted: It was absolutely necessary...and I'll comment further, later on, on the subject of such cooperation.

I have subtitled my presentation, "Sprinkling the Grass Roots in Omaha". For it was no more than a sprinkle, as you shall see. But the results, frankly, far exceeded our highest expectations...and provided the Omaha Volunteer Bureau some noteworthy surprises.

Kay Currey (Executive Director, Omaha Volunteer Bureau) is the person who really ought to be up here telling you about and receiving full credit for this project--and I'm sure most of you know Kay; if any of you don't, you ought to. I frankly can't imagine a more effective Volunteer Bureau director--and I might add that Frank Currey is one of those lucky men who married a remarkable combination of brains and beauty.

Kay really shepherded the Omaha Grass Roots Leadership Project to its conclusion...reminding me, from time to time, to do the things I should have remembered myself, and often covering for me, without my asking her to, when some other commitment prevented me from exercising one of my leadership responsibilities.

The idea that eventually germinated into the Grass Roots Leadership Project was pushed, by Kay, through the Omaha Volunteer Bureau Board in May of 1965--two years after she had first been prompted, by a report at the 1963 National Social Welfare Assembly, to consider the need for reaching volunteers in neighborhoods which had not been traditional sources for the Volunteer Bureau. These neighborhoods consisted primarily of the economically deprived areas of Omaha.

The project that resulted, a year after the Volunteer Bureau appointed a committee to study the problem, consisted of 12 weekly meetings, from May through July of 1966, with a group of 23 people of highly diversified backgrounds but sharing a common interest in improvement of their own neighborhoods and the community. The meetings brought them together with city

officials, including the Mayor; county and state officials, including two State Senators; executives from a variety of private and public social welfare agencies; ministers, volunteer community leaders, and others. The central topic was the functioning of grass roots democracy, and the principal technique was free and open discussion, prompted by opening remarks of guests "experts."

I might add that we received complaints from the participants, occasionally, when free and open discussion was infringed upon by too many remarks at too much length by the guest experts.

Speaking of experts, I'm reminded of a story which I've stolen from a recent address by John Gardner. He recalled an old Marx Brothers movie in which Groucho played the role of a shyster lawyer, who shared his seriously highlighted office with dozens of flies swarming about. A client asked about the flies, and Groucho replied, "We have a working agreement with them. They don't practice law and we don't climb the walls."

There was no such working agreement with the guest experts in the Grass Roots Leadership Project. The project was subtitled, "The Volunteer in Community Service and Community Action," and it contained the implicit promise that at least some of the volunteers participating would, sooner or later, be meddling in the affairs of the experts--perhaps even creating new problems for them, because that's in the nature of active grass roots democracy.

The Volunteer Bureau's committee for development of neighborhood volunteers was created in the summer of 1965. It had its first meeting in July, and began 10 months of discussions and planning.

There was talk, at first, of a purely experimental project, concentrating perhaps in a couple of census tracts, with an experimental group and a control group, or in some other way preparing to offer a measured estimate of our success in producing new volunteers and new community action in the neighborhoods which we were considering.

Fortunately, we chose instead to gamble that ordinary human creativity and ingenuity, once spurred by whatever project we undertook, would produce tangible evidence to the project's effectiveness. The gamble, we think, paid off handsomely.

Many ideas were discussed for ways to attract volunteers from neighborhoods with which the Volunteer Bureau had had little prior contact. Separate projects for youth and adults were considered for a time. That idea was abandoned mainly because our sponsoring committee lacked the people and the time to pursue both approaches simultaneously.

It was apparent to the committee from the start that it could not simply move out into these neighborhoods to recruit, train and assign volunteers in the traditional Volunteer Bureau fashion. The alienation of the target neighborhoods from the rest of the community required special attention, special motivation for the residents of these areas.

At the same time, experienced social work executives who had been working in these neighborhoods advised us that there was a good deal more action--and participation--in community service in these neighborhoods than anybody downtown realized....and certainly far more than contacts from these

neighborhoods with the Volunteer Bureau would have suggested.

Thus, one of the early conclusions of the committee was that the need was not so much to spur volunteer effort in these neighborhoods as to attract the willing volunteers into community service activities outside their own neighborhoods - and that to attract them outside their own neighborhoods, the Volunteer Bureau would have to enable them to cross the cultural barriers which had traditionally separated their neighborhoods from the rest of the community. It would require education both of the new volunteers and of the agencies and the other volunteers with whom they would be working.

It might also require assistance in providing transportation for volunteers to their assignments.

Almost without exception, the neighborhoods with which the committee was concerned were target areas of Omaha's community action program under the Office of Economic Opportunity. It was eminently logical, therefore, to invite the community action agency to join our discussions - and, eventually, to co-sponsor the project. The largest single neighborhood--although it was really more than one neighborhood--was the Negroe community in what Omahans call the Near North Side--the "ghetto." The neighborhoods with a low level of Volunteer Bureau contacts which were not O. E. O. target areas were those in the outer fringe of the ghetto, their residents predominantly middle class Negroes, as well as one or two racially integrated areas where a few residents were leading efforts to resist blockbusting and prevent a wholesale white exodus.

Mutual target areas of O. E. O. and the Neighborhood Volunteer Development Committee also included predominantly Caucasian residential areas in East Omaha and South Omaha.

The Volunteer Bureau had had some prior contact with these neighborhoods, primarily through the Project AID pre-school program, the forerunner of Project Head Start in Omaha organized and staffed exclusively by volunteers.

Some of the neighborhoods involved also had fledgling community councils in existence, which were trying to accomplish some tangible improvements in their neighborhoods through self-help projects and through organized influence on City Hall and other public and private community agencies. The community council efforts in the ghetto were being founded by the staff and summer volunteers of the Archdiocesan Council of Catholic Social Action--and we drew on that council, too, for advice.

Our committee, finally, consisted of one of the Catholic Social Action staff members, a University of Omaha professor, an elementary school principal, the executive directors of Omaha's community action agency and the Urban League, a housewife who had been a pre-school staff volunteer, the educational director of a large Methodist church, Miss (Mary) Flannigan (director, Omaha Christ Child Society, and moderator of AVBA Workshop, ("Reaching the Volunteer--At Grass Roots Level") and myself. The University, the Urban League and the CAP agency joined as co-sponsors with the Volunteer Bureau.

The committee recognized that a principal shortcoming in the low-income neighborhoods which were its primary concern was a lack of volunteer leadership. Volumes have been written, of course, on the subject of leadership needs in low-income areas. Even as the Omaha project was getting under way,

Saul Alinsky was becoming the focal point of virtually nationwide controversy for the techniques he had been using for 30 years to stimulate leadership and civic action in low-income areas. Alinsky's name and experiences were tossed about, somewhat presumptuously, within our committee as it began planning the "Grass Roots Leadership Project". We did not feel competent to use Alinsky's methods. But, in the course of the project, we did try to convey to participants an idea of the usefulness of direct democratic action of the type Alinsky has organized in several cities.

As I'm sure you will understand, there was a great deal of discussion, while the Grass Roots project was being formulated, of the appropriate role of the Volunteer Bureau. Some board members questioned whether we ought to be meddling in social action. The curriculum developed for the project had a rather heavy social action emphasis. The Bureau's traditional role, it was pointed out, had been restricted to training and supplying volunteers for social service activities. Social action and democratic action were something quite different--and controversial. We convinced the board, however, that such a departure from tradition was necessary to attract the interest of people in the neighborhoods we were talking about - and that without their interest we had no basis for establishing a relationship which could eventually produce volunteers from these neighborhoods. Some of us on the committee, I'm afraid, did little, at first, to allay the fears of traditionalists on the board, with our conversations about Saul Alinsky and our contemplations of the possibility of sponsoring a direct democratic action project as a means of reaching new volunteers - perhaps forming a new community council in a neighborhood where none existed. (Incidentally, I'm still convinced that a direct action project could be more effective than a training project in reaching new volunteers--in case any of you would like to try it.)

With reasonable assurance that the board of United Community Services, the Omaha Volunteer Bureau's parent organization, was not likely to permit the Bureau to depart from tradition far enough to sponsor a neighborhood organization or a direct action project, we chose the training project as the alternative to pursue.

Nevertheless, throughout our discussions and in drawing up the plans for the project, we deliberately made repeated use of the word "action"--social action and community action as well as social service and community service. It was a temporary stumbling block for some Volunteer Bureau Board members, as I have indicated, but they surmounted it. The term is essential, I think, if you want to attract people into volunteer service activities who have not participated before, it is attractive to young people, to people who live in neighborhoods where democratic action is a necessary route to self-improvement, and I suspect it is much more likely to attract men into volunteer service efforts. In this connection, you may find useful a term I've used in self-reference, "civic action volunteer." It contains an aura of the green beret...but civic action has been more successful in our domestic affairs than in Viet Nam. And it describes as well as any other phrase the kind of work forward-thinking volunteer bureaus and social service agencies are undertaking these days.

As the most practical means of securing enrollees for the Grass Roots Leadership Project, we chose to relate it to the existing community organizations ..to invite the four neighborhood councils then in existence to send representatives to the weekly meetings. It was among the officers of these councils that we had our most effective grass roots contacts, prior to the project.

Committee volunteers made the exploratory contacts with them - a procedure I strongly recommend, since there is always a certain amount of grass roots suspicion of social work professionals. We asked the neighborhood council leaders to choose members for enrollment in the project who seemed to have untapped or undeveloped leadership potential. Since the community action agency was then developing its program and developing a staff of neighborhood aides, we offered the CAP agency the opportunity to enroll its aides in the project.

Other than the CAP neighborhood aides, we really did not get the enrollees we anticipated. Instead of sending other members of their community councils, as a means of developing a broader range of neighborhood leadership...the existing community council leaders enrolled in the project themselves--sensing shortcomings of their own in understanding and practicing democratic action.

Inviting the CAP neighborhood aides to participate firmly established a relationship with the community action agency which had already been initiated by the inclusion of the CAP executive director in some of our planning meetings.

Obviously, in planning the project, there were communications barriers to be overcome. There were the obvious barriers between middle-class volunteers and residents of poverty stricken neighborhoods...the social, economic and cultural barriers erected by middle class culture to shut off from its view the hard truths of the culture of poverty. To acquaint committee members and persons conducting the project with these barriers, we assumed that we all possessed the quality of empathy to at least some degree, and sought to refine it...by talking with individuals experienced in working with the disadvantaged, and by talking with people who were or had been poor themselves. We relied heavily for guidance on the executive directors of the CAP agency and the Urban League. And we read extensively.

We explored the extent to which we could involve faculty members from the University of Omaha. The extent was limited, since we had no budget and they were accustomed to receiving a stipend in return for such efforts. Several university professors did nevertheless assist in planning and conducting the project.

By the time the project actually began, we found that the communications barriers between members of the committee and the culture of poverty were actually lower than those between the committee and two or three of the university professors helping us. These particular professors were either unable or unwilling to open their own minds to a realistic examination of the culture of poverty, and consequently were themselves the farthest removed from any capacity to communicate with the poor. I might add that two or three other professors made commendable efforts, contributed considerable time and greatly enhanced the effectiveness of the training.

Most of the first session of the project was devoted to discussing the project itself, and surveying the interests of the enrollees. Their interests, we found, were predominantly: How to overcome neighborhood apathy, and develop a continuing program of service and action through neighborhood organization; second, how to interpret their neighborhoods' problems and needs to the remainder of the community...and, finally, how to secure action by public officials or others in positions of power appropriate to the needs of the neighborhood. And from the project they

wanted some practical working answers to these questions. On the basis of that first session we redesigned some of the subsequent curriculum, to give greater emphasis to the subjects in which the enrollees were most interested - although we had anticipated these dominant interests, to a large extent, in the original design.

The project continued for 12 weeks through the summer of 1966. Most of the meetings were held at various neighborhood centers--a settlement house, the Boys Club, schools--a couple at City Hall. It was a summer of unrest in Omaha...but the disturbances which began the first weekend in July merely added a greater sense of urgency for all the participants in the Grass Roots project. The project had a number of surprisingly tangible results. It provided a boost of confidence for neighborhood organizations and organizers generally. Discussions among neighborhood leaders during the project have since resulted in joint meetings to find ways for the neighborhood councils to cooperate for their mutual advantage--especially to strengthen their influence at City Hall and other centers of community power. One community council, on the rocks when the Grass Roots project began, has reorganized - the interest of its key leaders stimulated by their attendance at the weekly meetings.

About two weeks after the project ended, one of the three enrollees from East Omaha called what she termed an "East Omaha beef session"...inviting a wide variety of public and private agency officials, giving residents of her neighborhood an opportunity to question them directly about city zoning policies in the area and other problems associated with inadequate public facilities. The session also enabled airing of some hostilities among different factions in the neighborhood. It tended to clear the air for everyone involved. The neighborhood still had problems--and does today--but the beef session laid the basis for greater understanding by all concerned of how to deal with them. (The sponsoring committee was informed later, by the way, that the "beef session" was planned jointly by several of the Project participants, including some C. A. P. aides, as a test of the sincerity of the sponsoring groups' interest in neighborhood action.)

One of the agencies receiving considerable pressure at that meeting was United Community Services. It provided an immediate illustration that, as one speech topic here in Dallas a couple of nights ago pointed out, "Leadership Development Is a Two-Edged Sword." When you seek, as an agency serving the entire community, to throw off the shackles of your own traditions and seek to develop neighborhood leadership, you have to expect the enhanced effectiveness of the new leaders you develop to cut in your direction now and then.

For several of the Grass Roots Project participants, the principal contribution of the project seemed to be to give them the self-confidence they needed to apply the democratic action techniques we discussed--for they seemed to be already aware of the techniques when we discussed them. The President of one of the community councils grew in confidence, and later spurred similar growth among members of his council, sufficiently that the council recently fired the executive director assigned to it, a couple of years ago, by the Catholic Social Action Council, and hired the President as its new executive director. It was not that the old executive was incompetent: UCS has since hired him. But the neighborhood council had grown to the point at which it felt capable of handling its own affairs--and it insisted, then, upon doing so. Its confident, articulate new executive was shy, retiring and fearful of offending other community leaders

when he came to the Grass Roots Project as his council's president.

Community councils represented at the Grass Roots Project have secured street lighting, playgrounds and other public improvements, using techniques or confidence which they learned in the Grass Roots meetings.

One participant in the Grass Roots Project is here with you today: She's now the charming and dynamic director of the new Near North Side Branch Office of the Omaha Volunteer Bureau...Marianna Breckenbridge.

The Branch Office is, of course, the proof of the Grass Roots Project's success so far as the Volunteer Bureau is concerned. It was established after the Bureau called together a group of participants in the Grass Roots Project and other neighborhood leaders for advice on the next step needed to get more volunteers from the Near North Side area. The Bureau was able to call that meeting only because it had proved its interest in the area sufficiently through the Grass Roots Project.

From this meeting, a unanimous recommendation went to the Volunteer Bureau, and approval was later secured from the USC Board, to establish a branch office of the Bureau, on a low budget, at a Near North Side settlement house--Mary Flannigan's North Christ Child Center, to be exact. More than 170 new volunteers have been signed up and 19 organizations registered for volunteer activity in the first seven months of the Branch Office's operations...and Mrs. Breckenridge had made a great many people aware that the Volunteer Bureau is no longer a strictly Junior League organization. The Omaha Bureau was founded by the Junior League...but now the girls of the Omaha Junior League are following the Bureau's lead in involvement with the real social problems of the city today.

As an indirect result of the Grass Roots Project...the contact with neighborhood leaders at the weekly session provided a source of information about the mood of the community which was a tip-off of the trouble brewing. Ideas of project participants were solicited and passed on to the UCS staff...and UCS, as a result, was prepared to launch a special recreation-centered program called "Operation Summertime" as a calming influence after the July disturbances.

The individual growth produced by the project was probably its most important contribution. The growth of people once too timid to speak out at meetings, who are now articulate leaders. Several - including Mrs. Breckenridge and the Council president I mentioned - were assisted in gaining improved job opportunities as a result of the project. Others have returned to school. The growth of UCS and agency staff members in their understanding of conditions and attitudes in the neighborhoods in which they work was at least as important - as well as comparable growth of participating volunteers and board members. The overall results have included increased dialogue penetrating the cultural and economic barriers which have so long divided the city.

These achievements are not isolated consequences of the Grass Roots Project, of course. Many other events and projects were occurring simultaneously with it. The Urban League's Project Enable and the community action program's neighborhood work were among the most important. The effects of such projects on the community dovetailed with one another. The traditional extreme hostility between the Near North Side ghetto and the white slum neighborhood in East Omaha has modified as a result of contacts produced through these projects. Within neighborhoods, more and more people have

been picking up one of the messages reiterated many times in the Grass Roots Project: That people with diversified and even opposing interests and personalities must learn to work together in their common interest to achieve things for their neighborhood.

And that theme--of cooperation among traditionally opposed groups or individuals--is the one on which I want to elaborate somewhat in conclusion...through an analogy, if I may, involving the industry in which I'm employed when I'm not engaged in free lance civic action.

Until about 50 years ago, there were hundreds of thousands of telephone companies operating in this country. They were bickering with one another constantly, trying to gain possession of one another, refusing to interconnect their lines so that customers of one company could call customers of another. They resorted occasionally even to such tactics as cutting one another's lines.

Finally, they began to realize that, to operate a telephone business successfully--like any other business--they had to give their customers what the customers wanted. Contrary to popular impression, all of those companies have not been absorbed by the Bell System. Although the number of operating telephone companies has declined steadily, a large share of the acquisitions have been made by some of the larger independent companies. The Bell System serves nearly all of the major cities, and as a result serves a little over 80 per cent of all the telephones in the country. But several thousand independent companies remain. And today--for several decades now, in fact--all of these companies have cooperated to provide interconnected telephone service nationwide.

The point is this: If the telephone companies could all get together in the interest of their customers, to conduct their business cooperatively, why shouldn't social service agencies be able to do the same in behalf of their clients? In this context, one of the most important features of Omaha's Grass Roots Project was the cooperation among agencies that it involved. In fact, there was a bitter struggle continuing between UCS and the community action agency in Omaha even as the Volunteer Bureau and the CAP agency were cooperating in this project. The CAP director moderated most of the sessions.

In that instance, the cooperation was achieved voluntarily among the agencies involved. I suppose, in a larger sense, there may be an object lesson for social agencies in the fact that, when the telephone companies decided 50 years ago to start working together, it was after there had been some suggestions in Congress that it might be nice to have a national, publicly-owned telephone system like those in Europe. But the comparable pressure from Washington is already on social work agencies. In fact, they may have already missed the boat, in not working together more effectively before the Economic Opportunity Act was written.

Finally...a comment on racial and economic barriers and hostilities. There have been speakers here in Dallas this week who contended that hostility is unavoidable, and that agencies have to learn to work with minority groups and poverty pockets in spite of these hostilities. We feel that the Omaha Grass Roots Project demonstrated that such hostilities are not inevitable. Differences of interest may remain. But mutual confidence, communication and respect can overcome the traditional barriers and hostilities.

With care and effort, you can achieve that breakthrough of which Ralph Ellison has written. "If you can show me," Mr. Ellison declared, "how I can cling to that which is real in me while teaching me a way into the larger

society, then I will not only drop my defenses and my hostility, but I will sing your praises and I will help you make the desert bear fruit."

For a couple of dozen participants, the Grass Roots Project achieved that breakthrough in Omaha....and some fruit-bearing trees are showing up in that city's urban desert.

REACHING THE VOLUNTEER AT GRASS ROOTS LEVEL
"Parkside Visitors"

Freida E. Gorrecht
Executive Director
UAW Retired Workers Centers
of Detroit, Inc.
Detroit, Michigan

Formation and Description of the Project

The Parkside Visitors Project was organized in July, 1966, so it is not quite a year old at this writing. It was set up as a result of the Vista Parkside Project sponsored by the UAW Retired Workers Centers, Inc. of Detroit. This agency operates four Centers in the Metropolitan Detroit area. One of these, the Eastside Center is located in the recreation building of the Parkside Housing Project. Although our program there is heavily attended, averaging 250 people per day, we were concerned because very few of the 450 older residents of Parkside ever availed themselves of our services. In October, 1965, three retired women in their late 60's were sent to us by the National Vista program. These women lived in the project and visited all 450 older residents. With supervision by the UAW Centers' staff, the Vistas were able to bring companionship and help to the older residents of Parkside. As the work progressed, we began to see two important facts emerging from the detailed Vista reports.

1. Many older persons in the project were lonely and not very mobile. Many had acute and chronic illnesses, some were kept at home by ill spouses and some by caring for retarded adult children. These people needed visiting services but, except for a few, this was not readily available.
2. Some more healthy older people were doing a valiant service in helping some of their neighbors. They were often frustrated because of their own lack of knowledge about available community resources to get help for their friends. Many of the demands were too great on them and sometimes this would cause a break in their relationships with the needy, dependent older person. Often younger neighbors would try to be helpful and eventually stop for the same reasons.

With this knowledge, it appeared sensible to attempt to organize the efforts of those older tenants who were interested in being "good neighbors". By giving them the supportive social service they needed, plus the encouragement and recognition they deserved, we believed we could develop a group of grass roots volunteers that could continue the work of the Vista women beyond their termination date in August. Since one of the objectives of the Vista Project was to design methods of self-help in the Parkside Community, this seemed an appropriate experiment.

The Vista workers interviewed older residents and explained the idea to them. Names of interested individuals were submitted to me and then a letter was sent to them inviting them to a meeting at the Center. Sixteen out of twenty-five individuals responded. We met together, got acquainted, and discussed the idea of a visiting group. They agreed to become a group and voted to call themselves the Parkside Visitors. Plans for a two-day training session were set up and the date agreed upon. The Vista's agreed

to prepare some role playing material for the beginning session on the do's and don'ts of visiting. Their role playing antics were hilariously received and provided the springboard for the two-day training session.

Each training day was a three-hour session. The following materials were given out at the training session:

1. A Parkside Visitors handbook.
2. Permanent badges with individual names and Parkside Visitor printed on each.
3. A kit for each member, consisting of a sturdy folder with pockets, note-pads, and descriptive program material from the Eastside Center.

In addition to the material presented by the Vista's, many of the new visitors used their own mistakes, as well as their successful experiences, to demonstrate points brought up in the discussion. A conscious attempt was made throughout the entire training session to involve each individual as deeply as possible in the learning progress.

There was much discussion around the role of the visitor, the role of the staff leader, and the role of the Center social worker. We laid the groundwork for the withdrawal of the Vista workers from the project. The visitors were supplied with adequate day and night phone numbers of Center staff if any of their neighbors needed us in an emergency during times the Center program was closed.

Following the training session the Vista workers and I matched visitors and visitees based on information we had gathered about both groups, as well as geographical location. Letters were sent to both groups and the Parkside Visitors proceeded to get on with the business.

One month later the first report meeting was held and this has been the pattern followed:

The Detroit Central Volunteer Bureau of the United Community Services offers as a part of its service a well organized Friendly Visitors Program. Recruitment of enough visitors to meet the need in our large city has been an on-going problem. Much of the material used in the Parkside Visitors training session, including the general format of the handbook, was developed by the Friendly Visitors and adapted by me for the Parkside Project.

While doing this adaption of material, it occurred to me that the Friendly Visitor Service might be interested in the Parkside Project. I contacted the Central Volunteer Bureau and was invited to meet in September with the Board of the Friendly Visitors Program. The following questions were raised at this meeting:

1. Could recruitment of volunteer visitors in an area where a known need for the program existed, produce new sources of volunteers to the Friendly Visitor Program?
2. Could other social agencies serving in areas of need provide supporting social services to neighborhood visiting groups while the Friendly Visitors supplied the expertise on volunteer training and supervision?

3. Would volunteer training and supervision need an overhauling in order to be effective with new groups?
4. Were Friendly Visitor leaders interested in joining forces with us to experiment with the Parkside Group and perhaps answer to some degree the previous three questions?

The Friendly Visitors joined with us and one of the Board members, a highly trained and wonderfully sensitive volunteer, became the leader of the Parkside Visitors. She works under the supervision of the Center social worker and together they have developed the project since October, 1966.

The Parkside Visitors are older men and women (all over 65) living on low incomes in a public housing project. Their average education is six years of formal education. A few of them have been active in church work and still retain some interest in this, most of them do not. All of them are sincerely interested in being helpful to others but had little available opportunity except through their neighborhood contact with less fortunate people than themselves. Most of them have an acute awareness of what goes on in the lives of the housing project tenants, their problems, their joys, their behavior - both good and bad, their financial status and their health. The visitors freely share this information with the staff whether its pertinent or not. Some of the visitors have had better incomes, better homes, and higher social status than they do at present. All of the visitors now belong to the Center and have joined other activity groups, although only about half did at the beginning of the Project. Some of them suffer from chronic illness such as arthritis, diabetes, and heart trouble, although none of the thirteen in the program at this moment are considered ill. Two members have dropped out because of ill health and are receiving the visiting service.

There are 43 people now listed as visitees. This has dropped from 50 in December. Some of the clients have died, moved away, or cease to need the visiting service for other reasons.

Eight of the individuals visited needed help from the Center Social Worker and presented a number of fairly serious problems.

The Parkside Visitors meet regularly once a month with the volunteer leader and the social worker. At this time visits are reported, problems are discussed, and changes are decided upon. This meeting also serves as a social time and includes coffee and cookies served by the Center Food Service Committee. Here are some highlights of the monthly meetings:

1. November - the group requested that small calling cards be made so that they could leave them at the homes of visitees who were not in. (Some do not have phones and at times would need to go to a clinic, or need to be away for other reasons). These cards were supplied by the Center.
2. December - the Center provided small, inexpensive gifts and wrappings. These gifts were wrapped and tied by the visitors and taken to their clients. Special refreshments were donated by the Volunteer Leader and the December meeting was indeed a festive affair.

3. Beginning in January, four volunteers from the Parkside Visitors began a series of four discussion meetings with the head social worker from a state psychiatric clinic and research center. This took place because of a request for visiting service the group had from a tenant who was an out-patient at the clinic. The group members voice their fear and reluctance about accepting this client. This discussion led to some other concerns they had about senile individuals on their visiting list. The four discussions meetings and a follow-up visit to the clinic had been most helpful for the visitors. They are more comfortable with some of the clients' behavior and have been able to place firm limits on some who were tending to exploit their help.
4. In February the group elected a president, vice-president and secretary. The volunteer leader is now working with these three women and is assigning them some of the group tasks they are able to handle.
5. In March the group was visited by a tenant from Herman Gardens, a housing project on the west side of Detroit. The group members answered questions about their work and encouraged the visitor to start a group in her neighborhood.
6. People over 65 years of age in Detroit are eligible for reduced fare on bus transportation. The bus passes must be renewed this year, so at the April meeting the visitors were given the materials and taught how to issue the new cards. These passes are very important for older people in the project and generally they come to the Center for them. If visitors' clients were able to walk to the Center with help, the visitor was asked to bring them. If they were not, the visitor processed the card at the client's home.

The Housing Manager also asked the group to survey their clients and other older neighbors to see if there was a need for teenage help in window washing, yard cleaning, etc. This information is being obtained and a report will be made on their findings.
7. In May the visitors took petitions requesting social security amendments to their clients for signing if they wished to.

The visitors were given a new directory of community help available to older citizens. This directory was published by the United Community Services and bought by the Center for the visitors.

The group involved itself in making big plans for an exhibit in June at the Center Open House. They are making posters which describe their work and will have people sign a register if they are interested in coming to a special meeting in June to hear about the project in detail. This is the first group recruitment venture and they are quite excited about it.

During the next several months the group is planning to invite staff workers from the Public Welfare, Detroit Department of Health, Rehabilitation Institute, and others to meet with them and discuss their services.

Up to the present time we have had 6 tenants referred to us from the Housing office, two from family members, and one from the Friendly Visitors. All of these referrals have an assigned visitor.

Summary

The formation and development of the group itself is the key to providing this kind of an outreach visiting program. From the beginning, every effort was made to facilitate group identification and cohesion. Through the group process the individual members gained support, recognition, and challenge. Materials such as badges, handbooks, and kits were designed to give support to this identification with the group and with its purpose. Attention was given to the physical setting and continuity of leadership.

In January, the Volunteer Leader felt it necessary to review some of the training material, and plans to do this regularly. Through the monthly group meetings, training and supervision is supplied on an on-going regular basis.

The visitors have performed many tasks for their clients; going on errands, taking them for walks, mending, preparing meals, referring them for special service when needed, and getting transportation for necessary clinic appointments. One visitor may volunteer to help another visitor's client when asked by the other visitor.

The Parkside Visitors have achieved the status of a working unit within the Parkside Homes Community. They are neighbors serving other neighbors with cheerful spirit, dependable regularity, and increasingly effectiveness. They have deep identification with those they serve and with each other. They have willingly accepted responsibility for recruitment to their own group and for the improvement of their service. I am sure that very few, if any of these individuals, could have been recruited and trained under the highly individualized plan of the Friendly Visitors Program characteristic of its present operation.

The volunteer leader has estimated that her work time is approximately five hours per month. This may decrease as leadership in the group develops. Actually it is a very modest amount of time considering that it could provide for recruitment, training, and supervision for about twenty-five volunteers serving about eighty clients.

Implications for Volunteer Programs:

1. Poor people in high-need neighborhoods can be helped to deliver person to person service in their own area if they themselves can receive some feeling of status, accomplishment, and learning in the process. This is possible by using the group as the tool for developing such a program.
2. The partnership of community agencies and the Central Volunteer Bureau needs to be looked at in terms of a closer sharing and of planned mutual support.
3. Well designed group volunteer efforts can go a long way in solving the recruitment problem for volunteer programs.

Conclusion

Although the Parkside Visitors Project has had problems, they have been minor ones and the Project is well on its way to being a successful experiment in grass roots involvement.

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SUBJECT: [Illegible]

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