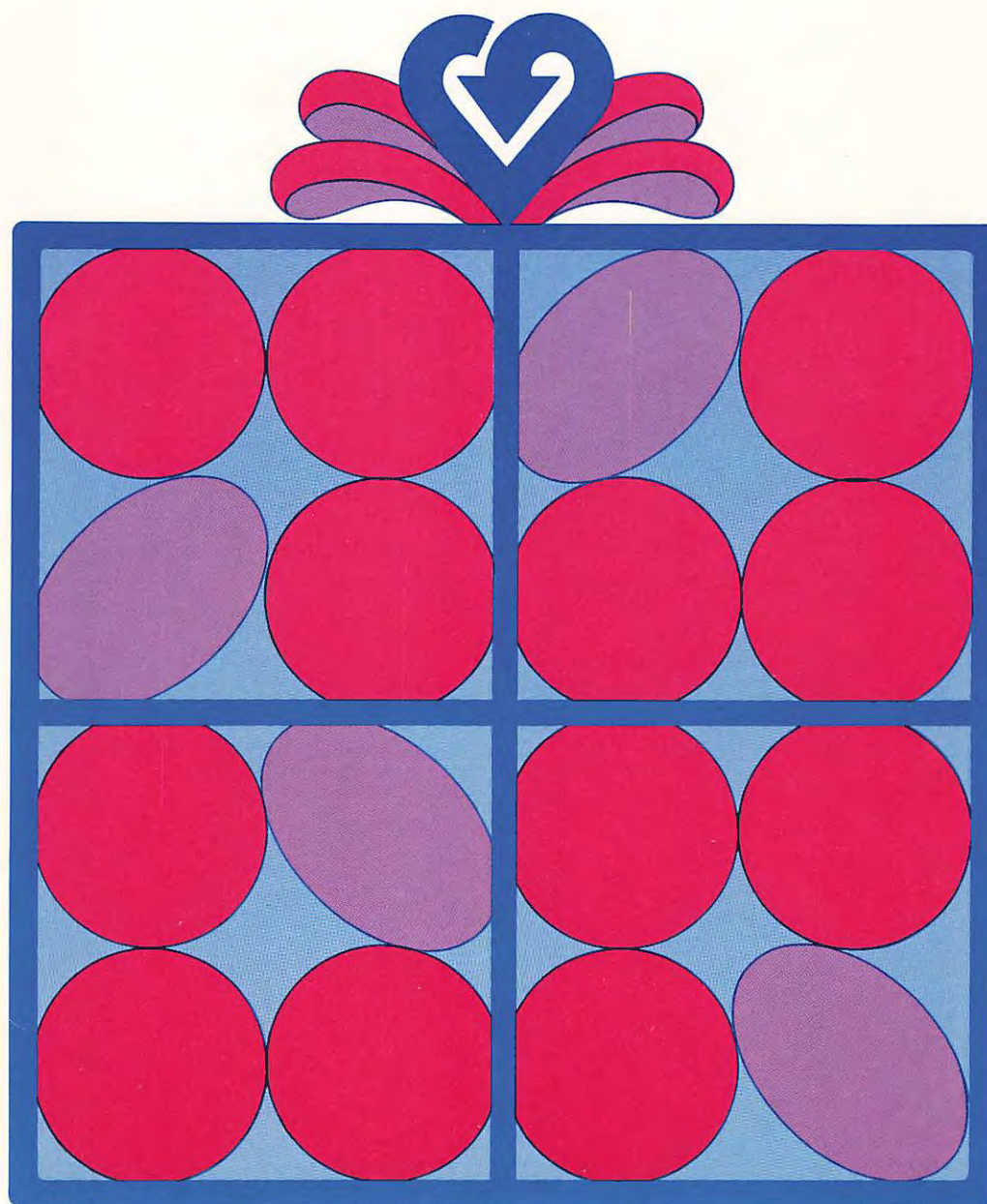

Involving the Handicapped As Volunteers: A Guidebook



VOLUNTEER: The National Center for Citizen Involvement

Involving the

Handicapped

As Volunteers:

A Guidebook

The Citizen Involvement for Physically Disabled Youth Project and this manual were made possible by a grant from the W.K. Kellogg Foundation, Dr. Peter R. Ellis, program director.

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The Honorable George Romney
Chairman

Diana L. Lewis
Vice-Chairman

Kenn Allen
President

Additional copies of this handbook may be ordered from Volunteer Readership, 1111 N. 19th St., Suite 500, Arlington, VA 22209.

Single copy price: \$5.00

Table of Contents

Introduction 4

Using This Book 6

I. Volunteering and
the Handicapped..... 7

II. Involving the Handicapped
Effectively 11

III. Developing An Understanding
of Volunteering 15

IV. Activity Materials 19

V. Resources..... 61

Introduction

This book is designed for everyone interested in assisting the handicapped to be as self-sufficient and productive as possible. Thus, it is for those in schools—special educators, teachers, administrators, counselors; for those in agencies and organizations who assist the handicapped—social workers, therapists, advocates; for those in self-help organizations for the handicapped and their families. It is for paid staff and volunteers alike.

The book's premise is a simple one: that effective volunteer involvement in community service is an appropriate way for the handicapped to grow independent, to learn job skills, to develop social skills and to become productive and empowered participants in community life. It does not suggest that volunteering is a panacea, or that volunteering is always a perfect experience, but only that it is one essential part of all of our lives and should be open to and used by the handicapped, just as it is for the rest of us.

In part this is a report on a three-year national demonstration project that was designed to test the idea that physically disabled high school students—defined as those with sensory and mobility impairments—can be effectively involved as volunteers and can benefit from that experience. The project was funded by the W.K. Kellogg Foundation and administered by VOLUNTEER: The National Center for Citizen Involvement.

But the book also reflects the essential serendipity of such projects. In the five demonstration sites, the lessons learned enabled the local sponsors to reach out to a broader audience of handicapped people. It is from their combined experiences that this book was developed.

While this book focuses on and is intended to support the involvement of the project's target audience, we know that it will be useful in any situation in which the physically or mentally handicapped are involved as volunteers. We encourage everyone to draw on the experiences and resources presented here to help make volunteering what it should be for all people: a mutually beneficial and empowering way to solve problems and to help others.

We gratefully acknowledge the support of the W.K. Kellogg Foundation, particularly Dr. Peter Ellis, and the hard work of the project staff and local participants, all of whom are listed on the following page. The final product grew directly from the work of three people: Steven Snyder, a special education teacher in the Washington, D.C. public schools; Susan Klein, director of programs for disabled youth at the Mayor's Voluntary Action Center in New York City; and, Michael King, director of the Volunteer Center in Dallas, Texas, and a member of VOLUNTEER'S national board of directors. We are deeply indebted to them for their very intensive and creative efforts.

Kenn Allen
President

Project Demonstration Sites

Boston School for the Deaf
800 North Main Street
Randolph, Massachusetts 02368

Mr. Allen Talbert
Project Director

Volunteer Center
2800 Routh Street, Suite 210
Dallas, Texas 75201

Mr. Michael King, Executive Director
Ms. Ann Linn, Project Director

Mayor's Voluntary Action Center
61 Chambers Street
New York, New York 10007

Ms. Susan Klein
Project Director

Michigan School for the Blind
715 West Willow
Lansing, Michigan 48913

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Ms. Sandra Corden, Special Education
Teacher and Volunteer Coordinator

Volunteer Services of Greater Kalamazoo
340 North Burdick
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Using This Book

The basic program model from which information for this book was drawn was a national demonstration project to involve sensory and mobility impaired high school students as volunteers in community service activities. That model had two specific components: a volunteer experience outside the classroom and preparation for, discussion of, and reflection on that experience within the classroom. Thus, some of the material presented here is in the context of an educational setting, complete with suggested learning objectives and class activities. But these suggestions can easily be adapted to the environments of non-profit agencies, self-help groups or even one-to-one counseling sessions.

Chapter One discusses the concept of volunteering by the handicapped, includes examples of such involvement and outlines the potential benefits for those who participate.

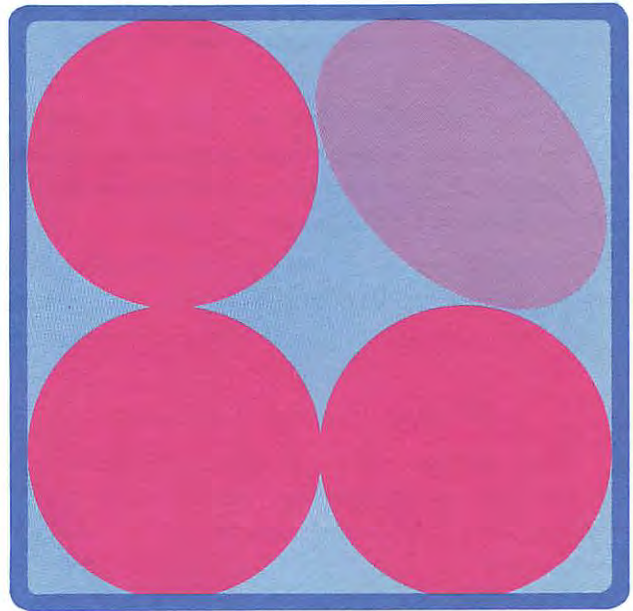
Chapter Two puts the process of volunteer management—from job development to recognition—in the context of the special needs of the handicapped. It also discusses the special problems that might be encountered in assisting the handicapped to volunteer. Recognizing the heavy work responsibilities of virtually every reader, it also suggests ways to build community support for the program and to engage other volunteers in its planning and operation.

Chapter Three is designed to help program leaders, teachers or parents make the volunteer experience as meaningful as possible and to help relate volunteering to the totality of one's life.

Chapter Four includes back-up materials for the activities suggested in Chapter Three.

Chapter Five provides information on technical assistance and printed resources.

Chapter I



Volunteering

And The

Handicapped

- Pat coordinates all donations, services and contacts for the fundraising auction at a public broadcasting station.
- Ten teenagers planned and put on a Halloween party at a nursing home. A month later, they began working weekly at a day care center, helping with group activities and giving one-to-one attention to the children.
- Eugene began volunteering at a wilderness preserve and later worked with the Red Cross and in a speakers bureau. A summer volunteer assignment in the office of his church led to a paid job there.
- Shirley was extremely timid and fearful when she began her hospital volunteer assignment. Now she is in charge of the Blood Donor Packets Program.

These people share two things in common.

First, they are volunteers—people who have chosen to give some of their time, talent and energy, without pay, to help others and to address difficult human and social problems. According to a 1981 Gallup survey, roughly half of the adult and teen population in the United States regularly volunteer. That is over 92 million people who volunteer. Their work has been estimated to be worth over \$64.5 billion every year.

Second, they are handicapped. Shirley is confined to a wheelchair; Eugene has cerebral palsy; Pat is severely physically handicapped; the ten teenagers are blind, partially paralyzed or mentally impaired.

Unfortunately, these two characteristics are too rarely combined. Most often, handicapped young people are seen as needing care, rather than as being able to help others. Perceptions of their limitations lead to their categorization as “clients” or “dependents” rather than as full participants in the life of the community, both giving and taking as their needs, abilities and interests dictate.

The Physically Disabled Youth Volunteer Project assumed that these young people have something to give to others through volunteer service and that through this giving, the students themselves will benefit. Thus, the work undertaken is directly consistent with the intent and spirit of Public Law 94-142, enabling the handicapped to experience a living envi-

ronment that is as unrestrictive as possible and that helps them to grow as self-sufficient as they can.

As the box on page 9 illustrates, the results were impressive. Over 500 high-school-age young people, all with sensory or mobility impairments and many with mental impairments as well, participated in a broad range of volunteer activities. Indeed, except for special provisions made to accommodate their handicaps, their volunteer experiences were much like those of any high school student.

What were the benefits to the students who participated? There are no absolute quantitative measures for their growth—the handicapped no more lead lives based on statistical measures than do any of the rest of us. But three clear benefits emerged from the common experiences of the demonstration sites and the participating young people.

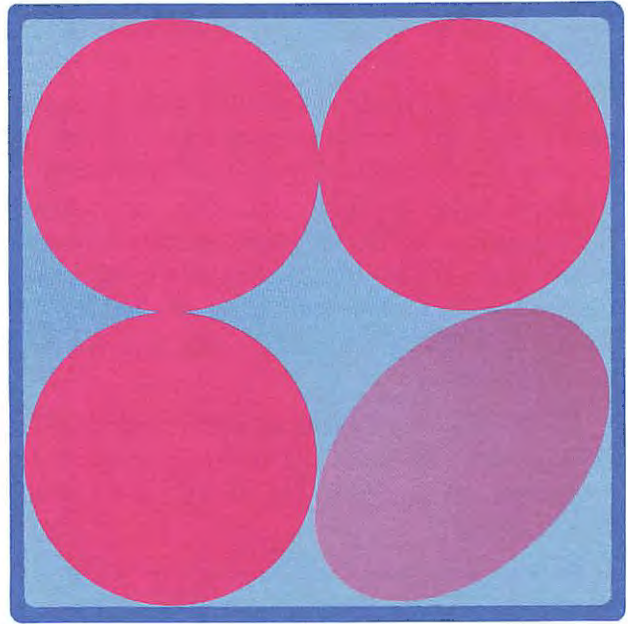
First, there was a clear growth in *self-esteem* by those who volunteered. The mother of one handicapped teenage girl in Kalamazoo underlined this when she described her daughter’s volunteer work for the Red Cross, pointing out the importance of her being able “to do something like this and be accepted for what she can do.” Speaking of the involvement of students from the Boston School for the Deaf at Goddard Memorial Hospital, Allen Talbert, the program coordinator who himself is deaf, said, “It helps develop their self-confidence and self-esteem,” thus addressing the difficult social adjustment problems faced by many deaf people.

Second, the volunteers developed *job-related skills*. All of them had the experience of being interviewed and placed, and of being supervised and evaluated, in a work environment. Such experiences which most of us take for granted are important aspects of obtaining and holding paid work. Many of the students also learned skills that they could later translate into paid jobs. Indeed, a number of the volunteers found part-time or continuing paid jobs as a direct result of their volunteer work.

Third, the volunteers enjoyed the same *intangible benefits* that accrue to everyone who volunteers. In the 1981 Gallup Survey on Volunteering, people who volunteer were asked why they continued their involvement. Their responses included the following: 49% of the adults and 61% of the teens said they like

<p>teacher's aide at Head Start</p> <p>gardener</p> <p>theater assistants: box office, ushers, sales clerks</p> <p>running puppet shows sensitizing adults to hearing impairments</p> <p>receptionist</p> <p>artists</p> <p>cooking assistant</p> <p>ranch hand at an environmental center</p> <p>public relations</p> <p>organizing and assembling first aid kits</p> <p>intake assistant for blood donor program</p> <p>public speaking about needs of the handicapped</p> <p>teach fire prevention to 3-6 year old children</p> <p>coordinated auction for public broadcasting station</p> <p>organize bingo night at church</p> <p>transporting patients within a hospital</p>	<p>teaching assistant for blind students visiting an arboretum</p> <p>visiting with residents of a nursing home</p> <p>child care worker in infant room at family growth center</p> <p>helper in a food co-op</p> <p>tutoring in a reading lab</p> <p>assembling poison control kits for hospital</p> <p>library page</p> <p>recreation aide with senior citizens</p> <p>"foster grandchild"</p> <p>motor development class aide for 2-5 year old children</p> <p>run bake sale to benefit Association for Retarded Citizens</p> <p>pen pal</p> <p>blood analysis slide preparation</p> <p>answer TTY calls for deaf students</p> <p>office assistant</p> <p>input data on computer terminals</p> <p>day care aide</p>
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Chapter II



Involving

The

Handicapped

Effectively

The effective management of human resources, whether they are paid or unpaid workers, is of increasing importance in our complex, fast-changing society. For those seeking to involve volunteers, the management process includes job development, recruitment and matching skills with needs, as well as the ongoing tasks of training, supervision and evaluation.

Managers of volunteers must deal with a range of motivations, skills and commitment without benefit of the "carrot" of a paycheck to stimulate and control those with whom they work. Thus, their task is more challenging than that of their counterparts in the world of paid work. But it is also more rewarding when one sees the "product"—the work done, the problem solved, the people helped and the growth of the volunteers themselves.

Those rewards are increased immeasurably when working with people who, for whatever reason, have not had the full opportunity to participate in the life of their community.

Involving physically disabled people as volunteers is not easy. It will take time and work. It will take an understanding and adaptation of the volunteer management process. But the result is well worth the effort—for the community, for the volunteers and for those who give leadership to the creation and operation of these very special and very important volunteer jobs.

Job Development

At the heart of any volunteer assignment is the work to be done. Ideally, the design of a volunteer job involves both the manager that will give oversight to the work and the volunteer, providing an opportunity from the outset for the job to be tailored to the volunteer's interests and skills as well as to the work to be done. Here are some important guidelines for that process:

- The work must be worth doing and appropriately suited to the handicapped youth. It should be work that is legitimately needed for the agency to function.
- Honesty is the best policy. No job, paid or unpaid, provides all of the benefits or rewards one might desire. Every job has its unpleasant aspects,

its darker side. Honest discussion of the total job to be done at the beginning can offset problems later on.

- The work must be within the reasonable skill range of the volunteer, not so simple as to be condescending and not too difficult to be frustrating rather than challenging.
- The best jobs are those that are built around specific desired results. Recognize that everyone has ideas about how to get the work done and that needlessly confining volunteers to the strict parameters of step-by-step tasks may frustrate and alienate.
- Use job announcements and descriptions that explain why the job is important and what results are needed as well as a detailed description of tasks. But be prepared to adapt these to the special needs of physically disabled volunteers who have not had a previous work experience and may need extra attention and support.

Local voluntary action centers (VACs) can be a primary resource for the important effort of job development. VACs, located in nearly 400 communities nationwide, are the primary local agencies that serve as an advocate for and supporter of effective citizen volunteer involvement.

If you are helping to create a program to involve the physically disabled, another important aspect of job development will be working with the agency or organization that will be utilizing the volunteers to prepare them to work with this particular group. Remember that they may not be familiar or comfortable with physical disabilities, no matter how mild or unconfining those disabilities may be.

You obviously will assess the physical barriers that may exist at a particular work site and make suggestions for how they can be removed or offset. But don't forget the psychological barriers that may exist on the part of the staff that will be supervising volunteers. Not inappropriately, they may be worried that their already busy routine will be complicated by the special needs of disabled volunteers. Encourage them to talk with you about their concerns and be willing to respond with factual and honest information about each potential volunteer, his or her skills and capabilities and problems that may be encountered. It is much

better not to make a placement than it is to create a situation that is awkward for both the volunteer and agency staff.

The goal in job development and working with job sites must be to create the maximum opportunity for a successful volunteer experience for everyone involved.

Identifying Interests and Skills

The other half of the volunteer equation is gaining an understanding of the interests and skills of the potential volunteers. For people who have not previously had a work experience, that exploration process may be as important as the job itself. It may be as simple as responding honestly to the questions, "What things do I do well?" or "What do I most like to do?" or "What have I never done that I would most like to try?"

For some people, these questions can be answered and discussed in the setting of a small group. For others, it will be more appropriate and productive to address them in individual meetings where they can be supported in thinking honestly about themselves and their capabilities and can be challenged to consider the implications of their answers. Some of the materials in Chapter V will be helpful in both settings.

Making the Match

When potential jobs have been identified and the volunteers' skills and interests catalogued, the next step is to bring the two together. Like so much of management, the volunteer matching process is more common sense than magic. One would no more send a person in a wheelchair to a volunteer job in a site that is totally inaccessible than one would ask a devoted hater of athletics to coach a baseball team. Care and critical thinking, combined with close consultation with and between the site and the volunteer, are the key elements of appropriate matching.

At the same time, it is important to realize that no part of life is perfect. Mistakes will be made, whether through oversight, lack of needed information or factors far beyond anyone's control. Part of becoming self-sufficient is learning to deal with disappointment and problems. While we should never intentionally program in unneeded adversity, we also should not be devastated by its appearance. Rather, we must be prepared to appropriately support both our volunteers

and the people with whom they work when difficulties arise.

Preparing People to Volunteer

New experiences are frightening to all of us, no matter how independent we may feel. For those whose experience is limited and whose physical disabilities may have been impediments to their full involvement, their first volunteer job may carry with it tremendous insecurity and concern. Thus, preparing youth to volunteer is a critically important element in the overall volunteer management process. Here are some suggestions for doing that.

- What would you like to know if you were going off to volunteer? That's what everyone would like to know. Be sure to include such things as the name of agency, name of the person to contact upon arrival at the agency, the address, the phone number, and any relevant information about where to enter, how to get there, the date and time of appointment.
- Consider doing a "rehearsal visit" to the job site with you accompanying the volunteer. This will be a good chance for them to get more comfortable with the physical environment in which they will be working and to anticipate any problems they may have.
- Help the volunteer to understand the nature, scope and importance of the work they will be doing. Delivering food to elderly people in their rooms or moving patients within a hospital may not seem important unless seen in the context of the need to provide friendly contact with someone from outside the institution.
- Be clear about the "work rules" of the job site. What is appropriate and inappropriate behavior on the job? What is appropriate and inappropriate dress? Be sure to stress the importance of punctuality and dependability. The materials in Chapter V will be helpful in developing this understanding.

Providing Support

With placement, only half the job is done. The remainder is in providing an appropriate ongoing support structure for the volunteer. This can be done through regular feedback sessions that encourage the volunteer to share his or her successes and problems, discuss difficulties encountered and devise new approaches to stressful situations on the job. Occasion-

ally, it may be advisable to make it a three-way conversation and include the volunteer's supervisor on the job, using it as a chance to give the volunteer feedback on his or her performance.

Such sessions also are an excellent opportunity to identify any problems that may be arising because of the volunteer's physical disabilities. In cooperation with the volunteer, then, you can determine whether some kind of outside intervention is appropriate to deal with those difficulties. Remember—all of us may have difficulty confronting a difficult situation caused by people's attitudes or inappropriate expectations. Without making the volunteer dependent, it may be appropriate and advisable to assist them in learning how to deal with such situations.

Recognition

Say "thank you." Call attention to volunteers' accomplishments. Give certificates, plaques, pins or trophies. Take pictures. Arrange newspaper interviews. Nominate them for a local or national award.

All of these are appropriate and important ways to give recognition to volunteers. But there are other ways to consider as well. They include

- documenting and certifying skills learned or tasks accomplished;
- providing additional training to learn new skills or to move to a higher level of expertise;
- allowing and encouraging participation in planning and decision-making within the job site;
- providing enabling funding to attend a conference or workshop;
- arranging a job interview as a first step toward making the transition to paid employment;
- providing an accurate, honest and supportive letter of recommendation.

Building Support

If all of this sounds overwhelming, it need not be. When undertaken in the context of a school or other agency that serves the physically disabled, much of the contact with and support for the volunteer potentially can be integrated into one's ongoing work with them. More importantly, there are other resources that can

be tapped to help make a volunteer program for the physically disabled real and successful.

Each of the demonstration communities described earlier supplemented the paid staff resources available for the program with the active involvement of volunteers in virtually every aspect of the work.

Central to the project was a task force of interested citizens, some representing organizations and agencies directly involved with either volunteering or the disabled—groups such as the local voluntary action center, the special education department of schools, rehabilitation centers, etc.—and some there because of their individual interest in the work. One important role of the task force was to aid in overall planning of the project: how it could be run, who would be involved, how the project would be managed, how the special needs of the volunteers would be met, etc. They brought a variety of perspectives, creative energy and ideas. Many of them also brought human and financial resources that could be made available for operation of the program.

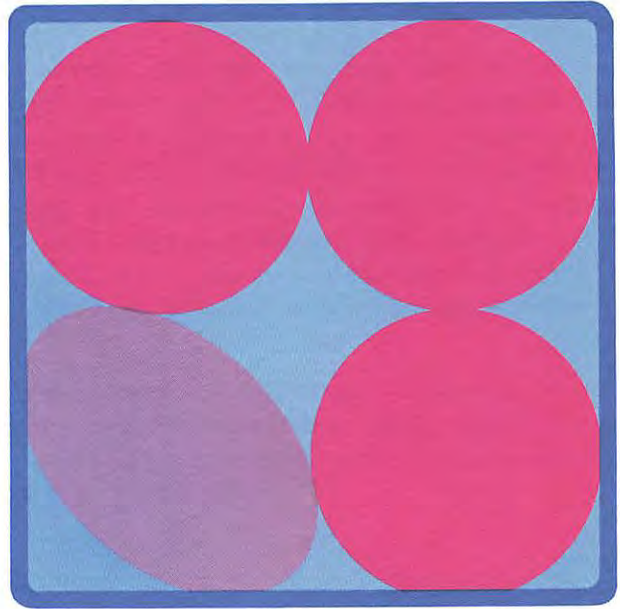
As a result, volunteers were involved in virtually every aspect of the volunteer management process, from initial contact with the agency to counseling with potential volunteers to providing transportation to job sites to organizing recognition events at year's end. In addition, they were instrumental in helping to raise the money needed to keep the project alive at the end of the national demonstration project.

Perhaps the best single resource—to help create either a formalized task force, a pool of volunteers that can be drawn on for specific tasks or one or two leaders who can organize the project—is the voluntary action center (VAC), described earlier in this chapter. Through it, one can gain access to civic clubs, churches and voluntary organizations that may be seeking special projects to undertake.

Also, don't overlook self-help and mutual assistance organizations, particularly those of parents with disabled children or of the disabled themselves who may want to help others achieve increased self-sufficiency and independence.

In short, initiating the project may turn out to be a management task itself, recruiting and providing initial organization for other volunteers who are willing to take responsibility for making the program a reality.

Chapter III



Developing An Understanding Of Volunteering

An important aspect of the national demonstration project was to explore ways in which the young people involved could develop an understanding of volunteering as an important part of American society, beyond their own volunteer experience, and of the relevance of volunteering to their effort to become as self-sufficient and independent as possible. Much of this was done through small group discussion, either in a classroom setting or in the context of an extracurricular organization. The approach used could be appropriately adapted to a rehabilitation center, a day care program, a self-help group or almost any other place where volunteers come together on a regular basis. The discussion might be led by a teacher or a counselor or by another volunteer recruited specifically for that task.

The material that appears on the following pages and in Chapter V has been designed to serve as the basis for such discussions. In the charts on the follow-

ing pages, specific learning objectives have been described for each of four important areas:

- What Volunteering Is
- The Benefits of Volunteering
- Procedures and Requirements of Volunteering
- Relating the Volunteer Experience to Independence

The material can be used sequentially, if appropriate, to "start from scratch" with people who never have volunteered or who do not understand the concept. Or, it can be rearranged to fit the needs, experiences and interests of those involved.

For each set of objectives, there are a set of suggested activities that could be undertaken to help people achieve the desired knowledge or skill level. Again, each one can be easily adapted to fit the particular needs or capabilities of the people who will be working through these activities.

WHAT VOLUNTEERING IS	
<p><i>Learning Objectives</i></p> <p>The student will be able to</p> <ul style="list-style-type: none"> • distinguish between volunteer and paid jobs • identify volunteers in the school and community • identify jobs done by volunteers • identify settings that use volunteers • list the reasons people volunteer • define volunteering 	<p><i>Activities to Achieve Objectives</i></p> <p>Suggested Activities (see <i>Chapter IV</i>):</p> <ul style="list-style-type: none"> • collect newspaper and magazine articles about volunteering—page 62 • fill in the Activities Chart with student's ideas—page 20 • complete the Yes/No Checklist—page 20 • make a bulletin board of classroom volunteer jobs • take field trips in the school and community • invite speakers with volunteer experience • discuss Reasons People Volunteer—page 22 • read "What It's All About"—page 23 • discuss Definitions of Volunteering—page 25

BENEFITS OF VOLUNTEERING

Learning Objectives

The student will be able to

- identify ways people are helped by others
- list services and activities that would not exist without volunteers
- identify things that can be learned from volunteering
- describe his other feelings about helping others
- list ways volunteers are recognized by others
- recognize specific skills from volunteer jobs that are needed in paid employment
- list the benefits of volunteering

Activities to Achieve Objectives

Suggested activities (*see Chapter IV*):

- read and discuss **Volunteer Needed!**—page 26
- read **“Volunteers Say Goodbye”**—page 27
- read and discuss **How Do Volunteers Feel?**—page 28
- discuss **Volunteer Recognition**—page 31
- complete **Skills Match-Up**—page 33
- discuss **Benefits Of Volunteering**—page 34

PROCEDURES AND REQUIREMENTS OF VOLUNTEERING

Learning Objectives

The student will be able to

- distinguish between appropriate and inappropriate behavior on the job
- distinguish between appropriate and inappropriate dress on the job
- describe the importance of punctuality and attendance
- identify agencies that place and use volunteers
- list specific duties of different volunteer jobs
- identify skills and interests
- fill out a sample application
- role play a job interview
- role play interactions between supervisor and volunteer

Activities to Achieve Objectives

Suggested Activities (*see Chapter IV*):

- discuss **Volunteer Checklist**—page 21
- compare **Volunteer Sketches**—page 35
- review **Heather’s Story**—page 36
- present **Volunteer Guidelines** from an established agency—page 37
- review **Volunteer Job Description**—page 41
- complete **Things I Do Well**—page 42
- explain and complete **Sample Volunteer Application Forms**—page 43
- follow **Role Playing** guidelines—page 44

RELATING THE VOLUNTEER EXPERIENCE TO INDEPENDENCE

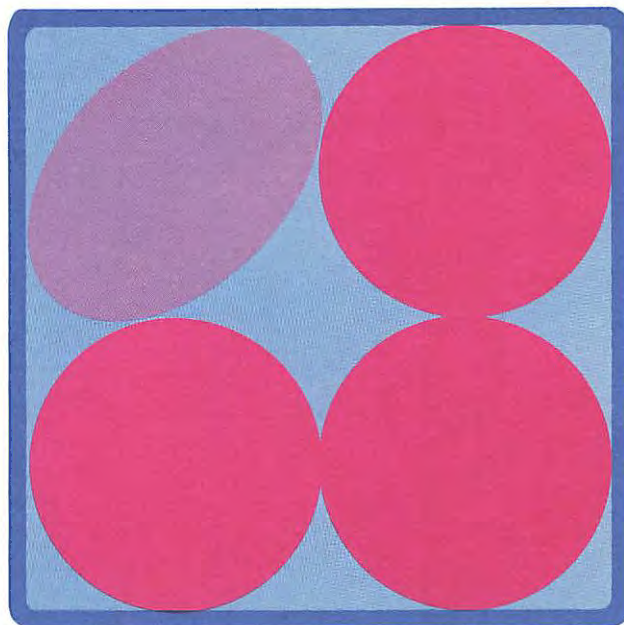
Learning Objectives

- The student will be able to
- write a journal or report evaluating his or her volunteer experience
- describe positive and negative experiences of the volunteer job
- describe problems encountered and possible solutions
- list skills used in the volunteer job
- list paying jobs that incorporate all or some of the skills used in the volunteer job
- write a resume or complete an application including the volunteer experience
- discuss career/vocational goals
- identify life skills used in the volunteer experience

Activities to Achieve Objectives

- Suggested activities (see Chapter IV):
- complete **Self Evaluation Form I or II**—page 46
- fill in and discuss **Volunteer Experience Chart**—page 48
- read “**An Employer Looks at Volunteer Work Experience**”—page 49
- complete **List of Volunteer and Work Experiences**—page 50
- review **Guidelines for Writing a Resume**—page 51
- review **Sample Resume**—page 55
- complete **Sample Application**—page 56
- complete **Success Experience Recall Record**—page 57
- discuss **What Kind of a Job Do I Want and Why**—page 58
- complete and discuss **Life Skills Checklist**—page 59

Chapter IV



Activity

Materials

Activities Chart

Think about the activities we have talked about in class. List these activities in the correct column.				
NOT VOLUNTEERING			VOLUNTEERING	
Paid Jobs	Mandatory Activities	Recreation Activities	Volunteering In School	Volunteering Outside of School

Circle the word YES if the activity is volunteering. Circle the word NO if the activity is not volunteering.	
1. Working as a candy striper in a local hospital	YES NO
2. Cleaning up your room on Saturday morning	YES NO
3. Babysitting for \$1.00 per hour	YES NO
4. Parents raising money for new band uniforms for the school	YES NO
5. Reading to older people in a retirement home	YES NO
6. Going for a long walk in the woods	YES NO
7. Singing in the church choir	YES NO
8. Doing your math homework	YES NO
9. Boy scouts collecting newspapers for recycling	YES NO
10. Doing office work for a community group	YES NO

Volunteer Checklist

Date _____

Volunteer _____

He/she accepts responsibility for

- a. dress
- b. behavior
- c. arriving on time
- d. completing a task in a reasonable amount of time
- e. quality of work

poor	good	excellent

He/she

- a. does the work willingly
- b. enjoys the work
- c. gets along with others
- d. shows extra effort

yes	no

Comments: _____

Reasons People Volunteer

I like working
with people.

My parents
thought it was
a good idea.

I'm learning all
about hospitals!

I enjoy helping
others.

I want to learn
about
different jobs.

It might help me
get a paid job.

I want to make
new friends.

My family is very
proud of me!

What It's All About

by Ivan H. Scheier, Ph.D.

There is probably more work done for free than for money in this country, and there always has been.

Think about it. Did anybody ever ask you for directions on the street? Chances are, if you knew the directions you did your best to help that person. Did you expect to be paid for providing directions? Probably not.

Have you ever helped friends with schoolwork, fixing a car, introducing them to somebody they wanted to meet, or anything like that? How much did you charge them? All of us are volunteers in some sense, sometimes. Nobody can force us to do these things, but we do them anyway.

Volunteering has been going on a long time in our country. All of us have volunteering as part of our roots. In pioneer days when the roads got muddy in the spring, people didn't call the highway department to do something about it. There wasn't any highway department in those days. So all the neighbors got out with picks and shovels, and they fixed the road themselves. They didn't get paid for it. They did it because it was needed and they wanted to do it.

Suppose a woman was about to have a baby in a lonely cabin miles from anywhere with no doctors or nurses anywhere around. The neighbor women helped her deliver her baby. They did it because they wanted to, because it was important, because they wanted to make the birth easier for the mother and child. No money changed hands.

America is "volunteer country." It always has been. It's funny that we have never talked about it much. Maybe it's because volunteering is so natural we just take it for granted, like the air we breathe. Perhaps that is the problem. We took clean air for granted too . . . until we woke up to find dirty air in many of our cities. We don't want to wake up and find volunteering polluted in the same way, one of these days. We think it's time the secret story of volunteering is finally told. We all need to hear it. You are the adults of the future, the workers and the leaders, the people who will either get things done or not. You will probably be volunteering anyway. All people volunteer in their own way, one time or another in their lifetimes. This course will help you to learn to volunteer the right way, and to understand it. You might as well get the best interest on your investment of time.

Some volunteers do get ripped off. They go into their volunteer job thinking they are going to have a chance to do something real and improve things. Instead, they find out too late, somebody in charge of things is wasting their time.

We don't want to waste people, or their time. That is what this course is all about: how to get involved doing something that makes sense to you and is really needed by somebody else; how to use your time and not waste it; and how to understand the difference.

You are part of a new national project in schools to do something about this. You won't be alone in this class or outside of it. Probably everybody in this country is a volunteer, in one sense or another. Many of us don't even realize it. But census figures show at least 84 million adult Americans do think of themselves as volunteers. If they linked hands and stood together, they would form a chain stretching clear around the borders of the United States, from Canada to Mexico, and from the Atlantic to the Pacific. They would reach around Hawaii and Alaska, too. More than that, the human chain of American volunteers might

stretch around the world at the Equator, with a few people to spare who really care enough to get involved. Some day, that chain will stretch to the moon. (You didn't think the astronauts were forced to go, did you?)

You will be a part of this human link-up. But we want you to do it with your eyes wide open. We want your ears to catch every sound, and your fingertips to be really in touch with volunteering.

That is what this course can do for you. It is a course in learning to live, learning to make a difference, and learning to feel good about yourself.

We are serious about it.

How about you?

WELCOME TO VOLUNTEER COUNTRY!

Definitions of Volunteering

"Volunteering is working to help others without getting paid."

"Volunteering is services without salary that you don't have to do."

"Volunteering is any work, intended to help, done of one's own free will, without primary or direct thought of financial gain."

Volunteers Needed!

Mrs. Smith lives in a home for senior citizens. She is very lonely and seldom has visitors. To make matters worse, she is losing her vision and can no longer read. Reading was one of her favorite pastimes.

The City Arboretum is a beautiful place, with many trees, flowers and shrubs to see. Many school groups visit here. Plants need a lot of care, and there are just not enough staff members to keep up with what has to be done.

The local hospital has decided to put together poison prevention kits for parents and teachers. They need some help to assemble these kits, and address and stamp envelopes.

The Children's Farm is a place where city kids can learn about animals and life on a farm. The animals need to be fed, groomed, and taken care of.

The Theatre For The Deaf puts on plays using sign language and dance, but someone has to help sell tickets, answer the phone and TTY, and usher during the performance.

The teachers at the pre-school just don't have enough time to give the small children the individual attention they need.

A local food co-op buys food for distribution to low income families. It is cheaper to buy food in bulk, but that means it has to be packaged, weighed, and stocked on shelves.

The public broadcasting station is having its yearly fundraising drive. People from all over the city call in with their pledges, and help is needed to answer the phones and TTYs.

Meals on Wheels prepares hot meals for shut-ins. Assistance is needed to deliver these meals.

Schools need help with many things—cleaning the building, preparing food and assisting with clerical work are just a few examples.

The Red Cross has a blood donor drive several times a year. Help is needed to prepare information packets and assist the donors.

The Library is a very busy place. With many books in circulation, things can really pile up without a lot of help.

The Volunteer Action Center depends on volunteers to keep it going. Labeling, filing, typing, collating and duplicating are some of the jobs people help with.

Volunteers Say Goodbye

by Erma Bombeck

"I had a dream the other night that every volunteer in this country, disillusioned with the lack of compassion, had set sail for another country.

As I stood smiling on the pier, I shouted, 'Good-bye, creamed chicken. Good-bye, phone committees. So long, Disease-of-the-Month. No more saving old egg cartons. No more getting out the vote. Au revoir, playground duty, bake sales and three-hour meetings.'

As the boat got smaller and they could no longer hear my shouts, I reflected, 'Serves them right. A bunch of yes people. All they had to do was to put their tongue firmly against the roof of their mouth and make an O sound. Nnnnnnnnnnooooo. Nnnnnnnnnnnnoooooooo. Nnoo. No! No! It would certainly have spared them a lot of grief. Oh well, who needs them!!'

The hospital was quiet as I passed it. Rooms were void of books, flowers and voices. The children's wing held no clowns . . . no laughter. The reception desk was vacant.

The Home for the Aged was like a tomb. The blind listened for a voice that never came. The infirm were imprisoned by wheels on a chair that never moved. Food grew cold on trays that would never reach the mouths of the hungry.

All the social agencies had closed their doors, unable to implement their programs of scouting, recreation, drug control, Big Sisters, Big Brothers, YW, YM, the retarded, the crippled, the lonely, and the abandoned.

The health agencies had a sign in the window, 'CURES FOR CANCER, MUSCULAR DYSTROPHY, BIRTH DEFECTS, MULTIPLE SCLEROSIS, EMPHYSEMA, SICKLE CELL ANEMIA, KIDNEY DISORDERS, HEART DISEASES, ETC., HAVE BEEN CANCELLED DUE TO LACK OF INTEREST.'

The schools were strangely quiet with no field trips, no volunteer aides on the playground or in the classrooms . . . as were the colleges where scholarships and financial support were no more.

The flowers on church altars withered and died. Children in day nurseries lifted their arms but there was no one to hold them in love. Alcoholics cried out in despair, but no one answered, and the poor had no recourse for health care or legal aid.

But the saddest part of the journey was the symphony hall which was dark and would remain that way. So were the museums that had been built and stocked by volunteers with the art treasures of our times.

I fought in my sleep to retain a glimpse of the ship of volunteers just one more time. It was to be my last glimpse of civilization . . . as we were meant to be."

How Do Volunteers Feel?

Cleaning Up a Neighborhood

Yesterday was the first day of a class volunteer project cleaning up the park on Miller Street. There were eight of us, and it was a pretty tough neighborhood. I'd only been through there once before in a car, and felt a little uncomfortable. It was good to have the other kids along.

At first the people in the neighborhood didn't seem to pay much attention to us. Then I noticed a few people peeking out of windows at us. It felt a little strange. After a while though a few younger kids drifted over and watched us. Towards the end, a couple of them pitched in to help. That really made us all feel good. After we left we remembered we hadn't asked where to find them next time, or if they wanted to meet us then, and be part of the team. That was a slip-up and it won't happen again.

At first, I was just plain disgusted and a little mad at these people for the junk they threw in the park. Then I noticed a car drive by fast and throw a couple of beer cans out the window. So maybe some of this junk is coming from outside the neighborhood, and the people who live here get pretty discouraged.

I also noticed some of our people weren't working as hard as others. I want to think about that some more for next time.

Volunteer In a Hospital

"Today I started out by giving patients fresh water and by changing their paper bags. My hands were shaking. I am so scared I will do something wrong and cause a heart attack or something. The patients seem so weak and helpless; some of them cannot even speak or move. What would happen if I tripped over an intravenous tube or spilled water all over them? One man was having heart problems. I left early because I had a headache. I notice that I become very flushed and nervous when I am with the patients. I guess that I am not used to the atmosphere yet.

Everyone at the hospital seems very cheery. It is as though they really belong there. I don't feel that way as yet. I am pretty much alone now. I sometimes get the sense that everybody knows exactly what they are doing and knows everyone else.

I can't help wondering what the patients are suffering from. Some of them enjoy talking about what is wrong with them but I don't think I should pry."

Volunteer With a Community Theater

(second week)

Well, lucky I believe in what these people are trying to do. I arrived for my fourth time volunteering yesterday and to start it off, they didn't even seem to remember who I was! Then, they didn't have anything ready for me to do. Finally, somebody got me some envelopes to address for them. I guess it was a mailing to raise money or something, but nobody told me anything about it.

Well, finally I got a little upset, stopped work, and started to *read* what they had enclosed in the envelopes. Then the one bright spot of the day happened. One person there noticed me, came over and started to talk. She knew I was interested and explained the purpose of the mailing, why they needed the money, and what they wanted to use it for. She even began to ask me a few things about myself.

I finally remembered to ask her name. It's Emily Robertson, but she won't be there the next time I'm due for volunteer work. But maybe we can get together for a sandwich sometime outside the place.

101 Ways to Give Recognition to Volunteers

by Vern Lake
Volunteer Services Consultant
Minnesota Department of Public Welfare

Continuously, but always inconclusively, the subject of recognition is discussed by directors and coordinators of volunteer programs. There is great agreement as to its importance but great diversity in its implementation.

Listed below are 101 possibilities gathered from hither and yon. The duplication at 1 and 101 is for emphasis. The blank at 102 is for the beginning of your own list.

I think it is important to remember that recognition is not so much something you do as it is something you are. It is a sensitivity to others as persons, not a strategy for discharging obligations.

- | | | |
|--|---|---|
| 1. Smile. | 19. Give informal teas. | 37. Send newsworthy information to the media. |
| 2. Put up a volunteer suggestion box. | 20. Keep challenging them. | 38. Have wine and cheese tasting parties. |
| 3. Treat to a soda. | 21. Send a Thanksgiving Day card to the volunteer's family. | 39. Ask client-patient to evaluate their work-service. |
| 4. Reimburse assignment-related expense. | 22. Provide a nursery. | 40. Say "Good Afternoon." |
| 5. Ask for a report. | 23. Say "Good Morning." | 41. Honor their preferences. |
| 6. Send a birthday card. | 24. Greet by name. | 42. Create pleasant surroundings. |
| 7. Arrange for discounts. | 25. Provide good pre-service training. | 43. Welcome to staff coffee breaks. |
| 8. Give service stripes. | 26. Help develop self-confidence. | 44. Enlist to train other volunteers. |
| 9. Maintain a coffee bar. | 27. Award plaques to sponsoring groups. | 45. Have a public reception. |
| 10. Plan annual ceremonial occasions. | 28. Take time to explain. | 46. Take time to talk. |
| 11. Invite to staff meeting. | 29. Be verbal. | 47. Defend against hostile or negative staff. |
| 12. Recognize personal needs and problems. | 30. Motivate agency VIP's to converse with them. | 48. Make good plans. |
| 13. Accommodate personal needs and problems. | 31. Hold rap sessions. | 49. Commend to supervisory staff. |
| 14. Be pleasant. | 32. Give additional responsibility. | 50. Send a valentine. |
| 15. Use in an emergency situation. | 33. Afford participation in team planning. | 51. Make thorough pre-arrangements. |
| 16. Provide a baby sitter. | 34. Respect sensitivities. | 52. Persuade "personnel" to equate volunteer experience with work experience. |
| 17. Post Honor Roll in reception area. | 35. Enable to grow on the job. | |
| 18. Respect their wishes. | 36. Enable to grow out of the job. | |

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- | | | |
|--|--|--|
| 53. Admit to partnership with paid staff. | 69. Plan staff and volunteer social events. | 85. Say "we missed you." |
| 54. Recommend to prospective employer. | 70. Be a <i>real</i> person. | 86. Praise the sponsoring group or club. |
| 55. Provide scholarships to volunteer conferences or workshops | 71. Rent billboard space for public laudation. | 87. Promote staff smiles. |
| 56. Offer advocacy roles. | 72. Accept their individuality. | 88. Facilitate personal maturation. |
| 57. Utilize as consultants. | 73. Provide opportunities for conferences and evaluation. | 89. Distinguish between groups and individuals in the group. |
| 58. Write them thank you notes. | 74. Identify age groups. | 90. Maintain safe working conditions. |
| 59. Invite participation in policy formulation. | 75. Maintain meaningful file. | 91. Adequately orientate. |
| 60. Surprise with coffee and cake. | 76. Send impromptu fun cards. | 92. Award special citations for extraordinary achievements. |
| 61. Celebrate outstanding projects and achievements. | 77. Plan occasional extravaganzas. | 93. Fully indoctrinate regarding the agency. |
| 62. Nominate for volunteer awards. | 78. Instigate client-planned surprises. | 94. Send Christmas cards. |
| 63. Have a "Presidents Day" for new presidents of sponsoring groups. | 79. Utilize purchased newspaper space. | 95. Be familiar with the details of assignments. |
| 64. Carefully match volunteer with job. | 80. Promote a "Volunteer-of-the-Month" program. | 96. Conduct community-wide cooperative, inter-agency recognition events. |
| 65. Praise them to their friends. | 81. Send letter of appreciation to employer. | 97. Plan a theater party. |
| 66. Provide substantive in-service training. | 82. Plan a "Recognition Edition" of the agency newsletter. | 98. Attend a sports event. |
| 67. Provide useful tools in good working condition. | 83. Color code name tags to indicate particular achievements (hours, years, unit, etc.). | 99. Have a picnic. |
| 68. Say "Good Night." | 84. Send commendatory letters to prominent public figures. | 100. Say "Thank You." |
| | | 101. Smile. |
| | | 102. |

Skills Match-Up

Draw a line to match up the volunteer skills with the corresponding paid job skills.

Volunteer skills

1. Getting to the volunteer job on time
2. Working well with others
3. Meeting deadlines
4. Maintaining records
5. Following instructions
6. Supervising others
7. Dressing appropriately
8. Estimating expenses
9. Coordinating group activities
10. Operating equipment

Paid job skills

1. Holding staff meetings
2. Adhering to personnel policies
3. Utilizing a computer
4. Using a time clock
5. Maintaining harmonious staff relations
6. Developing time lines
7. Filing monthly reports
8. Presenting a professional image
9. Preparing a budget
10. Delegating tasks

KEY

1. Getting to the volunteer job on time (4)
2. Working well with others (5)
3. Meeting deadlines (6)
4. Maintaining records (7)
5. Following instructions (2)
6. Supervising others (10)
7. Dressing appropriately (8)
8. Estimate expenses (9)
9. Coordinating group activities (1)
10. Operating equipment (3)

1. Holding staff meetings
2. Adhering to personnel policies
3. Utilizing a computer
4. Using a time clock
5. Maintaining harmonious staff relations
6. Developing time lines
7. Filing monthly reports
8. Presenting a professional image
9. Preparing a budget
10. Delegating tasks

Benefits of Volunteering



. . . makes your
city or town a
better place
to live. . .



. . . enables you
to pursue new
interests. . .



. . . makes you
feel good. . .



. . . gives you
work
experience. . .



. . . helps
others. . .



. . . helps you
develop new
skills. . .



. . . making new
friends and
meeting new
people. . .

Volunteer Sketches

Elaine and Susan were volunteering at the local hospital, filling water pitchers and helping patients with flowers and cards. Elaine was angry with Susan because she thought Susan wasn't working hard enough. They began to argue in the hallway by the nurse's station.

Some of the books in her cart were not clearly marked, so Gail did not know where in the library to put them. She looked for her supervisor to find out.

Jim volunteered in the high school cafeteria to learn more about food preparation and management. His supervisor had him washing tables instead. Jim was unhappy with this assignment, so he didn't clean very thoroughly and complained a lot.

Tonight was his mother's birthday, so Michael wanted to get home early to help fix a special dinner. With his supervisor's permission, he traded volunteer days with his friend Tony.

Tina showed up at her volunteer job with the Red Cross Bloodmobile in her cut-offs and tube top. It was hot, she thought.

To get some clerical experience, Karen volunteered in the office of a nonprofit agency. She was given some things to duplicate on the copier machine, but was afraid to tell her supervisor that she wasn't sure how to operate the machine. She pushed all of the buttons on the copier machine trying to get it to work.

The phones just kept ringing at the public radio station where Jill was volunteering. She thought for a minute about leaving the phone off the hook, but decided that would be irresponsible.

Jeffrey had a big math test coming up so he left his job early to study. He didn't tell anyone he was leaving because he didn't want to make them mad.

Some of Connie's friends always seemed to be gossiping and flirting on their volunteer job. Connie just tried to concentrate on getting her work done so she would get a good evaluation.

Janet was supposed to be grooming horses at the Riding Center, but she played with the kittens in the next stall instead.

Heather's Story

Heather volunteers in a school lunch room. She watches the children while they eat. Heather is scheduled to work on Tuesdays and Thursdays from 12:00 noon-1:00 p.m.

One Tuesday Heather missed her bus. She was not in the lunch room when the children arrived. The children were alone. Two children began to throw food. The teachers heard the noise. Heather's boss came into the lunch room. Where was Heather?

Finally, Heather arrived. Her boss was watching the children. He was angry.

Heather talked with her boss. Heather said that she missed the bus. She waited for the next bus. Her boss said that she must call the school if she was going to be late or could not come at all. Then the children would not be alone in the lunch room.

SAMPLE QUESTIONS

1. Who is the volunteer?
2. Where does Heather volunteer?
3. What is Heather's responsibility?
4. What days does Heather work?
5. What are Heather's work hours?
6. One day Heather was late. Why?
7. What happened in the lunch room?
8. Who watched the children?
9. How did Heather's boss feel?
10. What should Heather do if she will be late?
11. Heather did not call the school. Is this responsible behavior?

Responsibilities and Rights in Volunteering

Volunteering is a rewarding experience when all participants in the relationship have a mutual respect and desire to cooperate in meeting designated needs. To provide everyone concerned with a clearer view of their role, the following charts will help identify the responsibilities and rights of the volunteer, of the organization with which the volunteer is associated, and of the people whom the volunteer effort endeavors to assist.

VOLUNTEERS HAVE A . . .

Responsibility to:

- accept assignment of his choice with only as much responsibility as he can handle.
- respect confidences of recipients and assigning organizations.
- fulfill his commitment or notify designated person early enough that a substitute can be found.
- follow guidelines established by organization, codes of dress, decorum, etc.
- decline work not acceptable to him; not let his biases interfere with job performance; not proselytize or pressure recipient to accept his standards.
- use time wisely and not interfere with performance of others.
- continue only as long as he can be useful to client.
- refuse gifts or tips, except when recipient makes or offers something of nominal value as a way of saying "thank you."
- stipulate limitations: what out-of-pocket costs he can afford, when it is convenient to receive calls from organization or recipient.
- use reasonable judgement in making decisions when there appears to be no policy or policy not communicated to him—then, as soon as possible, consult with supervisor for future guidance.

Right to:

- be assigned a job that is worthwhile and challenging, with freedom to use existing skills or develop new ones.
- be trusted with confidential information that will help him carry out assignment.
- be kept informed through house organs, attendance at staff meetings, memoranda, etc., about what is going on in the organization.
- be provided orientation, training and supervision for the job he accepts; know why he is being asked to do a particular task.
- expect that his time will not be wasted by lack of planning, coordination and cooperation within organization.
- know whether his work is effective and how it can be improved; have a chance to increase understanding of self, others and the community.
- indicate when he does not want to receive telephone calls or when out-of-pocket costs are too great for him.
- be reimbursed for out-of-pocket costs, if it is the only way he can volunteer.
- declare allowable non-reimbursed out-of-pocket costs for federal (some state and local) income tax purposes if serving with a charitable organization.
- expect valid recommendation and encouragement from his supervisor so he can move to another job—paid or unpaid.

Responsibility to:

- provide feedback, suggestions and recommendations to supervisor and staff if these might increase the effectiveness of the program.
- be considerate, respect competencies and work as a member of a team with all staff and other volunteers.

Right to:

- be given appropriate recognition in form of awards, certificate of achievement, but even more important, recognition of his day-to-day contributions by other participants in the volunteering relationship.
- ask for a new assignment within organization or return to volunteer center when ready for reassignment.

THE ORGANIZATION AND ITS STAFF'S . . .

Responsibility to:

- use volunteers to extend services so more can be done within time and budget without displacing paid workers.
- assign a coordinator of volunteers to serve as liaison with volunteer center, volunteers and organization's staff.
- prepare *every* staff member to accept and respect the volunteer as a co-worker.
- define volunteer jobs that are meaningful to the volunteer and commensurate with his abilities and that will allow the organization to provide its clients with more personalized service and free the professional for a specialist role.
- be alert for assignment for volunteers with special needs; e.g., the homebound person or the recipient of service who sees volunteering as paying his way.
- give the prospective volunteer the same careful placement attention as a paid employee, assign him a supervisor.
- make it possible for a volunteer to serve on a trial or probationary basis for a specific period.
- outline realistically the time, skills and needs for carrying out proposed job; be sure not to undersell or oversell assignment to volunteer.

Right to:

- decline acceptance of a prospect as a volunteer if the person seems unsuitable for the assignment envisioned.
- know that the volunteer will not go beyond his competencies and authority; that the volunteer and recipient will report problem situations that they are unable to resolve.
- know that the volunteer will inform staff of necessary professional and/or specialist service needed by recipient.
- know that the volunteer will maintain confidentiality; that he will respect the recipient and treat him with dignity.
- expect the volunteer to ask for a change in assignment if it is not meeting his needs, is too demanding or he believes someone else could accomplish more for and with the recipient.
- expect the volunteer to maintain an open line of communication with staff so it can benefit from his views and experience.
- expect stimulation and information from volunteer and recipient to help maximize effectiveness and keep in touch with changing needs.

Responsibility to:

- provide orientation, training and refresher training to stimulate and increase volunteer's skills and to better meet the needs of the recipient.
- provide adequate, pleasant, work space and clear instructions; if possible, have a place for volunteers to meet and visit.
- let volunteer know where to hang his coat, park his car or locate public transportation.
- accept the volunteer as part of team, including him in training and staff meetings that pertain to his work and list him for interoffice and outgoing mailings.
- establish and communicate clearly defined lines of supervision so volunteer knows to whom he is responsible, who has priority on his time.
- try to have reserve assignments a volunteer can carry out if immediate supervisor is not available or assigned job must be delayed.
- accept and trust volunteer with same respect accorded paid staff, sharing confidential information if he can function better with this knowledge.
- help volunteer know why he is asked to do a particular task.
- let the volunteer know how he and the recipient is progressing—how he can function better.
- encourage volunteer to offer ways of work or new approaches that he thinks will improve the organization's services.
- help new volunteers, particularly those of limited income and education, to feel accepted by others.
- be willing to give up a volunteer if he/she is no longer performing a useful function or if an appropriate job is not currently open.

Right to:

- release a volunteer who is unacceptable or whose skills do not fill a need in the organization.

Responsibility to:

- encourage the volunteer ready for new experiences or the poorly placed volunteer to seek a new assignment within the organization or refer to volunteer center for reassignment; apprise center of information that will help it in reassigning volunteer.
- extend appropriate recognition and appreciation to volunteer.
- prepare recipient so that he/she will welcome and accept volunteer.

THE RECIPIENT'S . . .

Responsibility to:

- receive volunteer with same courtesy he/she extends to other persons coming to his/her home, office or institution.
- notify volunteer if he/she is not going to be available at agreed time.
- have confidence that volunteer has accepted assignment in good faith and is not an intruder.
- understand that many people are willing to give time without wanting money in return if they are doing something worthwhile.
- ask no more of the volunteer than is agreed upon between the volunteer and the assigning organization.
- refrain from giving money for service provided by volunteer—understand that any token of appreciation should be of nominal value.
- understand that the volunteer, because of other obligations, may reschedule his appointment or withdraw from the assignment.

Right to

- be prepared by the organization to accept volunteer.
- say what service or help he/she needs and wants.
- decline the services of a volunteer through channels outlined by assigning organization.
- be accepted by volunteer with a sense of dignity, self-respect and worth.
- expect the volunteer to keep appointments and promises.
- be assured that confidentiality and privacy will be respected.
- expect the volunteer will not pressure recipient into adopting the volunteer's beliefs, style of living or cultural patterns.
- expect that the volunteer will not overstep his/her competencies but will notify proper person or agency of special need.
- be helped to become self-reliant, to get essential services, training and encouragement to develop self-help capacities.

Reprinted from "Helping the Volunteer Get Started: The Role of the Volunteer Center," National Center for Voluntary Action*, 1972.

* In 1979, NCVA merged with the National Information Center on Volunteerism to form VOLUNTEER.

Volunteer Job Description

1. Agency/organization: VOLUNTEER
2. Address: 1111 N. 19th Street, Suite 500
3. City: Arlington City & Zip: Virginia 22209
4. Job location (if other than above): n/a
5. Number of students needed for this job: 10
6. Days wanted: T-Th Hours needed: from 10 to: 4
7. Name of person who will be supervising student(s): Sharee Morris
8. Tasks: help with Distribution Center—put together book orders, shipping labels
9. Special qualifications: need to identify duplicate mailing labels
10. General skills needed: ability to close and seal packages
11. Special skills desirable: ability to alphabetize
12. Is agency providing transportation? will pay costs of transportation
13. Learning, training and other benefits offered: will learn how to operate office equipment, customer service
experience and business experience

Application for this position should be made to:

Name: Sharee Morris Telephone: 276-0542

Address: 1111 N. 19th Street, Suite 500, Arlington, Virginia 22209

Things I Do Well

THINGS I DO WELL AT SCHOOL

THINGS MY FRIENDS TELL ME I'M GOOD AT

THINGS MY PARENTS SAY I DO WELL

THINGS I HAVE DONE WELL FOR OTHER PEOPLE

Student Volunteer Application

1. Name: _____
Last First Middle
2. Address: _____
3. City: _____ State & Zip Code: _____
4. Telephone: _____ Grade Level: _____
5. Age: _____
6. Name of parent or guardian: _____
7. List any particular interests or hobbies: _____

8. Do you have any special skills? (music, art, sports, secretarial skills, etc.) _____

9. Are you interested in a special type of volunteer activity?
Why? _____

10. How much time can you contribute each week? _____
Is there a preferred time? _____ When? _____
11. Have you ever been a volunteer before? _____
What did you do? _____

12. Can you provide your own transportation? _____

Role Playing

Purpose

To help students understand themselves and others; to teach interpersonal and group skills; and to enrich the study of persons of distant times and places.

Setting

The exercise can be used with any age group. The time limit can vary from a few minutes to an entire class period.

Procedure

Although many teachers are familiar with the potential value of role playing, they feel too uncomfortable in the director's role to make full use of it. For that reason, the procedure is presented here as a series of steps designed to help both teacher and class develop role-playing skills.

1. Teachers unfamiliar with role playing might begin by asking students to put themselves in the place of historic figures they are studying. When a teacher asks, for example, "What feeling do you think Columbus had at that moment when the queen finally agreed to support his venture?" he is introducing an essential component of role playing: identification with another person. When a class discusses a character's feelings, the subject becomes more real, and the students realize that they can use their own emotions as a guide to help them understand the feelings of others.

2. Asking students to take the parts of characters in a story or historical situation adds a second dimension of role playing.

- a. After choosing the situation and actors, give the actors a few minutes to adjust themselves to their roles.
- b. Begin the action.
- c. When you sense that the students have achieved a peak of involvement, stop the action and open discussion of the scene.
- d. First have the role players tell how they felt in their own roles and what they felt about the other players; then have the rest of the class join in to discuss their observations. Questions like, "From the way Joe acted, how do you think Abraham Lincoln felt in that situation?" and "How did Joe seem to feel when Mary reacted the way she did?" will highlight the emotional aspects of the interaction.

3. Developing characters within the context of social studies introduces a deeper level of participation by calling for a more personal contribution from the students than does recreating a specific historical or fictional character. For example, children learning about Eskimos might act out the scene in which the men of the village are returning from a successful hunt.

- a. Have the class develop the cast of characters (the Eskimo scene might include the leader, two or three followers, village women and children) and select the players. Then groups of two or three can help each actor develop his role.

-
- b. Set the scene and begin the action, which may continue until it reaches a natural close or until the actors seem to be losing steam. In other cases, the scene might be stopped when it has gone far enough to generate materials for a class discussion.
 - c. As in the previous case, discussion can begin by centering on how each player felt when cast in the role he played. Later, it can move to more general interchange about life for each kind of person in the village.
4. Improvise a scene in response to something that has happened in the classroom. Some examples are: a misunderstanding between two students or between student and teacher, the failure of a group to follow directions, or a classroom accident that might have been avoided.
- In this kind of situation, it is often useful to have the actual participants exchange roles and act out the situation following the procedure previously outlined. After a discussion of "what might have been done differently," the scene can be replayed by the same actors.
5. Let the class choose a problem it wishes to explore by role playing. It can then establish the situation and cast the characters in terms of its own inside—or—outside—the—classroom concerns. After the initial role playing situation has produced some insight into the problem, the participants replay the situation so that they can become more confident in managing the particular situation.

Form I: Self-Evaluation

1. For each item, rate yourself on a scale of 1 through 9. Justify your ratings by briefly describing *what you would see if you were observing yourself* in your volunteer assignment. Consider numbers 1 and 9 to represent extremes and 5 as average (circle one number):

1	2	3	4	5	6	7	8	9
Little interest in assigned tasks					Eager to complete assigned tasks			
Comments:								

1	2	3	4	5	6	7	8	9
Frequent laziness and/or tardiness					Use time efficiently			
Comments:								

1	2	3	4	5	6	7	8	9
Little communication beyond minimum required					Communicate openly and effectively			
Comments:								

1	2	3	4	5	6	7	8	9
Resist supervision, uncooperative, and unconcerned about others					Willingly accept super- vision, cooperative, and concerned for others			
Comments:								

1	2	3	4	5	6	7	8	9
Interested in just finishing the assignment or "putting in time"					Much concerned about quality of work			
Comments:								

1	2	3	4	5	6	7	8	9
Usually a follower					Frequently initiate leadership activities			
Comments:								

1	2	3	4	5	6	7	8	9
Do only what supervisor requires					Eager to learn skills and knowledge			
Comments:								

Form II: Self-Evaluation

1. What accomplishment are you the proudest of during your volunteer assignment?

2. What was your happiest moment in your assignment?

3. What was your saddest moment in your assignment?

4. What was your angriest moment in your assignment?

5. Identify three things you learned from your assignment
 - a.
 - b.
 - c.

6. Identify three ways that your assignment was important to others.
 - a.
 - b.
 - c.

7. What would you change about your assignment that would make the experience more valuable to you and/or others?

Volunteer Experience Chart

GOOD/POSITIVE EXPERIENCES	NEGATIVE/UNCOMFORTABLE EXPERIENCES	NOT SURE WHETHER EXPERIENCE WAS NEGATIVE OR POSITIVE

An Employer Looks at Volunteer Work Experience

by Bob Charles
McDonald's Franchise Owner

The employer is most concerned about a prospective employee's willingness to work. For those young people just entering the salaried job market, it is difficult to gain work experience. This is mainly due to labor laws which prevent most employers from hiring minors (in most states this means people who are under the age of 18). Labor laws aside, most employers prefer to hire a person with some proven work record. It is a paradox of sorts—how do I get job experience when the law says most businesses can't hire me?

It goes without saying that the volunteer worker is self-motivated: a particularly desirable trait to an employer. By volunteering, a person takes on responsibility. Frequently, this responsibility includes caring for others and often reflects an ability to get along with others easily.

As an employer of hundreds of people who have had no previous paid work experience, we value volunteer work experience in the job seeker. On the surface, it sometimes seems like we, as employers, place more value on volunteer work experience than the applicant does—because people often forget to list volunteer experience on their job applications. Applicants are passing up a valuable personal asset which will enhance their job hunting potential a great deal.

People will have their best success in the job market if their background reflects their previous experiences. Since all or nearly all of these experiences will not have been for pay, they will have to reflect volunteer work experiences. Job hunting will be more successful when your background reflects your initiative to work in nearly any area.

Employers are seeking people who will put in a good day's work for a fair day's pay: a person who gets to work on time all the time, will do what is asked when it is asked, is honest and can be trusted. Additional traits which are helpful in getting hired are reliability and personal initiative, a desire to learn more about the job, and an interest in why you do what you do and how you do it, as well.

One of the best ways to demonstrate your character to a prospective employer is to have had experience as a volunteer. You may have volunteered in areas such as recreation programs, social and welfare groups, hospitals and clinics (Candy Strippers), political activities, YWCA, schools, etc. All of these and many more offer you the opportunity to demonstrate personality traits and work skills.

Don't make the mistake of overlooking your volunteer experience when you apply for a job. It is an important oversight and one which could be the difference between being hired or being passed over.

Volunteer experience is your biggest asset when you enter the job market!

List of Volunteer and Work Experiences

VOLUNTEERING DONE IN SCHOOL

When	With Whom	Where	What You Did
------	-----------	-------	--------------

VOLUNTEERING DONE OUTSIDE OF SCHOOL

When	With Whom	Where	What You Did
------	-----------	-------	--------------

WORK FOR MONEY/PAID JOBS

When	With Whom	Where	What You Did
------	-----------	-------	--------------

Guidelines For Writing a Functional Resume

Before You Begin to Write Your Resume:

1. Write down your work history: include volunteer experience, and part-time and full-time paid employment; but don't forget special civic or school projects which you have led or participated in.
2. Write down important information about each of your jobs:
 - a. List your responsibilities.
 - b. List the skills you have acquired and utilized.
 - c. List your accomplishments and the effect they had on the direction or success of the project, organization, etc.

Now State Your Goal or Ambition:

1. What kind of a job are you looking for? In a single sentence, state generally or specifically your interest area.
2. Whatever your goal, you will want to keep it in mind constantly as you develop your resume. This will help you present yourself in a way which is consistent with your goal.
3. Usually, you will want to state your goal on the cover letter which will accompany your resume.

Developing a Format

Your most desirable qualifications should be presented first and most visibly in your functional resume. Thus, for high school students who have had limited experience in paid jobs, the best approach is to organize your experience by skills or functions, rather than in time blocks. It should include the following sections:

1. **Name, address, and telephone number.**
2. **Experience.** As you look over your experiences, you may find that they fall into groups. For example, you may have been an Assistant Leader for a Brownie (or Cub Scout) troop and also worked as a volunteer teacher aide in a day care center. You can, therefore, write a paragraph about your accomplishments in working with children. If you have been active in a civic or school organization, or have held a leadership position in such an organization, write a paragraph about each project you were responsible for. These guidelines are important:
 - a. Be brief and concise. Try to limit your entire resume to one or, at most, two pages.
 - b. Begin each sentence with an action word, describing what you did. (For example, Developed, Prepared, Supervised, Designed.) Try to avoid such phrases as "worked with," "helped organize," "was asked to." Be honest in the selection of verbs, for your accuracy may be checked.
 - c. Describe results produced. It is important for the resume to reflect changes made by your efforts or increases in responsibility over time as the result of your accomplishments. This is particularly important for those with extensive experience in the volunteer sector. Use statistics and numbers where possible. (For example, "increased the number of volunteers at the science museum from 5 to 25 in six months.")
 - d. In a resume, it is not necessary to state whether an experience was gained in a volunteer or paid job.

3. **Education.** As you plan your resume, it is important to list your strong assets first. If your education and academic record are not very strong, your education should be placed after your experience. You may wish to list special honors and leadership positions which have a bearing on the kind of job you seek.

4. **References.** You may wish to include job references in your resume. These are people who have supervised you or with whom you have worked as a volunteer or a paid employee. NOTE: do not include them unless you are sure they will speak highly of you when a prospective employer calls them.

5. **Dates.** In a functional resume, skills and quality of experience are stressed, rather than dates. For clarity, you may find it useful to have a heading entitled Work History where you simply list the organizations you have worked for, paid or unpaid, with the appropriate dates.

6. **Personal data.** Personal information should appear late in your resume, if at all, and should include only that information which will help you obtain your goal. In keeping your resume concise, it is important to avoid personal data which is not relevant. (For example, only list height and weight if it applies directly to the type of position you desire.)

7. **What to leave out.** It is *not* necessary to include:

- a. Controversial material, for example, that you were fired from a position.
- b. That you belong to an organization that has no bearing on your job, but that a prospective employer might find controversial.
- c. Names of people, unless they are famous.
- d. Details of employment more than ten years ago.
- e. Statements emphasizing age.
- f. Pay data or pay desired.
- g. Reasons for leaving jobs.
- h. Early history (for example, where you were born, family history, achievements as a child).

Physical Appearance of the Resume

The physical appearance of your resume is very important. It should be easy to read, and written in such a way that the most important aspects of your experience stand out. The paragraphs should be short, the margins wide, and there should be double spaces between paragraphs. You may want to capitalize topic areas such as EXPERIENCE, EDUCATION, WORK HISTORY; underline and/or center headings to stress certain information. Fill out the entire page using white areas to accent information. If you are not a good typist, ask a friend who is a good typist to prepare the copy. It is preferable to have the resume duplicated by photo-offset rather than Xeroxed or mimeographed. Use good quality paper, but do not use any fancy decoration that would detract from the resume. Do not include a picture as part of your resume.

Cover Letters

If you are mailing out a resume, a cover letter should always accompany it. This letter should be carefully adapted for each employer. In it you must show how you can best fill the desired position. This letter can state

your goals and how they can mesh with the employer's needs.

Additional pointers as you think about preparing cover letters:

1. Each letter should be typed individually.
2. Where possible, address each letter to a particular individual, giving name and title.
3. Begin the letter with a positive but not gimmicky sentence.
4. The letter should be brief—no more than one page.
5. The letter should be concise, factual, and explain why your experience and accomplishments should encourage the person to read the resume and interview you.

Brenda R. Lee is 20 years old. She has completed one year of a general course of studies at her local community college and wishes to obtain paid employment during the day while she studies for her L.P.N. at night.

The possibilities she is interested in include

- An aide in the physical therapy department of a local hospital.
- A teacher's assistant in a school for handicapped children.
- An aide in a nursing home.
- An aide in the pediatric ward at a local hospital.

Her volunteer activities include hospital work and running her church softball teams.

Brenda R. Lee
2113 Mason Circle
Springfield, Va. 11111

Telephone: (111) 555-1212

EXPERIENCE

Knowledge of
Hospital Procedure

Directed visitors and delivered patients to all parts of a hospital. Assisted hospital personnel with the feeding of and general services to patients.

Practice in Supervising
Physical Activity

Assisted Summer Program Recreation Director in organizing, leading and teaching physical activities. Assisted Supervisor in adapting planned activities to meet the abilities of 23 handicapped children. As Captain of church softball team, planned the schedule and organized practice.

EDUCATION

1971-1974

Carver High School
Raleigh, North Carolina

1974-1975

Jefferson High School
Springfield, Virginia

1975-1976

George Mason Community College
Springfield, Virginia

1977—

George Mason Community College
Springfield, Virginia
Evening Session
L.P.N. Program

WORK HISTORY

1976

Part-time check-out clerk
Safeway Stores, Springfield, Virginia

1975

Teacher's Aide, Summer Recreation Program
Department of Recreation and Parks
Springfield, Virginia

1974

Candy Striper
Memorial Hospital, Raleigh, North Carolina

USE AN OUTLINE FORM OF A RESUME. EXAMPLE:

NAME _____

ADDRESS _____

CITY/TOWN _____

STATE _____ ZIP CODE _____

VOLUNTEER EXPERIENCES (most recent first; include short description):

WORK EXPERIENCES (most recent first; include short description):

Summer of 1983-

EDUCATIONAL BACKGROUND (most recent first):

1983-

REFERENCES:

1.

2.

3.

Success Experience Recall Record*

LIST SUCCESSES

REWARD OR RECOGNITION

Elementary School/Junior High School

- 1.
- 2.
- 3.

High School

- 1.
- 2.
- 3.

Work Experience

- 1.
- 2.
- 3.

Family and Social

- 1.
- 2.
- 3.

Most Successful Experience

- 1.
- 2.
- 3.

One Success During the Past Week

Two Anticipated Successes in the Coming Semester

* Obtained from Frank Holmes, a teacher at Vicksburg High School in Kalamazoo, Michigan, with permission to reprint.

What Kind of Job Do I Want and Why?

PERSONAL NEEDS

1. Do I want to do service work? (helping people, waitressing, etc.)
2. Do I want to do physical work?
3. Do I want to do "head" work or office work?
4. Is it important that the job be satisfying or meaningful?
5. Is it important for me to enjoy my work?
6. Is it important to me what other people think of my work?

MOBILITY NEEDS

1. How long do I want a job for?
2. Do I want on the job training?
3. If training is available, will I accept less money?
4. Do I want the job to lead to something else?

SOCIAL NEEDS

1. Do I want to work with people or alone?
2. Do I want to work with people of my own age?
3. Do I want to work for a large company or a small company?

FINANCIAL NEEDS

1. How much money do I need? (approximately)
 - rent:
 - food:
 - clothes:
 - entertainment:
 - schooling:
2. Do I need a job where I can earn a lot of money to save or to pay off debts?

Life Skills Checklist

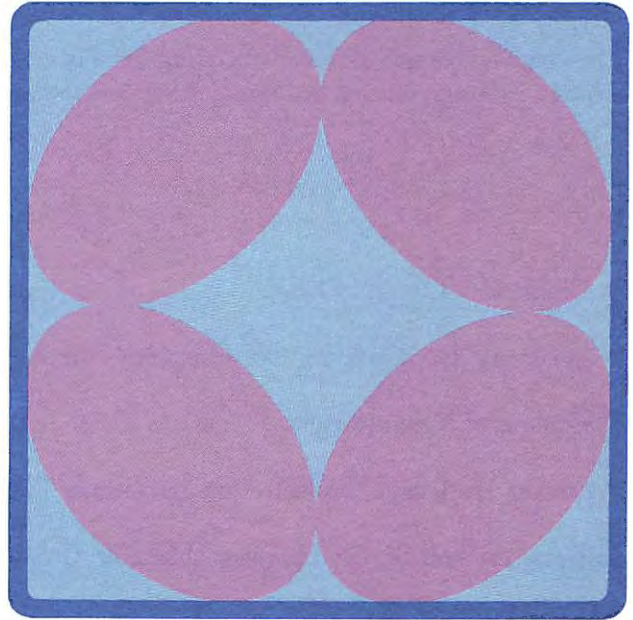
Place a check mark next to the life skills you used in your volunteer job.

Place an X mark next to those you need to work on.

- ___ 1. Calling in when necessary
- ___ 2. Learning to use new equipment
- ___ 3. Respecting other people's property
- ___ 4. Using breaks and free time wisely
- ___ 5. Completing tasks without a lot of reminders
- ___ 6. Concentrating on jobs even with distractions
- ___ 7. Obeying rules and regulations
- ___ 8. Changing things when my performance is criticized
- ___ 9. Figuring out exactly how long it takes me to get ready so I'm on time
- ___ 10. Asking for help when I need it
- ___ 11. Letting someone know when I'm finished with a task
- ___ 12. Doing what is asked of me without protesting or complaining
- ___ 13. Saying "I can" instead of "I can't"
- ___ 14. Correcting my mistakes
- ___ 15. Learning from my mistakes
- ___ 16. Cooperating to work as part of a team
- ___ 17. Knowing when others need help and when they don't
- ___ 18. Controlling myself when provoked by others
- ___ 19. Working with people without conflict
- ___ 20. Sharing work materials with others
- ___ 21. Sharing responsibilities with others
- ___ 22. Doing my job without distracting or disturbing others
- ___ 23. Completing work within a certain period of time
- ___ 24. Concentrating on my work longer than I thought I could
- ___ 25. Doing all of a job instead of just part of it
- ___ 26. Getting started on things right away instead of putting them off
- ___ 27. Accepting changes in routine
- ___ 28. Finishing something without stopping a lot
- ___ 29. Remembering to follow safety rules

-
- ___ 30. Working independently
 - ___ 31. Doing something for the first time without being afraid
 - ___ 32. Making notes to help me remember things
 - ___ 33. Arranging for transportation when I need it
 - ___ 34. Making new friends
 - ___ 35. Planning a schedule that allows me to fit everything in
 - ___ 36. Choosing the proper clothing
 - ___ 37. Remembering my umbrella, sweater, lunchbox, etc. without being reminded
 - ___ 38. Checking the weather forecast to know how to dress
 - ___ 39. Taking the right amount of money for my needs
 - ___ 40. Making suggestions to my supervisor
 - ___ 41. Using good telephone or TTY manners
 - ___ 42. Refraining from personal business on the job
 - ___ 43. Eating at the right time and place
 - ___ 44. Showing respect for others

Chapter V



Resources

This chapter contains the following background materials on volunteering and other information that should be helpful to you in planning or implementing your program:

	Page
A Profile of VOLUNTEER	63
Volunteering: Rediscovering Our Greatest Natural Resource	64
The Status of Volunteering	70
American Tradition of Volunteerism and Service Learning	74
Volunteerism and Service Learning: The 20th Century	81
What to Look for in a Volunteer Experience	87
Bibliography on Volunteer Management and on Working With the Physically Disabled	91
Film Festival	93
Organizational Resource Guide	96

Note: Full contact information for VOLUNTEER's demonstration project sites can be found in the front of this book.

A Profile of VOLUNTEER

VOLUNTEER: The National Center for Citizen Involvement is the only national organization that exists for the sole purpose of encouraging and strengthening the more effective involvement of all citizens in local problem-solving. VOLUNTEER was created in 1979 through the merger of the National Center for Voluntary Action and the National Information Center on Volunteerism. VOLUNTEER's purpose is accomplished through a wide range of programs and services that support the volunteer community, help to increase public and institutional awareness of volunteering, emphasize new constituencies and demonstrate innovative ways for citizens to volunteer. These programs and services included:

- *Voluntary Action Leadership*, the premier quarterly magazine for administrators of volunteer programs.
- "Volunteering" and "Exchange Networks," ongoing newsletters on advocacy, program activities, and technical assistance.
- The annual National Conference on Citizen Involvement.
- Exclusive workshops on effectively tapping corporate resources and on the future of volunteering.
- Networks linking VOLUNTEER Associates to successful volunteer efforts nationwide.
- Sponsorship of National Volunteer Week.
- Sponsorship of the President's Volunteer Action Awards.
- Advocacy about the importance of volunteering with the media, corporations, government, philanthropy.
- Monitoring relevant state and federal government actions.
- Sponsorship of a float in the 1984 Tournament of Roses parade, "A Salute to the Volunteer," and provision of information and technical assistance to the Tournament on volunteering and citizen involvement.
- Continuing services to those corporations seeking to encourage employee volunteering.
- A special project to explore the relationship between volunteering and unemployment.
- A special project to study the use of computers in nonprofit organizations.

VOLUNTEERING: Rediscovering Our Greatest Natural Resource

by Kerry Kenn Allen

(Mr. Allen is President of VOLUNTEER: the National Center for Citizen Involvement.)

- George Harvey is a 49-year-old black engineer from Brooklyn who for almost twenty years has sponsored a weekly book discussion group and a Saturday morning math class for neighborhood teens. Over 80% of those who participate in his groups go on to college. Harvey says of his work, "People turn people on every day—but usually to bad things . . . Why not turn somebody on to reading?"
- James Hunt, the governor of North Carolina, spends an hour a week tutoring at a Raleigh high school. Although recognizing the need for his constituents to pay their taxes, he says, "Money's no substitute for getting involved with your hands and heart."
- Until her death from a heart attack at age 54, Juanita Roop and her husband Henry served as foster parents for 108 teenagers—prostitutes, drug addicts, the battered, the victims of broken or alcoholic homes. After her funeral, her husband told a reporter for the Louisville Times, "She could never tolerate pain. It would tear her to pieces. Maybe that's why she tried to help other people. She didn't want them hurt."
- Barbara Orsini Surwilo was a leader in organizing citizens in New Britain, Connecticut, and neighboring communities to fight the planned construction of I-291, a piece of the interstate highway system that threatened the livability of their towns. An average of 30 hours a week in research and meetings for six years for Mrs. Surwilo and the work of her organization, "I-291 Why?," led to the decision to reroute the highway using existing roads.
- Henry Winkler is the Fonz on network television. But in real life he spends much of his free time working with young people who are handicapped, abused, or deserted, trying to help them feel good about themselves and their ability to cope with the world. "I'm having a wonderful and very full life," he explains. "You have to give back that energy or you'll explode."
- Pete Shields' son was shot to death by a handgun; Ken Nathanson's daughter was killed in an auto accident caused by a drunk driver. Each realized that there was something they could do about the things that had led to their children's deaths. Each gave up their chosen careers and dedicated themselves to their respective causes. For Shields, it led to the creation of The National Coalition to Ban Handguns; for Nathanson, to Citizens for Safe Drivers. Each of them is successfully mobilizing other citizens nationwide to help them.
- Carl Carlson, a blacksmith for thirty years at International Harvester in Chicago, helped to create the Chicago Area Committee for Occupational Safety and Health to bring together medical personnel, lawyers, and union activists around issues of worker safety. The biggest result of his work, he says, "is (to) educate the workers . . . The companies don't like to know, but we've gotten out information to each person in the different departments."

What do these people have in common? Each of them is a volunteer. Like millions of other Americans, they have chosen to give up some of their personal time and energy for the benefit of others and for the improvement of their communities. Like George Harvey, they work outside organizational structures, like Juanita and Henry Roop, they supplement the efforts of human service professionals. They are advocates for the powerless, like Henry Winkler, and for causes, like Carl Carlson.

They raise money, serve on boards of directors, create organizations to reach out and involve others who share their values and beliefs and, when they think it is appropriate, they push for action by local, state, or federal government. They work on behalf of individuals whom they've never met, for the social, work, or economic group of which they are a part, and for the communities in which they live.

WHO VOLUNTEERS?

Defined broadly, volunteering is any unpaid helping activity undertaken of one's own free will. It need not be done within an organizational structure, although much volunteering is. It can happen informally, when people help each other at work or in their neighborhoods. In this context, it is possible to say that everyone, at some time or another in his or her life, is a volunteer.

There have been two government studies which attempted to determine how many Americans regularly volunteer, one in 1965 and the other in 1974. Both focused on volunteering within the context of organizations and agencies. The latter study concluded that roughly a quarter of all Americans over age 14, or roughly 37 million people, volunteered regularly in the context of that definition.

The most recent study on the scope of volunteering was conducted in March 1981 by the Gallup Organization, Inc., in collaboration with several national voluntary organizations: The Independent Sector, VOLUNTEER, and United Way of America. It was done as part of a regular Gallup poll of 1,601 adults and a special sample of 152 young people, ages 14-17.

For the purpose of the survey, volunteering was defined as broadly as possible. Examples of volunteer

work included things that might be done outside an organization, informally, on one's own. This was done because of the recognition that volunteering includes much more than involvement in the direct delivery of human and social services. Volunteers also engage in advocacy around issues and for people who cannot speak for themselves, self-help activities, governance of voluntary organizations, and influencing government at all levels. To obtain an accurate picture of who volunteers, it is essential that this broad definition be used.

Because of this, it is important to note that the results of the Gallup survey are *not* comparable with either the 1965 or 1974 government studies or with any other surveys that have been done. The 1981 survey created a new baseline of data from which future comparisons can be made.

Here are some of the major conclusions of that study:

- 52% of American adults and 53% of teens indicated that they had volunteered in the 12 months preceding the survey.
- The areas in which the most people volunteer are religious activities (19%), health (12%), and education (12%). Almost a quarter of those surveyed indicated that they had volunteered informally, without organizational support, but only 5% indicated that they had volunteered *only* in this way.
- In the three months preceding the survey, 31% had averaged two hours a week or more; 9% had averaged over eight hours a week!
- All segments of the population volunteer. However, some groups are more likely to get involved. These include women, people under age 55, those with household incomes over \$20,000, people with more

formal education, people with children under age 18, those from larger households.

- Contrary to popular belief, both men and minorities volunteer roughly in proportion to their numbers in the total population.
- Employed people, particularly those employed part-time, are more likely to volunteer than those not employed.
- Most people first got involved because someone asked them to, through their participation in an organization or group, or because they had a family member or a friend in the activity or benefitting from the activity.
- Most people indicated that they got involved for "other-directed" reasons—they wanted to do something useful and to help others—or because they thought they would enjoy doing the work or felt needed. Most stayed involved for the same reasons.

There is a tremendous amount of good news in these results. It appears that the so-called "Me Decade" has not eroded the American tradition of volunteering. Indeed, by translating percentages into numbers, we can conclude that over 90 million Americans volunteered between March 1980 and March 1981, giving in excess 14 billion hours of service in that time. Even when computed only on a minimum wage, that means that volunteers contribute over \$50 billion in service every year!

While such estimates are necessarily approximations, they are an important part of understanding the integral part volunteer citizen involvement plays in American culture. As discussed below, there is a basic set of values which are inherent in volunteering. As people become more sensitive to those values and their implication for our national lifestyle, volunteering will play a more and more important role in determining the course of the country's future.

The Future of Volunteering

It is not enough to say that volunteering is an integral part of American life. Or that it is totally intertwined with our approach to democracy and individual liberty. Or that it is an essential approach to problem-solving. For, like any other aspect of our national life, volunteering changes in response to changing conditions and needs. As we have seen, the

voluntary organizations of today are playing different roles than they did in previous times. There is no guarantee that Americans will always be able and willing to volunteer nor that their involvement will be welcomed by those in authority.

Like the democracy it has helped give us, volunteering must be actively preserved and protected. It doesn't just happen. Volunteering grows out of the leadership of creative, committed people who are willing to share their time, talent, and energies with others. Its future will be shaped both by the work of those people and by the interaction of the volunteer community with the rest of society.

In 1980, VOLUNTEER and the Aid Association for Lutherans co-sponsored the national Forum on Volunteerism, the first organized effort to consider the future of volunteering. A critical part of the year-long process was the identification of those factors in society which are most likely to shape the nature and scope of volunteering in the 1980s. Scholarly research was combined with the new techniques of "futuring." The resulting data were analyzed by a panel of "distinguished Americans" drawn from the voluntary sector, business, government, and the media. Here, in capsule form, are some of their key conclusions about the future of volunteering:

The attitudes and values of the American people are the key determinant in whether or not people volunteer. It is critical that volunteer leaders strive always to articulate the values inherent in volunteering and to combat those values which lead people to totally self-directed behavior, isolation, and alienation.

Taken as a whole, they are symbolic of both the American "can do" approach to problem-solving and of our national spirit of caring for others. The inclination to involvement is an important characteristic of the American people, one that has won and guaranteed the liberties too often taken for granted in the 1980s.

FROM THE PILGRIMS TO THE 21ST CENTURY

Volunteer service is a tradition that pre-dates the founding of the United States. The first colonies were based on the concept of mutual assistance; that is, each individual's survival depended to a great extent

on the survival of the colony as a whole. As a firm foothold was made on the new continent, colonists were able to turn their attention to creating the institutions of their civilization: churches, schools, civic associations, and government. Each was the product of volunteer effort expended in the interest of the total community.

This same spirit helped settle the entire nation, as Daniel Boorstin wrote in *The Americans: The National Experience*: “. . . groups moving westward organized into communities in order to conquer the great distances, to help one another drag their wagons uphill or across streams, to protect one another from Indians, and for a hundred other purposes . . . they dared not wait for government to establish its machinery. If the services that elsewhere were performed by governments were to be performed at all, it would have to be by private initiative.” (Vintage Books, 1965, p. 65-66)

The theme of private sector initiative is being repeated today in the efforts of President Ronald Reagan to shift the burden for addressing domestic problems away from government to private citizens and their private institutions. A significant aspect of “Reaganomics” is that massive federal budget cuts will force communities to seek new approaches to providing basic services, helping those in need, and solving local problems. Already state, county, and local governments are showing an increased interest in the potential of volunteers, of voluntary organizations, and even of for-profit business to assume major new responsibilities.

But the America that is approaching the 21st century is far different from the still expanding one that Boorstin was describing. Contemporary problems are immense and complex. The nature of our society is such that many solutions we try cause new, even greater problems. We are challenged to solve the chronic problem of poverty, to make our schools and governments effective, to insure the safety of new technologies, to preserve our environment, and to protect ourselves from violence, both within our borders and internationally.

Moreover, in the lifetimes of the majority of our population, we have looked to government for the answers. This has not been an abrogation of our responsibilities as citizens. Indeed, most of our social

programs were created in direct response to the demands of people in need, just as much of the government intervention in the economy was either sought or easily accepted by business leaders. Because we have a government of, by, and for the people, it has been to government that we have most often turned in our efforts to insure equality and justice for all. It is both historically inaccurate and dangerously simplistic to accept the arguments of both radicals and reactionaries that government is our enemy to be subverted or dismantled.

As government assumed greater responsibilities, the role of voluntary organizations changed. Many in the health and welfare area have become virtual extensions of public agencies, heavily dependent on government for both funding and policy direction. Their volunteers act largely as supplements to paid human service professionals and the actions of their governing boards are often prescribed by government policies.

But a new group of voluntary organizations has emerged in the last two decades as the focal point for citizens' efforts to bring social change. Such organizations, both formal and ad hoc, are not new in our history. Their roots can be traced at least as far back as the great reform movements of the 19th century. Since World War II, they have led the way in the struggle for civil rights, in the peace movement of the late 1960s and in our new “-isms”: environmentalism, consumerism, feminism, etc. They have become the vehicles through which citizens band together to seek control over their own lives, to demand equitable treatment under the law, and to force institutions to act more responsively and responsibly. Such volunteer efforts, and the corresponding ones working in opposition, have created a new tension in society.

At the same time, people in need have begun to create organizations to help themselves as they help others. Harry Boyte, in his book *The Backyard Revolution*, pointed to one study that “estimated that . . . over 500,000 mutual aid groups of different kinds (have) come into existence, with total membership of more than 15 million.” (Temple University Press, 1980, p. 4) These included economic cooperatives, neighborhood associations, and self-help groups of victims of virtually every debilitating illness or human vice. Mutual assistance groups not only give

comfort but help focus energy on seeking positive solutions to common problems.

The notion of volunteering for community service has also spread to the workplace. In 1979, VOLUNTEER: The National Center for Citizen Involvement, could identify over 350 major corporations and 175 labor affiliates that in some way encouraged and assisted workers to volunteer. Today, there are at least twice that many, sponsoring a wide range of group projects, released time, and loaned personnel programs. Perhaps the greatest growth in organized volunteering has come in this arena, as business leaders have recognized that participation in fund-raising is not enough. As one way to fill public demands for social responsibility, companies must mobilize their human resources as well.

There also has grown up around volunteering in the last ten years, a whole array of organizations, management structures, scholars, trainees, and consultants. Combined with the millions of volunteers and volunteer leaders, this makes up the "volunteer community." It is still small and tied together by the most tenuous common interest in volunteering. But this community is increasingly a focal point for study, debate, and reflection on the proper role citizens, working individually and collectively, can have in addressing critical human and social problems. It is with this community that ultimately rests the answers to the questions raised by President Reagan about how we as a nation will deal with the future.

- Continued demands for empowerment—by citizens who feel alienated from institutions and from those traditionally thought of as powerless (minorities, the low-income, the handicapped, elders, etc.)—will create tension within voluntary organizations and will be a primary agenda for advocacy volunteers.
- The resistance of paid helping professionals to volunteers is likely to grow, particularly as budget cuts reduce economic and job security. Increased utilization of volunteers will not only threaten jobs but also the sense of professionalism. Tensions can be reduced in the short-term by in-service training, negotiations with organized labor, and limitations on volunteers' work. In the long run, there must be a basic reformulation of our thinking about how we deliver services, resulting in a melding of paid and unpaid human resources which give value to the uniqueness of each.

Changes in the role of government, particularly with regard to the funding of social programs, will have a direct impact on the need for volunteers. It is important that expectations about volunteers not outrun the reality. Citizens cannot avoid their responsibilities to pay taxes and make charitable contributions with the excuse that "volunteers will do it." Working closely with volunteer-involving organizations, government must undertake those policies and programs most likely to stimulate and strengthen citizen involvement both in the human services and in the public policy-making process.

- The effectiveness of the volunteer community itself is one of the critical factors for the future. Practical obstacles to volunteering—expense reimbursement, insurance coverage, staff resistance—must be removed. New recruitment techniques must reach out to those not now involved, with a particular emphasis on elders, the young, and those in need who can help themselves. There must be new opportunities for volunteers to gain skills and for those skills to be documented so, if appropriate, they can be transferred to a paid job. Voluntary organizations must learn to collaborate effectively, working together to achieve common goals and most effectively involving volunteers.

THE VALUES OF VOLUNTEERING

Volunteering is not a value-free activity. Because of the nature of helping, it can be given whatever ideological twist appeals to the observer. That is why direct service volunteering was once attacked by the National Organization of Women at the same time they were involving volunteers in advocacy work. Or why service volunteering appeals to political conservatives while social change volunteering appeals to liberals. Or why for some people in need of help, the preserve of volunteers reinforces their image as "clients"—that is, dependent, powerless people who are to be given charity rather than an opportunity for self-sufficiency.

The positive values of volunteering cut across all political, economic, religious, and ideological perspectives. Three of these values form the basis for a value system around which people can build their lives.

The first of these is caring. Simply put, volunteering is the way in which we say, "It's OK to care. There's nothing strange, uncool, or weird about it." More important, it is the way in which we translate our caring into positive, helping action. People who volunteer care about other people and their problems and want to do something to help them. They care about their community and want to make it a better place for everyone to live.

The second value is problem-solving. Despite the words of contemporary social critics, volunteers believe that problems do have solutions, particularly at the personal and local community level. Global solutions to global problems ultimately are the sum of such local solutions to parallel local problems. Volunteers have a positive belief in the possibility of such solutions.

The third value is empowerment. It is the most important of all because it says that the result of volunteering should be to increase the ability of all people to participate effectively in making those decisions which affect their own lives and the lives of their family, neighbors, and community. Self-sufficiency, not continued dependency, is the most desirable goal for volunteers to strive for. At the same time, it is recognized that with self-sufficiency comes the responsibility to act in the best interest of the community as a whole.

It is through values such as these that volunteering plays its most vital role in our society—as a humanizing force that insures our individual liberties and the safety of our democratic community.

The Status of Volunteering

What is volunteering?

Volunteering has been defined as giving one's time to help others for no monetary compensation. This work has traditionally been thought to occur in organizations such as schools, hospitals, churches, and social service agencies. Less formal volunteering occurs when individuals work outside an organization—for example, when a person regularly transports a disabled neighbor to the grocery store, a parent donates baked goods to a school bake sale, or a person joins a neighborhood clean-up crew.

According to a 1981 survey conducted by the Gallup Organization, approximately 84 million Americans (or 47% of the American population age 14 and over) volunteer in the typical categories of direct service, advocacy, and fundraising. Thus, 47% of the population volunteer in the more structured settings, while an additional 5% (or an overall total of 52%) volunteer only in less structured ways.

What kinds of people volunteer?

American volunteers can be described as follows:

Demographic Analysis of Type of Volunteer

	Volunteer	Not Volunteer	Total	Number of Interviews
	%	%	%	%
<i>Sex</i>				
Male	47	53	100	(808)
Female	56	44	100	(793)
<i>Age</i>				
14-17	53	47	100	(152)
18-24	54	46	100	(205)
25-44	59	41	100	(633)
45-54	55	45	100	(244)
55-64	45	55	100	(237)
65 and Older	37	63	100	(276)
<i>Race</i>				
White	54	46	100	(1,406)
Non-White	41	59	100	(195)
<i>Marital Status</i>				
Married	53	47	100	(1,081)
Single	58	42	100	(263)
Widowed/Divorced/Separated	42	58	100	(257)
<i>Employment Status</i>	%	%	%	%
Total Employed	57	43	100	(927)
Employed Full-Time	55	45	100	(753)
Employed Part-Time	65	35	100	(174)
Not Employed	45	55	100	(651)

<hr/>				
<i>Annual Household Income</i>				
Under \$4,000	40	60	100	(91)
\$4,000-\$6,999	36	64	100	(186)
\$7,000-\$9,999	35	65	100	(104)
\$10,000-\$14,999	46	54	100	(278)
\$15,000-\$19,999	53	47	100	(222)
\$20,000 and Over	63	37	100	(711)
\$40,000 and Over	62	38	100	(155)
<hr/>				
<i>Education</i>				
College	75	25	100	(284)
Some College	65	35	100	(363)
High School Graduate	54	46	100	(531)
Some High School	31	69	100	(243)
Grade School	26	74	100	(176)
<hr/>				
<i>Child Under 18 in House</i>				
Yes	57	43	100	(716)
No	48	52	100	(873)
<hr/>				
<i>Region</i>				
East	51	49	100	(448)
Midwest	54	46	100	(446)
South	48	52	100	(430)
West	57	43	100	(277)
<hr/>				
<i>City Size</i>				
Metropolitan	46	54	100	(483)
Suburb	55	45	100	(607)
Non-SMSA	55	45	100	(511)
<hr/>				
<i>Religion</i>				
Protestant	50	50	100	(927)
Catholic	52	48	100	(450)
Jewish	64	36	100	(36)
<hr/>				
<i>Household Size</i>				
One	41	59	100	(189)
Two	47	53	100	(485)
Three	55	45	100	(330)
Four and Over	59	41	100	(580)
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*All demographics except age are based on adult sample only.

At first glance, this demographic analysis of the volunteer population appears simply to reinforce the long-standing stereotypic image of the American volunteer. Even the Gallup survey concludes from its data that “those most likely to engage in volunteer work . . . are women, whites, people under the age of 55, upper income people, and suburban and rural residents . . .” Such general conclusions as these, however, are often misleading, as they tend to ignore facts which are both interesting and important.

While it is true that more women (56% of all adult women) than men (44% of all adult men) volunteer, but the difference is only one of 9%; similarly, although more whites (54%) than non-whites (41%) volunteer, the difference here is only 13%. Also, while the Gallup figures show that most volunteers are under the age of 55 (at least 50% of all groups from ages 14-54), they also reveal that many people over 55 volunteer (45% of the 55-64 age group, and 37% of those 65 and over). Furthermore, while many volunteers are upper-income people (62% of those individuals with annual incomes of at least \$40,000), many are not—and the figures for the lower income brackets are striking.

Clearly, the generalized conclusions stated above are true but incomplete. When analyzed closely, the demographic chart provides the following, refreshing answer to the question, “what kinds of people volunteer?”: all kinds of people. Indeed, the volunteer population contains a diverse set of people from all areas, ages, races, and income brackets.

Question: In what areas do people volunteer?

Religious settings	19%
Health-related areas	12%
Education	12%
Recreation	7%
Political settings	6%
Arts and cultural affairs	3%
Justice	1%

Question: How did volunteers first become involved?

How Learned About Volunteer Activity	All Adult Volunteers	All Teen Volunteers
	%	%
Asked by someone	44	53
Had a family member or a friend in the activity or benefiting from the activity	29	42
Through participation in an organization or group (including a religious group)	31	33
Saw an ad—radio, TV, or printed source	6	3
Sought out activity on my own	25	21
Other	3	2
Don't recall	4	0
Total	142*	154*

* Total exceeds 100 percent due to multiple responses.

Question: Why do volunteers stay involved?

	All Adult Volunteers	All Teen Volunteers
<i>Reasons</i>	<i>%</i>	<i>%</i>
Enjoy doing the volunteer work; feeling needed	28	34
Like doing something useful; helping others	49	61
Am getting job experience	6	21
Work helps child, relative, or friend	21	18
Religious concerns	20	16
Have a lot of free time	5	16
Am interested in the activity	35	39
Work helps keep taxes or other costs down	4	0
Other	1	2
Don't know	9	9
Total	178*	216*
Number of Interviews	(843)	(81)

*Total exceeds 100 percent due to multiple responses.

Question: What is the "GNP" of volunteer time in the United States?

Answer: In a special study based on the Gallup survey findings, the Independent Sector found that 84 million Americans had volunteered an estimated total of 8.4 million hours a year, contributing \$64.5 billion worth of services. That is, if these volunteers had been paid for their time at rates corresponding to the median incomes for their age, sex, and educational levels, the total payroll would have been \$64.5 billion.

Resources

Americans Volunteer, 1981, a survey conducted by the Gallup Organization, Inc., for Independent Sector, June, 1981. Copies of the survey can be ordered for a fee of \$15.00 from: Independent Sector, 1828 L Street, N.W., Washington, D.C. 20036.

Volunteering in America: A Status Report 1981-82, produced by VOLUNTEER: The National Center for Citizen Involvement, Winter 1982. Copies of this report may be ordered for a prepaid fee of \$3.00 from: Volunteer Readership, 1111 N. 19th St., Suite 500, Arlington, Virginia 22209.

American Traditions of Volunteerism and Service-Learning Colonial Days to 1900

by Susan J. Ellis

The research for this two-part article was drawn in part from a forthcoming history of volunteers in the United States, By the People, by Susan J. Ellis and Katherine H. Noyes. This part covers the period from colonial days until 1900.

The concept of “learning by doing” is as old as America itself. In the New World, young and old alike learned the skills necessary for survival, often by life long self-education. Any history of student volunteer and experiential learning programs must take into account the changes in lifestyles as America progressed, the overall development of our system of education, and the role of youth in each historical period.

From the first settlements and well into the nineteenth century, there were no public schools as we now know them. Most young people were educated through formal and informal apprenticeships. Only a handful of students could attend the private academies and then progress to the few colleges. Education on all levels struggled between the theoretical and the utilitarian. This tension between theory and practical application still has not been resolved, though during different periods one side or the other has gained or ebbed in popularity.

As long as the hardships of the frontier were immediate, children and young adults had to participate in the daily life of growing settlements. Young people understood exactly how they were expected to contribute. Since most youth knew from an early age what career they would enter or be apprenticed to, they were able to test their developing skills side-by-side with the adults already in those roles.

Literacy was valued, and early schools were formed for teaching the basics of education. Fre-

quently schools were supported by the parents of the students. Having a school was a sign that a settlement had become a community. The school building itself was important as a center of activity and a place to hold meetings, lectures, and concerts. The building often doubled as a quarantine hospital, chapel, or supply depot. Town councils and courts met in the school room. When the citizens gathered for such activities, young people were often involved as natural contributors.

As the frontier moved westward, life became less survival-oriented. The life-and-death dangers lessened, but with increasing population and industrialization came more choices for career paths for young Americans. Formal education was needed to prepare youth for the adult world and for a changing technology. Youth were no longer needed as participants in the well-being of an urban community.

Student volunteer and service-learning programs began to be formally developed only as youth began to be left out of community events. In many ways, modern student volunteerism is a rediscovery of the role that young people can and should play in life.

The priorities of colonial Americans were simple: first, survival and second, the gradual improvement of living conditions. Because they faced the same hardships, settlers found strength in cooperation and collaborative effort. Communities grew to rely on themselves because there was no other help around and all members of a community, young as well as old, pitched in to accomplish necessary work. In a country where everything needed doing, there were few specialists who could afford to pursue one field of interest. The average citizen was forced to learn a broad variety of skills which he or she contributed to the commu-

nity on a lifelong basis. Education, from the colonial era until well into the days of the Young Republic, was largely an informal but continual process for most Americans. Formal schooling was reserved for a select few.

Early colleges geared their curricula solely toward the training of ministers, teachers, and lawyers. All other careers and skills, even that of medicine, had to be learned through apprenticeships. The apprenticeship system allowed young people to benefit from the experience and knowledge of skilled persons and to learn by doing. Apprenticeships were also a way of providing for orphans and destitute children.

Although formal apprenticeships were designed for youths, adults continued to learn from one another throughout their lives. Even college students sought the opportunity to work side-by-side with those already practicing a profession. Often, as a way to earn the money necessary to attend university, future teachers would become tutors, future ministers would assist with Sabbath services, future lawyers would act as law clerks. The realities of daily life were rarely divorced from one's studies. As time went on, however, the colleges turned more and more to classical and theoretical studies. By the 1850's the concern for reintroducing practical subjects to the curriculum sparked heated debates among educators.

Primary and secondary schools were largely nonexistent until the nineteenth century, and the early ones were all private establishments. As towns developed, families joined together to build and staff schools, usually through the voluntary efforts and financing of the parents themselves. "Dame schools" were popular for teaching the basic literacy skills. There were also proprietary "English" schools that specialized in training future bookkeepers, surveyors, and navigators. The English schools emphasized utilitarian subjects, though some of their advocates, including Benjamin Franklin, favored adding the study of classical languages as preparation for college. The teaching of the classics was placed in the "Latin" or college preparatory division.

By 1821 an English high school in Boston demonstrated a way to offer useful secondary education to youth at public expense. Such public high schools faced the challenge of balancing theoretical studies with practical subjects. A "hands on" training move-

ment was popular from 1830 through 1850. Both private and public schools tried for a while to integrate farming or industrial work with regular academic subjects.

Because funds were limited, the favored method of teaching was the Lancastrian method, developed in London by Joseph Lancaster in the late 1770's and brought to America by 1800. Under the Lancastrian system, the teacher first taught a lesson to the older children who would, in turn, teach what they had just learned to the younger pupils. The system not only allowed students to help one another, but made it possible for large numbers of children to be enrolled in a school at little cost to the supporters. The Lancastrian movement flourished between 1800 and 1825. By 1820, 5,000 pupils were taught this way in Philadelphia alone.¹

In these schools a single teacher could teach several hundred students by using monitors, or older children . . . the teacher taught the monitors a lesson from a printed card, then the monitors, "youthful corporals of the teacher's regiment," took their rows of children to "stations" about the wall and proceeded to teach the other boys what they had just learned.²

The system was efficient but mechanical, and the Lancastrian schools declined by the 1830's; however, they did succeed in establishing education for the poor and in making use of students as resources for self-help.

Pursuit of education was not limited to the schoolroom. There was general interest in science during the first decades of the nineteenth century. The public was confident in the belief that any problem could be solved if tackled with basic information and common sense. Professional scientists were substantially aided in their work by amateurs enamored of "inquiry" and "observation." In 1812, such avocational scientists founded the Philadelphia Academy of Natural Sciences, and other followed suit in other cities:

These societies . . . were primarily organizations of amateurs interested in promoting research and preserving data. Through the efforts of resident and corresponding members they financed expeditions to collect specimens, established libraries and museums, sponsored courses of popular lectures, and published voluminous proceedings.³

College students were often involved in these volunteer undertakings and even younger people were permitted to help on special projects. These activities made the societies' members more aware of the natural world around them, and they succeeded in contributing valuable knowledge to a variety of scientific fields.

Children and young adults were considered participating members of the community through the seventeenth, eighteenth, and early nineteenth centuries. While the hardships of settlement provided daily exercises in survival, pioneer adults could hardly afford to overlook the resource of extra helping hands. From an early age, children were expected to take part in all sorts of community projects from barn raisings and quilting bees to cooperative wolf drives and ring hunts. Such participation by children was more than doing chores—it required the voluntary commitment of self to the good of the neighborhood. It also combined necessary work with learning and a degree of fun.

Temperance Crusade

As living conditions grew less rugged by the mid-1800's, the demands on children were reduced, and more time became available for classroom learning. Youth continued to be involved in the improvement of life, such as taking part in the growing Temperance crusade. A movement of widespread influence, the Temperance Unions organized hundreds of children's clubs, such as the 1842 Sons of Temperance. The number of youthful crusaders was so large that the effort became known as the "Cold Water Army."⁴

Mid-nineteenth century America saw the fermenting of issues that would soon divide North and South in bitter conflict. The most critical issue was Abolition. The Abolitionism crusade welcomed the leadership and participation of women and youth as well as of men. In the 1830's, anti-slavery lectures were developed for young audiences, and Garrison's newspaper, the *Liberator*, published articles with titles such as "Begin with the Children." In 1837, the *Liberator* printed "Petitions for Minors" for distribution by Abolitionist societies:

The Boston Juvenile Anti-Slavery Society has procured to be printed a large number of the following forms of petitions for minors. Members of that society

are now engaged in circulating them for signatures in this city, and we hope that measures will be taken to circulate them in every town and state. Abolitionists should aid and encourage their children in this good work. The petitions are designed for both boys and girls.⁵

Such petitions were signed in large numbers and sent to Congress. Abolitionists took a religious approach with the children, stressing antislavery volunteer work as a battle against evil and sin.

College Students and Abolition

College students, too, were drawn into the Abolition movement. In 1834, Lane Seminary held a series of debates on the slavery question that converted many students to the Cause. The students formed an anti-slavery society and developed a program to provide education to blacks; however, the Seminary trustees voted against these activities on the grounds that they were noneducational. In the end, forty students and some faculty resigned from Lane and transferred to Oberlin College. Oberlin, already unique as the first coeducational institution, gave in to student pressure and began to admit blacks. Thereafter, Oberlin students and faculty led the way for Abolition and educational reforms.⁶

The Civil War consumed the energies of all Americans, placing concern for education and other areas of social progress in the background for the duration of hostilities. Youth on both sides of the struggle were involved. The young men fought, and the young women saw to it that they did. Children too young to enlist supported the war effort in countless ways under the direction of their mothers or of their teachers.

Although the vast majority of citizens allied themselves with either the Federal or Confederate cause, there were pacifists and also those in the far west who felt divorced from the concerns of the struggle. In the cities, poor laborers who resented the outbreak of war protested the institution of a military draft. In July 1863, draft riots swept the cities for four days. The 1863 crises, however, had a sharp impact on the wealthier classes by highlighting the unrest and degrading living conditions of the urban poor. The draft riots were triggered by anti-black as well as anti-draft sentiments, and demonstrated that not all young men were willing to fight.

The Civil War involved almost every neighborhood in some sort of support effort. National mechanisms such as the United States Sanitary Commission and the United States Christian Commission coordinated the activities of many volunteers in the North; similar programs operated in the South. Both sides were concerned with raising money and supplies. The South was additionally concerned with insuring adequate food. Civilians tackled these problems with fundraising fairs and bazaars, innumerable collections of goods, and home industry production. Young women and children participated in these volunteer activities.

Local ladies' aid societies on both sides organized campaigns ranging from sewing uniforms and flags to collecting and sending onions and potatoes to the front. Often the schoolhouse was the headquarters for meetings and served as a warehouse for goods prior to shipment. Children aided in the collection efforts and sewing projects. They made bandages and sheets, and even produced ammunition. On July Fourth, many children pledged their firecracker money so that vegetables could be bought for the soldiers.⁷

Aiding the War Effort

In the South, young women aided the war effort with carefully planned "pouting" campaigns designed to force their gentlemen callers to enlist. Petticoats as a sign of cowardice were sent to young men who lagged behind in the rush to wear Confederate gray. The battle fervor even extended to the formation of several "companies" of young Southern women who declared themselves ready to fight if called upon. More practically, however, those women whose services were accepted acted as spies and smugglers, making use of their voluminous skirts to bring needed maps and information across enemy lines.

The greatest civilian effort on both sides, involving women, youth, and others not fit to fight, was providing medical care to the wounded. Because the war was fought in their backyards, citizens were pressed into service by the immediacy of the wounded on their doorsteps. Field hospitals were most often barns or school buildings, and the few military surgeons were almost completely dependent upon the local citizenry for supplies and nursing assistance. Everyone pitched

in to tend to the sick and wounded men.

A resident of Shepherdstown, Maryland, which served as a makeshift medical center for those wounded in Lee's Maryland invasion of September, 1862, recalled that "even children did their part."⁸

Often private homes served as convalescent centers. The civilian efforts were usually organized by the military doctors, as described in this account:

. . . I commandeered a large number of girls from a female college to fill the straw sacks I had prepared. I went personally from house to house and obtained assistance from the women in baking bread and preparing rye coffee and bacon for the expected wounded.⁹

Children could not help being involved in all these daily happenings.

The youth affected by the Civil War quickly matured into adult men and women. Age was no barrier to accepting the harsh realities of battle and hospital. The end of the war brought a halt to the killing, but North and South still faced the monumental task of rebuilding—physically, emotionally, and academically.

Reconstruction

One of the important new thrusts of the post-war efforts to rebuild was an active concern for education on all levels. Hundreds of Northern schoolteachers, sponsored by various churches and organizations, invaded the South to educate the freed slaves. For the first time, the semblance of an organized public education system could be seen.

During the second half of the nineteenth century, public high school enrollment far exceeded that of the private academies. At first, the public schools introduced popular modern science courses and offered practical vocational training. But as the enrollments at academies waned, the high schools increasingly assumed the academies' function of preparing students for college. This meant a return to emphasis on classical academic subjects. By the turn of the century, public high schools were controlled by national standard-setting committees which relied on educational philosophies little different from those of colonial days. Experiential learning took a back seat.¹⁰

Morrill Act of 1862

Congress made a crucial contribution to educational progress by passing the first Morrill Act in 1862. This Act not only provided public lands for the establishment of many new colleges, but it also required the integration of agriculture, mechanical arts, military science, and other practical subjects into the school curriculum. These "land-grant" colleges were further aided financially by the second Morrill Act of 1890. Despite the intentions of the practical colleges, the coursework often had little relation to real life, and teachers capable of relating theory to practice were rare. "A course that expounded on agricultural references in the Bible might be admirable in intent but do nothing to increase the crop yield."¹¹

In 1871, some concerned educators met in Chicago to examine new approaches to education and experiential learning. The conference determined that there was frequently little connection between the students' studies and the kinds of work assignments they received. One Pennsylvania college had its students picking up tons of stone. The Chicago conference considered the educational value of such labor to be dubious and one of their first decisions was not to sanction practical work by students. Generally, the prevalent attitude was that doing anything would suffice as learning. Students who had spent their lives on farms were assigned to work in the college's fields and kitchens—and the result, if any, was called an education.¹²

Blending Theory and Practice

But the 1871 Conference did examine other ways to blend theory and practical study. Science, especially, held many possibilities for testing book learning. University libraries grew in importance as more and more professors stressed supplementary and optional readings in special interest areas apart from the required curriculum. Laboratories became centers of learning in which students were free to uncover scientific properties for themselves. These scientific experiments offered learning in a way that lectures never could. Medical students began to perform autopsies. Engineering students surveyed the campus grounds. These assignments forced the young person to test what was learned in books by applying it outside the classroom.

The practical approach broadened over time. As early as 1876 the Johns Hopkins Medical School began to emphasize the practical application of medical knowledge. Students were required not only to perform autopsies, but also to observe the professor when he treated patients in the ward. This revolutionized medical education, and soon all medical students worked in the hospitals and accompanied physicians and surgeons on their rounds.¹³ In many ways, this "revolutionary" idea was a return to the colonial method of training doctors through apprenticeship.

With medicine in the lead, profession after profession began to institute field work as a required adjunct to the classroom curriculum. The movement grew as the twentieth century began. Soon such terminology as "practice teaching," "moot court," and "field work" became entrenched in educational jargon.

In the decades following the Civil War, there was an increased interest in foreign countries, economically and diplomatically. This was accompanied by an upsurge in travel by Americans; wealthy young people saw the "Grand Tour" as the finishing touch to their education. The effect of such travel was more far-reaching than mere personal learning:

American tourists, students, technicians, explorers, and humanitarians probably contributed more to the foreigner's image of the United States than did our diplomats. Contact with the outer world, in turn, changed American attitudes.¹⁴

Christian missionary movement increased its scope in the second half of the nineteenth century, sending people to many new countries, including Asia. After 1875 it was given additional vitality by the development of the Student Christian Movement (SCM). The SCM organized religiously-inclined students and arranged for them to do missionary work overseas and at home. Between 1875 and 1920, almost 10,000 Christian youth had given service through SCM.¹⁵

For younger people, organizations such as the YM and YWCA offered activities of a moral and educational nature. Often involvement in these groups was an outgrowth of church membership, and community service was integral to the concept. By the 1890's, the emphasis of the Y's and of the new more secular boys' and girls' clubs was on recreation. Though the young members were encouraged to help others, these

groups generally expected the public schools to lead students toward service while the Y's and clubs provided athletic and artistic outlets.

Woman's Clubs

For young women, the most important development of the period was the Woman's Club. Their extensive support of war related activities helped many women realize their ability to function outside the home. Technological improvements were making household duties less time-consuming. Membership in the Woman's Clubs became a popular way to spend newly-acquired leisure time.

A zealous pursuit of culture, rather than pleasure, was the primary goal of the woman's club, but the lectures, reading of members' papers, and discussions over the tea-table fell within that vague territory where the boundaries between instruction and recreation can hardly be defined.¹⁶

From the 1870's on, the Woman's Clubs grew in membership steadily and developed a national network. Soon the tea-table discussions broadened into forums for issues of national concern: women's suffrage, child labor laws, and consumerism. Since most young women did not have the option of pursuing higher education, the Woman's Clubs became training grounds for female civic leadership, resulting in influencing public opinion and legislation.

In rural areas, agricultural associations provided a mixture of business and social contact for farm families. Beginning in the 1860's with the Patrons of Husbandry, better known as the Grange, and continuing throughout the century with a succession of groups, these associations affected all rural communities. Granges sponsored lectures, concerts, dances and even libraries. Youth activities were emphasized, both for recreation and as training for farming careers. Contests of all sorts were held to encourage proper care of crops and livestock. Everything from growing corn to canning fruit was stressed. Farm youth tested and improved their skills through participation.

In the cities, industrialization and a growing population created many problems. In the 1890's, the general filth of cities was brought to public attention by the Children's Leagues, which were coordinated by the public schools. A visiting Frenchman observed:

Americans start frankly with the proposition that cleanliness is not to be expected from grown-up people in general, and they have hit upon the idea of utilizing the spirit of emulation among children, by putting them in the forefront of a crusade against dirt. In 1899 the number of children's leagues of this kind was 47, and in two years this number was doubled.¹⁷

The anti-dirt campaign brought the problems of the street into the classroom. Children were taught that physical and moral cleanliness went hand-in-hand. Students were expected to go home and participate in activities such as "cleaning days," and even to teach their elders how to use a broom.

By 1900, public education had progressed from early efforts in small communities to a national system designed to make universal education a reality. On the university level, students had options ranging from private, traditional schools to government-supported technical schools, but the debate over theoretical or practical subjects in educational curricula had not been resolved. It continued to remain an issue into the new century. Youth, once vital and necessary contributors to new settlements, now had less-defined roles and many more career choices. The schools on all levels had to find ways to allow students to discover the possibilities open to them, while participating productively in their communities. This challenge was met in a host of creative ways by the student volunteer movement and experiential learning programs after 1900.

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Volunteerism and Service-Learning: The 20th Century

by Susan Ellis

Education and volunteerism evolved together under the pressures of wars and economic changes.

In "American Traditions of Volunteerism and Service-Learning: Colonial Days to 1900," Winter 1978, the author showed that "learning by doing" was the nation's first educational philosophy. In the colonial period, the entire family had to work in order to survive, so classrooms were few and the apprenticeship system of career education was common.

After Independence, public education became important and one method of providing it to many at low cost was to have the older students teach the younger ones.

During the nineteenth century young volunteers took part (with their elders) in major movements, such as the campaign to abolish slavery, and in major events, such as the Civil War.

The Morrill Act of 1862 changed American education by establishing landgrant colleges which integrated practical subjects into the curriculum, but theory and practice did not begin to merge for another decade. Toward the end of the century the Student Christian Movement, women's clubs, the Grange, and Children's Leagues increased young people's involvement in community service.

In the twentieth century student volunteer and service-learning programs continued to evolve concurrently with education and the roles of young people in the society.

By 1900, young Americans played only second-

dary roles in their communities. Generally, they were expected to spend most of their days inside the schoolroom, emerging in their teen-age years to select one of a bewildering and ever increasing number of career options.

Only in time of war did adults see youth as a national resource, but the volunteer war work they willingly did on behalf of their country had little direct relevance to their classroom education. Up to the 1950's, high school students usually worked on projects assigned by their teachers and involving their peers. Only in the 1960's did students begin to seek ways to affect the community at large by working on assignments side by side with adults.

On the college level, the tension between academic and utilitarian subjects continued. Field work requirements for a variety of majors gave students the chance to apply their classroom learning. As the century moved on, experiential learning options increased in scope and purpose. But it was not until well after World War II that student volunteer opportunities became institutionalized parts of the educational system.

In the early 1900's the United States was swept by Progressivism with its active reexamination of all aspects of society. Education received particular attention, with high schools being built on the average of one a day and the minimum school-leaving age being raised in state after state.

Demand for a utilitarian secondary education increased as industrialization changed the nature of work. Because of resistance by the regular schools, educators developed the concept of special vocational schools as a parallel system. Agriculture and home economics were the core courses, with work projects

assigned in the home or on the farm. The Smith-Hughes Act of 1917 provided funding for this idea and entrenched it despite its problems. Therefore, as Milton J. Gold pointed out in *Working to Learn*, "The academic high school lost the opportunity it might have taken to vitalize its program with work activities; the vocational school became an arena for learning skills and subjects without depth or intellectual content, without stress on social and scientific meaning of work performed."

Not surprisingly, the offerings of the vocational school were seen as second-best to the "real" education available in the academic high school. Though the work projects in the vocational schools may have had little educational value in the beginning, the Smith-Hughes Act did fund teachers to supervise the work experience of the students. Such supervision ultimately improved the educational merit of the work projects by integrating them into the classroom curriculum.

In rural areas, one of the concerns was how to keep the young interested in farming as a career. Beginning in 1898 and continuing strongly throughout the early 1900's, rural youth were the targets of Junior Naturalist campaigns, nature study clubs, and contests of all sorts. Students were urged through the schools to do soil testing, plant identification, and other projects on their farms. Such practical assignments were then incorporated into the classroom.

From 1902 to 1910, many teachers and school administrators launched boys' and girls' agriculture clubs. Activities included planting gardens, growing corn, canning fruit, and related contests.

The many separate clubs and events, often led by adult volunteers, eventually became the organization known as 4-H, still active today. When the Smith-Lever Act of 1914 established the Cooperative Extension Service, 4-H Clubs received structure and funding through the U.S. Department of Agriculture and the state land-grant colleges.

Because of the influence of local tuberculosis associations, public schools across the country became involved in the Modern Health Crusader program, an attempt—amazingly successful—to instill good hygiene and health habits. To accomplish this goal, an intricate scheme of feudal pageantry was designed in which the new recruit, or Page, was enlisted by his school-teacher, or Crusade Master, and agreed to

abide by a list of regulations under which he could hope to progress to Squire, Knight, Knight Banneret, and, if sufficiently sanitary, could achieve that highest of honors, a seat at the Round Table.¹

Students earned promotions by obeying long lists of hygiene rules, including taking 10 deep breaths a day, bathing twice a week, and getting up with a smile. The movement was active from 1910 to 1920, after which the schools automatically integrated the teaching of basic cleanliness.

On the college level, the move toward practicum requirements for professional education continued from the late 1800's. Medical schools took the lead with more and more structured internships, and other professions followed suit. Practice teaching became part of the education of future teachers; field experience was required of those studying social work.

The key to these and other service-learning requirements was supervision by professors. Such terms as practicum, field work, and moot court became an established part of academic life. Ironically, these "new" approaches to practical education were a rediscovery of the apprenticeship system by which colonial scholars learned their vocations.

Around 1906, an engineering professor at the University of Cincinnati began what became known as the Co-op Program. It met students' needs for both on-the-job experience and money to finance their education. Industrial establishments hired students under the Co-op plan, launching an innovative avenue to service-learning.

When World War I broke out, "doing your bit" became a slogan for the organizers of innumerable war support activities, many involving youth. Elementary and high schools sponsored scrap drives, food conservation projects, and aid to soldiers' families. Because of the shortage of men at home, many schools gave academic credit to teen-age boys, among them Charles Lindbergh, who agreed to work in the factories or do full-time farm work.

While the war disrupted the education of most college students and preoccupied the days of younger students, it did provide the opportunity for youth to play a welcomed part in the life of the community.

After World War I, the country experienced a certain euphoria. In the Roaring Twenties even edu-

cational activities tended to emphasize the superficial. Concerned educators felt compelled to inaugurate programs such as the National Honor Society to reward academic achievement as a balance to the stress put on athletic excellence.

One serious and important development in this period was accident prevention education. The numerous new gadgets in the home and factory created previously unknown hazards. The National Safety Council, its members being volunteers, coordinated a major safety awareness effort in the schools. Student Safety Committees were formed everywhere. Students were urged to study safety hazards and to assist in preventing accidents.

In 1922 an official of the National Safety Council summed up the emphasis of safety education this way, "Unless we perceive it to be a problem for the education of life itself, a training in citizenship in its broader sense, for a better participation in a democratic form of government, we have missed the fundamental character of this new type of education."²

In the late 1920's Junior Leagues were formed to enable "society" girls to learn their civic and social responsibilities. The young women developed leadership skills and soon molded the Junior League into an active national network of community charity workers.

The Great Depression abruptly ended the Roaring Twenties. Quickly, formal education became a luxury few could afford and life itself again became the best teacher. Public education and recreation alike focused on developing a sense of community responsibility in children—a response to the sudden awareness of adult Americans to social problems.

The early 1930's saw the rise of a remarkable variety of youth organizations channeling young people into community involvement. The government led the way with its Civilian Conservation Corps program, putting thousands of unemployed youth to work on civic and forestry projects.

The American Friends Service Committee organized work camps which continued even after World War II as work weekends. Groups such as the Catholic Youth Organization, which developed in Chicago, provided constructive outlets for urban youth.

Farmers Alliances found projects for rural youth.

On college campuses, fraternities began to seek out civic projects. The Kiwanis Clubs and other business associations supported such collegiate service groups as forms of leadership training.

The problems of financing higher education were ever present in this decade. In 1935, the federal government established the National Youth Administration (N.Y.A.) Student Work Program, the first federal financial assistance program to aid high school and college students directly. Each educational institution administered its own program, so great variations in application occurred. N.Y.A. guidelines stressed, however, that the work experience should relate to the student's major field of study and supplement regular school work. Because many educators still felt ambivalent about the academic value of work, job assignments tended toward the two extremes of highly research oriented or highly menial in nature.

Between 1935 and 1943, more than 600,000 students participated in the N.Y.A. program, financing their education while gaining work experience. They focused attention on the educational value of work experience and consequently the government program paved the way for innovation and experimentation in career-oriented work-study programs around the country.

The 1930's witnessed a rash of experimental education programs, notable John Dewey's Laboratory School in Chicago and the emphasis on learning by doing.

During the 1930's and 1940's, some juvenile courts, disturbed by the rise in juvenile crimes, looked for ways to involve youth themselves in combating delinquency. Among the techniques in vogue were juvenile juries and even units of boy sheriffs.

The outbreak of World War II again evoked a tremendous outpouring of civilian volunteer war work.

Children played a vital role in such things as buying bonds, saving tin cans, collecting old newspapers and hunting up scrap metal.

Aircraft spotting was encouraged by the federal government and more than half a million volunteers eventually registered in the Civilian Air Warning System. To help spotters, high school students con-

structed millions of model airplanes. A mania for first aid and civil defense classes was evident all over the country.

Two of the most important civilian efforts, both involving youth heavily, were scrap drives and Victory Gardens. Everything from tin foil to toothpaste tubes was collected to make up for shortages. When President Franklin D. Roosevelt made a special plea for donations of critically-needed rubber and announced that the rubber floor mats from the White House cars had been sacrificed, Boy Scouts gathered at service stations to ask motorists to surrender theirs.³

Young people were so enthusiastic about such activities that, to channel their work, a High School Victory Corps was created in the summer of 1942. Under the direction of the schools, and for academic credit, they prepared for war work or the services. Actually, most of their time went to parades, scrap drives, bond sales, and calisthenics.⁴

As the war wore on, volunteer activities became more meaningful, as in food production through Victory Gardens in towns and "An Acre for a Soldier" in rural areas. Young people assisted adults in hospitals, day-care centers, servicemen's canteens, and an incredible variety of war-supported projects.

When the war ended, students looked for new community projects. Conservation of natural resources was becoming a national issue, and students joined in the struggle to create and protect parks and forests. Summer camps, such as the 1947 Conservation Camp for New Hampshire Young Leaders, trained students in forestry and preservation skills.

The concern for safety, especially for traffic safety, continued in this period. While the adults in thousands of communities formed Traffic Safety Councils, students were organized into the School Safety Patrol.

Many adults who had been out of school for several years sought advanced schooling. Public Law 346, or the G.I. Bill, gave an enormous number of veterans the opportunity to receive degrees they could not have afforded otherwise. Enrollment rocketed.

One resulting trend was for schools to grant some sort of academic credit for life experience. This generally began with business administration departments. Academic advisors were also pressed into ad-

justing course requirements according to individual students' special backgrounds. After all, if a student already spoke two or more languages, why insist on the language course requirement? Flexibility such as this was introduced in a variety of ways. By 1954, Brooklyn College had devised a system for granting life experience credits, and by 1957 the University of Oklahoma had created a B.A. degree earned without traditional credits.⁵

The N.Y.A. had been discontinued in 1943 when student employment was not a need. Though many campuses still had student work-study programs, they lacked the coordinated leadership provided by N.Y.A. The decentralized work programs were often relegated to individual financial aid officers who had neither the time nor the training to continue the career-related thrust integral to the N.Y.A. concept. The student work programs which did flourish in the 1950's were those supported by college administrators, and they focused on helping qualified high school graduates to pay tuition.⁶ Paid student employment programs drifted away from connection with academic studies.

In the 1950's, some subtle changes occurred in the field work experiences required of students. While previous practica had stressed observation of the problems that might be encountered while practicing the profession, now students were encouraged to study the normal conditions of life. For example, medical students were assigned to multi-generation families and told to handle or refer their health needs over a period of years. Other professions similarly found ways to train students to understand the real-life context of the various situations needing their professional attention.

Summer field trips, conducted tours, and structured terms abroad provided many young people with educational experiences designed more to broaden them as individuals than to provide specific on-the-job skills. Of course, for language majors or would-be archaeologists, such new opportunities were exceptional experiential learning.

In the two decades after World War II, student government was active on most campuses. Though this movement declined as students became disenchanted during the political unrest of the 1960's, self-government affected the quality of student life. Cam-

pus events were usually determined by the student councils, and often discipline was enforced by them as well. Many future leaders developed organizational and management skills.

Universities began to move away from wholly prescribed curricula. New structures had to be found to make higher education work with greater flexibility. Majors, Minors, electives, honor points, subject departments—all were developed in response to the need to meet individual educational requirements. Educators also attempted to quantify, in academic credit terms, the value of experiential learning. This was the period when rules such as two hours of laboratory work equals one hour of lecture came into being.⁷

The last two decades have seen far-reaching changes in education and in the ways students can blend community work with classroom learning. In some ways, more real innovations have occurred in this short time than in the entire history of American education up to this point. Most adults have only to examine their own formal education and compare it to what students have today to understand the magnitude of the differences. Remember the chairs bolted to the floor? Remember how the campus security officer warned against straying into the local neighborhood? School carefully protected students from the real world.

The 1960's and 1970's have witnessed social upheaval in many areas. Students—reacting to assassinations, a frustrating foreign war, the struggle for civil rights—became vocal and even violent in protesting the lack of relevance and imagination in course work. The road had already been prepared for experimentation with academic requirements; the students, however, vocalized the problem with immediacy and succeeded in speeding up progress.

Among the innovations of recent years is the expansion of field work assignments to major fields of study not usually considered pre-professional education. Today students in subjects as diverse as geography, business administration, physical education, and psychology can receive credit or at least support for finding community work relevant to their field. The common denominator is teacher supervision. In some cases, volunteer work substitutes for one aspect of classroom work, such as a research paper; in other

cases, the community assignment can be of such depth and duration that an entire semester's worth of credit is earned. The spectrum of field work covers every conceivable variation between these two extremes.

A parallel development of academic field work programs is the student volunteer program. In the last two decades, schools have found ways to channel student interest in community work through campus-based, organized volunteer projects. Often young people in any major can join in the activity, which can range from neighborhood improvement to tutoring children. The possibilities are limitless.

Recently some colleges have opened Volunteer Offices to assist individual students in finding satisfying volunteer work in the community. Concurrently, local agencies and organizations have begun to recognize the worth of student volunteers and have developed a range of service-learning assignments. Though a debate has formed over the differences—if any—between a student volunteer and a student doing field work, the fact remains that community directors of volunteers are increasingly prepared to welcome youth into their programs.

The diversity of programs can be sensed by browsing through *Synergist*, which itself represents a new development. Since the creation of the national Student Volunteer Program (NSVP) in 1969, NSVP has provided information and training to thousands of educators, students, and agencies seeking to improve the quality of student volunteer service-learning programs. In 1971, NSVP became part of ACTION, the umbrella agency which coordinates the federal government's volunteer service-learning programs. ACTION has initiated special student volunteer programs: the University Year for Action (UYA), an intensive one-year service-learning option for college students, and the Youth Challenge Program, a part-time volunteer program for young people from 14 to 21.

Work-study and cooperative education have continued to play important roles in financial aid. Today, one trend is to find work—whenever possible—suited to the students' interests.

The field also has expanded to include community colleges, junior highs, and even elementary schools. Students of all ages and backgrounds now have the

chance to learn by doing—and to help others while they learn.

Continuing education, growing explosively these last years, must find ways to integrate the extensive life experiences of its students into academic course work. This is the challenge whenever mature adults decide to return to school and especially when current programs invite senior citizens to become students again.

While it is difficult to maintain perspective on today's programs, they clearly are rooted in the tradition of the past and are proliferating at an awesome pace with modern and creative twists.

Service-learning and student volunteer programs give young people a chance to be involved meaningfully in the life of their communities. In a world where new careers are created almost monthly and old careers undergo constant change, service-learning must be geared toward generic skills and personal development. The goal has become to train young people to adapt to progress rather than to learn the specifics of a very focused problem. Application of knowledge in a variety of situations is stressed.

While there is confusion about terminology—experiential learning, field work, service-learning, practicum—the intent of all the programs clearly is to provide a link between the classroom and the outside world. Perhaps in the future service-learning programs will be such an integral part of education that they will need less formalization. Then we will have come full circle from colonial days by again seeing the constant partnership of life, learning, and community involvement.

The research for this two-part article was drawn in part from a forthcoming history of volunteers in the United States, By the People, by Susan J. Ellis and Katherine H. Noyes.

Footnotes

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What to Look for in a Volunteer Experience

by Tim Wernett

Volunteer experiences can be rewarding or frustrating, depending on how well prepared you are to meet the challenges they offer. Before you enter into a volunteer commitment, it is important for you to think through your own personal and academic goals for such an experience, the kinds of people you want to work with, the time commitment involved, and the expectations of the agency where you will work. Here are some suggestions to help you in selecting the most appropriate placement for you.

Step 1: Choosing the Right Program

Choosing the best volunteer experience for you is an important decision. The goal is to meet as many of your needs and interest as possible. This requires that you think about what you may want to consider as you select a volunteer experience are:

Academic and Vocational Interests—

Many students select a volunteer program to explore an academic major or a future career direction. You may want to choose a program that is directly or indirectly related to your present studies. You might choose a placement related to a subject that you plan to explore in the future, either professionally or in class. Instructors at your school often can help you relate your volunteer experience to your present or future education. You also may want to inquire about academic credit for your off-campus learning experience.

Type of Activity—Think about what you like to do in your free time. You may want to choose a program in which you will do things you enjoy, such as recreation, visiting or counseling, arts and crafts, or problem-solving. Your hobbies and leisure activities may help you to choose a program that is right for you.

People With Whom You Will Work—

Make sure that the people with whom you choose to

work are compatible with your interests and personality. Age may be a factor. Do you prefer working and being with children, adolescents, adults, or the elderly? Can you cope with a person who has a physical, mental, or emotional handicap? Cultural and racial factors are also important. Differences between you and the people with whom you work may cause problems, but they can also contribute to new learning experience.

Time Commitment—Look carefully at the amount of time that a volunteer program asks you to commit. Consider both the hours per week and the length of time (weeks, months). It is important that you be dependable and consistent in your volunteer service. It is better to begin with a limited commitment and increase it, rather than overcommitting yourself and later dropping out. Volunteering is voluntary before you sign up; after you sign up it is a commitment.

Experiences and Skills—You may have had experiences from which you have gained valuable knowledge and skills. These might include part-time jobs or past volunteer work. Consider these as you look at new volunteer opportunities.

Supervision—When you get involved in a new experience, do you generally enjoy close supervision? Or do you prefer to be independent and work on your own? Your own style and needs should match the program you choose.

New Learnings and Personal Growth—What would you like to learn from your volunteer experience? Are there certain skills, ideas, or attitudes that you want to acquire? Are you interested in future references and experiences for resumes? If these are important to you, you may want to choose a program that includes training or close contact with professional staff.

Service to Others—Volunteer opportunities differ both in the kind and the intensity of the human

needs to be met. How important to you is helping other people? Is it important that you be able to see significant progress? How much appreciation and positive feedback do you need to receive? How do you react to frustrating experiences? These factors are important in selecting a program that will be rewarding for both you and the people you serve.

You may want to think about these considerations as you choose a volunteer experience. There are two primary components of a good decision: awareness of your needs and interests, and accurate, complete information regarding available volunteer opportunities.

Step 2: Volunteer Job Information

You have the right to specific, accurate, and complete job information before you make any commitment. You should have:

Description of Agency—The agency or program in which you will work should be described. Agency goals, services, and clientele should be included, as well as organizational structure and your specific responsibilities. Other information, such as the agency's history and sources of funds, also may be presented.

Volunteer Job Description—The job description should include your specific responsibilities and duties. You should know the kind of people with whom you will work, whether one-to-one or a group, and whether your clients will remain the same or change frequently. The job description should include the specific times that the agency needs volunteers and where you will work. In addition, the job description should include information about:

- **Supervision**—The name of your supervisor, the kind of supervision you will receive, and how it is managed should be stated. For example, will you meet once a week with your supervisor?
- **Time commitment**—How many hours per week will you be expected to work? How many weeks or months will you be expected to serve?
- **Volunteer qualifications or preferences**—Requirements or preferences regarding volunteer traits, skills, or past training and education should be stated.
- **Transportation**—Where is the agency or program located? Who is responsible for your transportation? Is convenient public transportation available?

- **Agency policies**—You should receive additional information about policies directed to volunteer staff members, such as dress codes.

Step 3: Setting Personal Goals

Everything we do, we do for a reason. Often we do not stop to think about why we act as we do. Clarifying personal interests, needs, and goals is important for two reasons: you are more likely to get what you want if you know what your goals are, and clear goals and needs can help to identify and solve problems when they arise. Take a few minutes and write down some of the reasons why you are volunteering and why you have selected the program you have. This will help you to have a much more rewarding experience.

Write down three or four personal goals that you have for your volunteer experience. Be as specific as possible. The more specific you are, the more useful this exercise will be. One example might be, "I want to learn whether or not I enjoy teaching and working with children. I want to work at least four hours per week, both one-to-one and with groups of children."

Another example might be, "I want to learn two new skills for helping an adolescent to deal with personal problems. I shall accomplish this goal by counseling teenagers at a drop-in center three hours per week and attending one training program per month. I shall also read two books on adolescent psychology."

Step 4: Orientation and Making a Contract

Now that you have developed some goals, you are prepared to have a valuable learning experience. You have an idea of what you want and how to go about achieving it. You are ready to visit the agency and meet the people with whom you will work.

You have the right to some kind of orientation before you make the final commitment. This is an opportunity to clarify the job description, to understand what the agency expects of you, and to get a feel for what you will be doing. You may want to look around the area in which you will work, meet the staff and the people they serve. This is your opportunity to ask questions and clarify what the agency expects of you.

Orientation is the time to share your goals, your needs and your interests. You have the right to have your expectations acknowledged and respected. If the agency or program does not have a formal orientation, you may want to take a few minutes with your supervisor on the first day to exchange information.

After you and your supervisor have shared expectations, you are ready to make a contract. It does not need to be a formal, written agreement, but a good contract—the result of mutual understanding and agreement—is specific. It requires flexibility and compromise from both you and the agency staff member.

For example, suppose you and your prospective supervisor discuss your expectations and discover that they are not identical. Suppose that the teacher tells you that he needs a volunteer to help correct tests and to prepare visual materials for classroom presentation. You tell him that you are seeking a variety of experiences. You want to tutor on a one-to-one basis. You want a chance to work with a group of students, and you want to help him make a presentation to the class.

The compromise that you work out together constitutes the contract. In this example, the contract might state that the volunteer will spend two two-hour periods each week in the class, one in tutoring on a one-to-one basis. During the other, the volunteer is to work with groups and assist the teacher in preparing visual materials. The volunteer will help in making a presentation to the entire class at the end of the semester. The contract would also state that the volunteer will not correct tests.

Step 5: Committing Yourself

Volunteering is an adult commitment. You will be working with professionals who take their work seriously. You will be serving people with important needs. Volunteering is different from classroom learning. You may skip classes on a beautiful day, or you may put off a term paper after an evening of partying, but you are expected to meet all of your volunteer commitments.

Why is it so important for you to be consistent and dependable in your volunteer service? If you don't fulfill your commitment, here what is likely to happen:

- You will hurt and disappoint the people you are serving. Whether you are tutoring, counseling, or just being with a person who needs someone, those people trust you. Every time you miss your commitment, you become another disappointment in their lives.

- You will anger your supervisor and the agency staff. They are taking part of their time to work with you, and they expect you to be dependable. If you do not come regularly, they may not want you to work with them any longer. They may also reject future volunteer assistance, thus spoiling opportunities for others.

- You will cheat yourself. Serving others means going when you are tired, when you are under pressure, and when you do not want to go. You may find that your most valuable learning experiences occur when you really do not feel like doing your job.

To summarize, some reasons for missing your volunteer commitment might be:

- You just died.
- The place you work burned down.
- There was a death in your immediate family.
- Two feet of snow has paralyzed the city.

Some reasons for not missing your volunteer commitment might be:

- You have a test and term paper due tomorrow.
- It is a beautiful day outside.
- You are tired.
- You are frustrated with your volunteer work.

Step 6: Some Common Problems

Frustration—An inevitable by-product of working with people and their problems is a feeling of frustration. Many people deal with frustration by running away from the problems that cause it. They may eliminate the immediate frustration, but it is not a mature way to help people with problems. It also prevents you from learning from your experience.

To reduce frustration, you must first identify the source or cause of your frustration. Then you should discuss your feelings first with your agency supervisor and then with your campus volunteer program staff. They are there to help make your volunteer work a positive experience.

Unrealistic Expectations—Most of our ed-

education is isolated from real, concrete problems. This encourages us to think that problems are easily solved. You may expect too much change or perhaps you expect change in too short a period of time. Evaluate the assistance you have been giving. Perhaps the changes and progress of your client have been too subtle for you to observe. Perhaps the progress you wish to see requires a longer period of time. Your supervisor can help to make your expectations more realistic.

Inadequate Training—The problems you are experiencing may require skills that you have not yet learned. If there are skills which you need but do not have, discuss the possibility of training with your agency supervisor. Perhaps you can participate in an in-service training program for agency staff. You may also want to discuss the possibility of training and developing new skills with faculty at your college.

Incompatibility of Client—You and the person whom you are helping may have personality differences and conflicts that prevent you from helping. Conflicts and personality differences can be discussed with your supervisor and often resolved. It is important for you to understand why the client acts and feels the way he or she does, and this can be a valuable learning experience for you. You may want to try different approaches. If you feel that none of your approaches is getting results, you may want to consider working with another client.

Boredom and Disinterest—After you have worked awhile as a volunteer, you may begin to experience boredom and disinterest. If you choose not to run away from this problem, it is another opportunity for you to learn something important about yourself and about people. Again, the first step is to identify the source or cause of your boredom, the second step is to discuss your feelings with your agency supervisor and the third step is to discuss your feelings with your campus volunteer program staff.

Repetition—Perhaps you are doing the same things over and over again. This may be a result of restrictions placed upon you by the agency or your own lack of imagination. You may want to try out different activities or resources. If repetition is a problem, discover what other kinds of work you can do to help the agency and the people with whom you are working. Perhaps you can plan some new and different activities for the people you are helping. You may

want to try two or three new kinds of work.

Incompatibility of Interest—Perhaps you are not interested in the type of work that you are doing. Think about what you like and dislike about the job. You may want to return to Step 1, "Choosing the Right Program," and determine what other interests you have. After you have clarified your other interests, discuss with your supervisor the possibility of other kinds of work at the agency which might meet those interests. If you really need to change into another volunteer program, discuss this with your agency supervisor. Explaining why you need to change can help maintain good relations between student volunteers and the agency.

We make time for those things that are important to us, such as close friendships, classes, parties, or just having fun. We ask that you make a commitment to volunteering. If it ceases to be important to you, perhaps you are experiencing one of the problems mentioned above. We want to help you resolve these or any other problems.

You have made a commitment to other people. You'll find that if you work on the problems you encounter, rather than search for excuses to drop out, you will learn from your experience and it will be a valuable part of your education.

From *SYNERGIST*, Winter 1977, pp. 27-29, 38.
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- What is Cerebral Palsy?* New York, NY: United Cerebral Palsy Association.
- What to Do When You Meet a Deaf-Blind Person*, New York, NY: American Foundation for the Blind.

What To Do When You See A Blind Person, New York, NY: American Foundation for the Blind.

When You Meet a Blind Person, New York, NY: American Foundation for the Blind. (Poster).

Wilson, Marlene. *Effective Management of Volunteer Programs*. (Available through Volunteer Readership*)

* Volunteer Readership is a service of VOLUNTEER: The National Center for Citizen Involvement, 1111 N. 19th Street, Suite 500, Arlington, Virginia, 22209; (703) 276-0542.

Film Festival

In our search to provide you with new and different resources, we have discovered the following films. Some have been created especially for volunteer programs, while others focus on personnel management techniques in general. All the films, however, are potential training tools for volunteer groups, social service agencies, and other nonprofit organizations. Choose the film(s) you find most promising, and contact the people listed for the additional information on how to borrow or rent them.

The Next Volunteer 16mm color film, 27 minutes

This film, produced by the Independent Order of Foresters, encourages people to volunteer in the effort to prevent and to treat the effects of child abuse. Through a series of testimonials, interviews, and brief case studies, the film introduces and illustrates the problem of child abuse, emphasizing the invaluable role which volunteers can play in prevention and rehabilitation. Ed McMahon, of the Johnny Carson Show fame, narrates this moving and persuasive film, which focuses on one specific area for volunteers, but which could ostensibly be used for general recruitment of volunteers. For information on the availability of this film, and on other films produced by this same organization, please contact the following address:

Mr. John Sherman
Independent Order of Foresters
100 Border Avenue, Suite A
Solana Beach, CA 92075
(714) 755-5151

All the Special Children a short production available in all video formats

This is a new documentary film about handicapped children, their lives, their needs, and their tremendous potential which can be developed by an appropriate education and an informed, supportive community. Produced by the Junior League of Fresno, the film has already received much acclaim from educators, and is a finalist in the 1983 International Rehabilitation Film Festival in New York. It is very educational, and would enhance training, recruitment, and community awareness programs for volun-

tary service organizations. To purchase the film (\$125.00), or to rent it (\$7.50 plus a returnable deposit of \$25.00), contact the following:

Junior League of Fresno
66 West Shaw Ave., Suite 335
Fresno, CA 93704
(209) 224-0168

Volunteers in the Library 3/4" VCR film, 20 minutes

This film, produced as part of the ACCESS SERIES of films at Denver University, opens with three testimonials—given by a woman, a retired man, and a student—of people who have volunteered in community libraries. It outlines the five important steps for establishing a successful volunteer program (planning, developing job descriptions, matching volunteer expertise with volunteer jobs, training, recognizing), and provides excellent suggestions about involving youth and senior citizens in library volunteer programs. In addition to its good suggestions about training techniques, the film places essential emphasis on effective communication between volunteers and paid staff. For information about purchase or rental fees, contact the following:

<i>(to purchase)</i>	<i>(to rent)</i>
Bonnie Moul	John McMillan
DRI/SSRE	Media Service
	Center
University of	University of
Denver	Denver
P.O. Box 10127	Mary Reed
	Building
Denver, CO	Denver, CO
80120	80208
(303) 753-3382	(303) 753-3595

To Care: America's Voluntary Spirit 25 minute color film in two formats

The INDEPENDENT SECTOR has just released this new film produced by a grant from the Gannett Foundation. A sincere and inspiring tribute to the voluntary and philanthropic spirit in this country. To Care is designed to increase public awareness, appreciation, and support of that sector which plays a vital role in the growth of American society. This excellent new film was produced by Academy Award-winning Francis Thompson, Inc., and is appropriate for all ages, and would be particularly effective for recruitment and recognition programs. Educational materials to accompany the film will be available to all IS members, TV, schools, libraries, community groups, and for other public showings. For information about rental and purchase fees, contact the following:

Films Incorporated
733 Green Bay Road
Wilmette, IL 60091
(800) 323-4222

Because Somebody Cares 16mm production, 27 minutes

An award-winning film, *Because Somebody Cares*, focuses on how lives are enriched when young and old people form intergenerational friendships with each other. Using a documentary style, the film illustrates real-life vignettes of volunteers—young and old alike—as they visit their elderly friends and share in special, sensitive moments of exchange. It captures the importance of community involvement, of friendship, of

voluntary effort in a warm, interesting, and lucid manner—and would be an excellent tool for recruitment programs. Rental fee is \$45.00, and purchase price is \$465.00. Send your check or inquiry to the attention of the following:

Steve Raymen
Northwest Cultural Films
85895 Lorane Highway
Eugene, OR 97405
(503) 484-7125

Volunteer Programs . . . An Agency Guide: Deciding and Planning

45 minute color video program in three formats

This color video program presents the tools for creating or reassessing a volunteer program. Agency staff and volunteers interact with process consultants as they move through the processes of conducting needs assessment, decision-making, program planning, and evaluation. The video program serves as a catalyst for group interaction by inviting the viewers to stop the tape at three points to participate in the processes just presented. A designed workshop, working papers, sample forms, and supplemental information accompany the program. It may be borrowed in 1/2" Beta-1, 1/2" VHS, or 3/4" formats at no charge from the producer; it may be purchased from the distributor for \$65.00

Volunteer Programs . . . An Agency Guide: Effective Management

28 minute color video program in three formats

This color video program explores the five management functions of planning, organizing, staffing, directing, and controlling. The film is constructed in an interview format. Neil Karn, Director of Virginia's Division of Volunteerism, presents a convincing case for borrowing

techniques of effective management from the business world, and applying them to volunteer organizations. The practical tools for job design, job descriptions, recruiting with targeted marketing, orientation, training, and supervision are presented. Viewers may interrupt the tape at designated points to participate in the activities described in the film. A workshop design, working papers, sample forms, and supplemental information accompany the program. This film may be borrowed in 1/2" Beta-1, 1/2" VHS, or 3/4" formats at no charge from the producer; it may be purchased from the distributor for \$49.00.

These two helpful and interesting films for volunteer programs may be purchased together for a discounted price of \$97.50 in any of the above listed formats. Contact the following for information on availability:

Producer: Oklahoma Dept. of Economic & Community Affairs
4545 N. Lincoln Blvd.,
Suite 285
Oklahoma City, OK 73105
(405) 528-8200

Distributor: Bullfrog Films, Inc.
Oley, PA 19547
(215) 779-8226

A Portrait

3/4" VHS cassette, 1/2" VHS cassette, 31 minutes

The Red Cross Health Services announces the release of this new videotape version of the Health Services general session from the 1982 national convention. The videotape presents some dramatic case studies of innovative Red Cross chapter programs. This production is particularly recommended for staff and volunteer orientation, for Board meetings, and for new Health Services committee members, and for annual meetings. Individual copies have been distributed to each division headquarters, and the tape is also available on a loan basis. Contact:

Frank Stanton Production Center
Attention: Audiovisual Library
5816 Seminary Road
Falls Church, VA 22041

More Than Just A Job

16mm color film, 20 minutes

The creators of this film describe it as "a film about work preparation programs for in-school youth." It highlights the needs of youth for work experience, job sampling, and career exploration; it focuses on cooperative programs between schools, youth employment/training programs, and the business community; and it raises important questions about the relationship between work and schooling for youth. A finalist in the 1982 American Film Festival, *More Than Just A Job* is appropriate for parents, teachers, schoolboard members, school district administrators, legislators, and youth program coordinators. To borrow this film, contact:

Larry McClure, Director
Education and Work Program
Northwest Regional Educational Laboratory
300 S.W. Sixth Avenue
Portland, OR 97204
(800) 547-6339—outside Oregon
(800) 248-6800—within Oregon

The Volunteer and The Critically Ill: A Personal Approach to Helping

3/4" videotape production, 21 minutes

This film is a complete training program for volunteers who work with critically ill, chronically ill, and dying patients. It is to be viewed by the volunteer as training and as support. A 27-page Volunteer Handbook is included with the tape, and is designed to be used by the volunteer trainer. This tape is made at a hospital, which uses experienced volunteers. The two nurses and two physicians who help to narrate the film express their

feelings about the value of volunteers who serve as support systems for patients and their families.

For information about how to preview or purchase this film, contact:

Raleigh Productions
336 Country Club Drive
San Francisco, CA 94132
(415) 661-3807

The Volunteer and The Patient: A Model for the 80's
3/4" videotape production, 18 minutes

This tape is an updated version of "The Volunteer and the Critically Ill," and provides new narration and new footage. The focus is more general than that of the first tape, and can be used appropriately for all volunteers who have direct patient contact. Many hospitals use this tape as "sensitivity training" for their volunteers. A handbook, with ideas on recruiting and training volunteers, is provided for the volunteer trainer. For information on how to preview or purchase this tape, which is now being used in over 70 U.S. and Canadian hospitals, contact the following:

Raleigh Productions
336 Country Club Drive
San Francisco, CA 94132
415) 661-3807

Organizational Resource Guide

American Foundation for the Blind
15 W. 16th Street
New York, NY 10011

National Federation of the Blind
218 Randolph Hotel Building
4th and Court Streets
Des Moines, IA 50309

National Library Service for the
Blind and Physically Handicapped
Division for the Blind and
Physically Handicapped
1291 Taylor Street, N.W.
Washington, DC 20542

National Society for Prevention of
Blindness (NSPB)
79 Madison Avenue
New York, NY 10016

The Alexander Graham Bell Association
for the Deaf
3417 Volta Place, N.W.
Washington, DC 20007

American Speech and Hearing Assoc.
9030 Old Georgetown Road
Washington, DC 20014

Information Center for Hearing, Speech,
and Disorders of Human Communication
Wood Basic Science Building
The Johns Hopkins Medical Institutions
725 N. Wolfe Street
Baltimore, MD 21205

National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910

Joseph P. Kennedy, Jr. Foundation
719 13th Street, N.W., Suite 510
Washington, DC 20005

National Association for
Retarded Citizens
2709 Avenue E East
Arlington, TX 76011

National Institute on Mental Retardation
Kinsman NIMR Building
York University Campus
4700 Keele Street
Downsview (Toronto), Ontario
CANADA M3J 1P3

President's Committee on Mental Retardation
7th and D Streets, S.W.
Washington, DC 20201

American Physical Therapy Association
1156 15th Street, N.W.
Washington, DC 20005

Center for Independent Living, Inc.
2539 Telegraph Avenue
Berkeley, CA 94704

National Association of the
Physically Handicapped
76 Elm Street
London, OH 43140

National Center for a Barrier Free Environment
8401 Connecticut Avenue, #402
Washington, DC 20015

National Rehabilitation Association
1522 K Street, N.W.
Washington, DC 20005

Closer Look, National Information
Center for the Handicapped
1201 16th Street, N.W.
Washington, DC 20036

Council for Exceptional Children (CEC)
1920 Association Drive
Reston, VA 22091

National Association of State
Directors of Special Education
1201 16th Street, N.W.
Washington, DC 20036

National Center for Law and the Handicapped
1235 North Eddy Street
South Bend, IN 46617

National Center on Educational Media
and Materials for the Handicapped
Ohio State University
220 West Twelfth Avenue
Columbus, OH 43210

Office of Special Education
Department of Education
Washington, DC 20203

The President's Committee on
Employment of the Handicapped
1111 20th Street, N.W.
Washington, DC 20036

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