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by
Cynthia R. Nathan
Staff Advisor on Citizen Participation
Social and Rehabilitation Service
Department of Health, Education and Welfare

My assigned subject is Public Relations, Recruitment, and Motivational Techniques. But I shall not talk about how agencies can stimulate the mass media to recruit volunteers. Newspapers are willing to give us space. Radio and television stations are willing to give us time. It is we who are unwilling for them to do so.

A National Advertising Council Campaign to recruit volunteers had been contemplated for the fall of 1970. It was postponed to the spring of 1971. Why? Because the agencies could not gear up to receive the large numbers expected to request assignment.

It has been indicated that the campaign would not be ready in the spring. It was announced, in response to recommendations, that the Campaign would be postponed again, to the fall of 1971. Agency representatives greeted this news with sighs of relief, not sighs of regret.

There is a problem in public relations, but the problem is not the reluctance of the media. It is we, the agencies, the professionals, who are reluctant.

I shall not talk about techniques for recruiting the citizenry. They are ready. A poll showed them ready two years ago. We did not need a poll to tell us this. We knew it. Experienced coordinators of volunteer services have long warned the neophyte, "Don't use the media unless you want more volunteers than you can place."

I shall not talk about how to motivate volunteers to share their time and skills on behalf of agency clients. There is motivation enough to help the dependent and the disabled, to reach out to society's rejects. It is the professionals in social agencies who must be motivated to share their time and skills to make voluntary action a reality. It is the agency which must be motivated to create channels for citizen contact and to accept new models for citizen service.

The problem is not that agencies fail to appreciate that volunteers can help their clients. The problem is that professionals fear the untrained volunteer will hurt, rather than help. The problem is that agencies fear a lowering of standards unless they can find the time and energy to select and match, to orient and train, to guide and supervise. The problem is that agencies fear that acceptance of a volunteer means endorsement of that volunteer and one must take time to pretest a product he will endorse.

*Based on a presentation at the National Center for Voluntary Action's First Community Workshop, September 24, 1970, Atlanta, Georgia.

Are the fears justified? They are, if the professional seeks to utilize the volunteer in a professional role. They are, if the professional seeks to mold the volunteer into his own image, or into that part of his image which will substitute as his legs, or eyes, or ears. But there are other roles. There are citizen roles, friendship roles, kinship roles.

The fears are justified, too, if the agency, by designating the volunteer as an agency volunteer, invests him with the authority of the agency and requires the agency client to accept an agency service from an untrained volunteer. But volunteers who are to serve as friends need not be given the authority of the agency. Volunteers who perform services often rendered by neighbors, can have their roots outside the agency. Volunteers need not be agency volunteers.

Persons in the affluent, or "option society," normally render and receive many volunteer services from each other. Their adolescents are helped to find jobs. Their children learn to read before they enter school. But the friends and relatives of the deprived and disadvantaged do not have the capacity to render these volunteer services, because in our stratified society they, too, are deprived and disadvantaged. How will the illiterate mother teach her child? How will the inner-city resident meet an employer?

Think for a moment, each of you. How did you get your last job? Did you go through an impersonal agency? Or did someone you know volunteer news about an opening, perhaps paving the way for you, or cluing you to an approach? Did you first meet your present employer at an application interview or were you previously exposed to him through a personal or professional contact?

Three recent surveys in three different urban areas all showed that seventy-five percent of welfare mothers wanted jobs. The Department of Health, Education and Welfare, together with the Department of Labor, has instituted training programs and attempted to place welfare recipients. We have had limited success. We would be more successful if we permitted, let alone encouraged, volunteers to form individual relationships with persons seeking jobs.

Judge Keith Leenhouts reports that when volunteers work with the offenders known to his Royal Oaks, Michigan court, on a one-to-one basis, offering friendship, neighborly or fatherly interest, jobs are found —even for unskilled adolescents, even for persons with court records. Job placement is merely an incident in a gamut of services which volunteers from the "option society" render as a matter of course.

There are many compelling reasons for the use of volunteers. A frightening number of Americans cannot read. Volunteers can teach them. Hunger exists in a land of plenty, but few of the affluent know a hungry person intimately, because when they do, they find ways to assure that he is hungry no more. Some older persons live in isolation, while volunteers would welcome a chance to visit. Divisiveness and polarization exist in a land which grew strong because it was the melting pot of the world, while suburbanites await a chance to extend friendship and help to an inner-city child.

Agencies and professionals have protected their clients from the possible evils of the untrained volunteer, but in doing so, they have also "protected" the non-reader from the magic of books the volunteer can open to him. They have "guarded" the lonesome elder from human contacts. They have "defended" the inner-city child from enriching experiences, from opportunity to scale his encircling walls. They have "shielded" the welfare mother from the right to decide whether she wants a volunteer to help her learn to sew, to find and hold a job, to obtain her high school equivalency certificate, or to show it like it is to someone who is willing to see and help to change it. Clients have been insulated from volunteers who have the power to open closed doors and to allocate resources for meeting human need.

By holding back the youthful volunteer, we have blocked off avenues through which the idealistic energies, which have always characterized youth, can find expression. We have denied youth the chance to help to build up an individual and now we decry their attempts to tear down society.

We have refused older persons who ache to show they still can make a contribution, as volunteers. We have denied the poor the opportunity to help each other, and to derive ego strength from the knowledge that they can give as well as receive. We are denying the "option society" the opportunity to replace its myths and misconceptions about life on welfare with the grim realities of deprivation. We are denying to the poverty sector the chance to see the striving which accompanies success.

These denials have never been the purpose of the social agency, but they are nonetheless the result of the exclusion of the volunteer, the unreadiness to permit client and citizen volunteer to meet.

Join with me now, in exploring avenues for change. Let us identify volunteer services which do not require lengthy orientation and training because they rely on wisdom developed through life experience. Let us experiment with methods of matching volunteer and voluntee which take a minimum of professional time, and are also more democratic. Let us test out what some agencies have already found, that volunteers do as good a job in screening themselves out during orientation as professionals can do in the selection process. Let us be flexible and work as hard at seeking ways to include the citizen as some have worked to exclude him.

We have rarely refused to refer clients to physicians and attorneys who volunteered their services. We have not felt it our duty to teach these citizen volunteers how to give medical care or legal aid. We recognized, instead, that they had a skill to give.

Does not a person who can read have a skill? Does not the parent who has learned how to take his own child to the zoo have a skill? How can we train the grandparent for foster grandparenthood? Or teach friendship to the would-be friend? How does one orient for love and caring—for what President Nixon has called "heart" and for what Senator Harris has called the "human touch"? How will you supervise the banker who

is helping the inner-city resident to launch his own business? Would you unmatch the child and volunteer who may already have found each other?

Oriental parents believed it was their duty and responsibility to find suitable mates for their children. They devoted endless hours and numerous conferences to the activity of matching. Western parents promote parties and picnics and dances so that, through exposure, their children will be able to choose a mate wisely. Some agencies are now willing to show the same democratic faith in the ability of citizen and client to find each other. They are no longer devoting endless hours and numerous conferences to matching.

When potential volunteers and voluntees have come together at parties, or picnics, or discussion groups, some have found each other at the first meeting and continued a satisfying one-to-one relationship. In Chester, Pennsylvania, a volunteer arranged a picnic in which welfare recipients and volunteers, all interested in a family-to-family project, met for the first time, each bringing and sharing food. In the Western culture, which places value on freedom and options, it may be important to the client to know that he has not been robbed of the right to choose his volunteer partner as it is for the child to know that he has chosen his life partner.

In Kalamazoo, Michigan, an assistant county welfare director conducted laborious selection interviews for an ongoing volunteer project. And, then, he experimented. He still conducted laborious interviews, but rejected no one and suggested to all that they feel free to drop out, if during orientation they felt the service was not for them. He kept careful records of those whom he would have turned away. Results? All but one he would have excluded dropped out, and that one proved to be a success. Other agencies, notably courts, are reporting the same experience.

New models in which the volunteer is recruited, oriented, and guided by a community agency are gaining strength. In Denver, Colorado, a community-based agency, known as Partners, receives financial support from the Youth Development and Delinquency Prevention Administration of HEW's Social and Rehabilitation Service to demonstrate such a model. Partners recruits volunteers to serve youthful offenders, orients them, guides them, and holds them responsible for a level of interest and performance. Partners began by offering the services of its volunteers to the probation department of a Juvenile Court and is expanding to serve older offenders. The volunteers of Partners serve as friends. Theirs is a total interest in the child. They learn to know his family, his teacher, his probation officer, and, if he has one, his welfare worker.

In the past we have had welfare volunteers, court volunteers, school volunteers, hospital volunteers, detention home volunteers, and training school volunteers. What we need are people volunteers.

I am not proposing an end to the volunteer who assists the physical therapist, or who stuffs envelopes in a United Way Fund drive. Ag-

encies will continue to use volunteers for these services whether or not I recommend them and I recognize their value.

I am advocating that, in addition, we promote people volunteers who can work in one-to-one, face-to-face relationships, people volunteers who will not be restricted by the artificial barriers of the specific mission of a specified agency. People volunteers visit their voluntees whether they are sick at home or sick in a hospital. They stand beside them in court, and visit them in jail.

People volunteers become Ombudsmen, first for the individual and then for all society. If people volunteers who follow those they serve into all our agencies and institutions, they may become shocked enough at what they find to bring about needed change. The public has too long been unaware of unmet need. It has too long accepted the name for the function. It is only by getting inside the walls of the institution that the citizenry will learn that there are Reformatories that do not reform, Training Schools that neither train nor teach, a Corrections System that is systematic in its failure to correct, and Extended Care Facilities that offer little care and few facilities.

A previous speaker talked about the fear and trembling at City Hall and praised the "ulcer-producing" activities of citizens who ask City Hall to correct inadequacies in service. His message was that City Hall respond -ed when the citizens asked why a burned-out street light was not replaced.

He cited a case in which the residents knew a light was out. My point is that only through volunteer service can the citizenry learn that the lights have gone out for many of the deprived who are groping to tunnel through to a brighter tomorrow for their children, if not for themselves. The volunteers in Judge Burnett's Denver Court have adopted the motto, "It is better to light one candle than to curse the darkness."

Volunteers are lighting candles for individuals. They are also using their clout to obtain basic services for whole neighborhoods.

In Texas, volunteers tirelessly transported persons from a low-income area for appointments with physicians, speech therapists, and caseworkers. Then, at a meeting the coordinator of volunteer services asked whether they had stopped to think why no public transportation served the area. Buses now go in.

Social action produced results in a section of Herndon, Virginia. There were missing street lights. But in addition, there were no paved streets, no sidewalks, no water service, no sewers. There was not even mail delivery. The volunteers changed that. City water has replaced wells. The streets are paved, thanks to the "ulcer-producing" activities of volunteers.

Those who would recruit directly for social action may be disappointed because social action is a product. It is a result of awareness and involvement. We can recruit persons for projects in which they will be intimately and personally involved in face-to-face relationships. We

can give them the opportunity to become emotionally aware of the existence of problems through exposure. Social action is best promoted after one has built up an effective relationship, a personal involvement, with one person who suffers because of a lack of service.

In welfare, we get two kinds of letters. Those which talk in general about the mollycoddling of recipients and ask us to do something about it, and those which tell the story of the hardship and suffering of one welfare recipient known to them and ask us to do something about it.

In Massachusetts, volunteers succeeded, where agencies failed, in getting an appropriation for Halfway Houses. The Kalamazoo volunteers, I am told, succeeded after the agency failed, in winning the restoration of a welfare budget cut. City Hall will never be asked to replace street lights which no one knows are out.

The proposed local Voluntary Action Centers offer possibilities for combining the old with the new, the traditional service of the agency volunteer with the new service of the people volunteer. These Centers can centralize recruitment, refer volunteers to meet the specific requirements of agencies, but they can do much more. They can be the vehicle through which people who need people find each other, without an agency assuming responsibility or lending authority to the relationship.

VAC's would include the services given by volunteers to persons known to no agency. One such model, developed under the guidance of a Massachusetts mental hygiene agency, is called Crisis Intervention. Persons over 65, who have lost a spouse, are visited by several volunteers also over 65, who have themselves lost a spouse. These citizen volunteers are well aware of the intricacies of filling out the Social Security forms for death benefits. They have become experts in helping others to unravel insurance benefits. They have had experience in what happens after meager resources are lavished on a beautiful burial. Some have closed their households and joined a son or a son-in-law. Others have taken in roomers. Each volunteer has something to give because of his special experience and he knows this. Referrals come from undertakers, ministers, and Senior Centers. A committee reads the obituaries and identifies persons who may need the neighborly help which can be offered. There is no problem in recruitment because the persons helped become volunteers. I cite this model because I believe that successful recruitment requires the person recruited to be able to visualize the role he will play and to believe that he will be successful in this role. Each volunteer must believe he has the capacity to make an important contribution, that someone needs this contribution and that he will find satisfaction through volunteer service. I cite it also because the volunteers have no authority and because they plan their own "training." They have sought to learn more about bereavement. A mental hygiene agency supplied consultation. They sought to learn more about insurance benefits. An insurance company provided consultation.

In another project, SERVE, which we in HEW supported through the Older Americans Act, senior volunteers were recruited, oriented, and transported by the COS, a private family welfare agency. Currently,

they serve successfully in a number of State institutions. They receive guidance from Project SERVE staff who accompany them to the institution, as well as from the institution professionals.

I cite this model because it is successful, and because it has reduced the hours which the institutions had to give in supervision. The Administration on Aging supported this model because of conviction that volunteering is beneficial to the volunteer. A previous speaker has already made clear that the citizen has the right to volunteer.

To this I would merely add that the person who cannot afford to defray personal expenses incident to voluntary service, also has the right to volunteer, and that it is discriminatory to deny him this right. In implementing the Harris Amendments of 1967 to the Social Security Act, we have required welfare agencies to utilize the services of poor persons and to reimburse them for the costs incident to volunteering.

Voluntary Action Centers can be the means through which persons of all ages, all races, and all economic strata exercise their citizen right to volunteer to meet human need or to raise the level of living. Increasingly, I am told that citizens want to help through personal contact.

In World War I days, volunteers were content to knit woolen socks for the soldiers. In World War II, they were content to roll bandages. But in the war on poverty, they want face-to-face contact. We have become such a complicated society that it is difficult for the individual to see his own part in an end-product which many have helped to create. The individual tends to feel powerless and frustrated because he must function through bureaucracies and hierarchies which were designed to produce "checks and balances" and to assure democracy. But faced with the maze through which he must find his way, the individual sees only that he is being "checked" to such an extent that he faces the "imbalance" born of frustration. And so, whether we are black or white, rich or poor, a member of the affluent or deprived society, we yearn for a single, direct, helping relationship with a human being who wants our help. Through volunteer service citizens hope to find that fulfillment which complicated social structures deny.

Many persons want to help the world, or the nation, but they will settle for the chance to help one person, if they can help directly.

In times gone by, we sometimes rejected persons who wanted to volunteer because we felt they were motivated by personal need. This was the era in which we also customarily refused to place children for adoption when we could see how the child might fulfill the personal needs of the adoptive parent. Time has helped us. We now understand that every human choice is designed to fulfill a human need. And so, in our volunteer programs we now try to build in satisfaction for the volunteer. In the over 65 group it usually means social contact and a chance to prove one's usefulness. Perhaps for the college students it means an opportunity to make dates with other volunteers. Why not? And let me make one more observation about adoptive placements. When agencies operated as barriers, children were adopted without the benefit of their services.

A river will find the sea. What will the media do if citizen pressure mounts and no path for service is opened? One newspaper in California now runs a column, "People Who Need People." One radio station in Albany, New York, now operates program "Tie-Line" through which inner-city mothers find volunteers for their children and volunteers find a deprived child to include in their family outings.

Voluntary Action Centers can ease the burden on the agency by giving general orientation and guidance to volunteers. They can provide consultation. And I offer you here five models which illustrate the role of the volunteer as friend and neighbor. These are (1) Share-a-Trip in which a volunteer includes a child in foster care or on public assistance in a family excursion; (2) Share-a-Meal in which a person who lives alone or in an institution is invited on some regular basis to join in a family meal; (3) Share-a-Skill in which the volunteer teaches such skills as reading, sewing, or driving; (4) Win-a-Job in which the volunteer attempts to help a client remove obstacles to employment and helps the client find and hold a job; (5) Offender's Friend in which the volunteer offers himself as friend to a youth known to the courts or housed in a correctional institution.

These models all require face-to-face and continuing contacts. All offer valuable services, but they also provide channels through which persons who would have no other means of doing so, can come together.

On the podium are copies of the handout which accompanied a recent presentation concerning these models. To agency representatives I say, perhaps your agencies will be motivated to institute one or more of these volunteer services. I urge you to do this, lest the "ulcer-producing" citizenry, encouraged by the news media, conduct a campaign to "recruit" you. Permit volunteers to join you in helping your clients attain a higher level of living. Open your doors so that volunteers may help you to achieve the goals of meeting human need.

Do not be the barrier which prevents the citizen from learning first-hand about social problems. Help him instead to learn by seeing and doing. He may then be the agent for social change who assures that welfare services receive adequate support.

I look to Voluntary Action Centers to encourage a "creative partnership" between professional and volunteer, to be the instrument through which alienated, estranged and sometimes hostile persons may join hands. I believe that Voluntary Action Centers have the power to "bring us together."

A NEW THRESHOLD FOR VOLUNTARISM*

by
STANLEY LEVIN, Director
Volunteers in Rehabilitation**

There are many paradoxes within the world community and within our own national social order. We have neither the time nor the purpose to consider most of these incongruities, even though many directly affect the progress of voluntary action. However, it is deliberate that attention be called to the existence and prevalence of paradoxes. Why? Because my professional experiences over many years are being brought into sharper focus with increasing meaning due to the face-to-face confrontations I frequently have with people who currently scoff at the value of voluntary action, volunteer service, citizen participation, or whichever term may be used.

It is possible to listen to the questions, to understand the points of view, to even agree with some of the concerns expressed. Still, my own reaction is one of puzzlement when some people conclude that voluntarism is unreal, a hoax, ineffective, or at best a stop-gap measure.

Undoubtedly, these recent experiences prompted me to take full advantage of my previous position with the Center for the Study of Voluntarism. To many persons, the study of this phenomenon may seem uninteresting or inconsequential. However, these people overlook the fascinating relationship between voluntarism and the progress of this nation. Indeed, the history of our country is a documentary about voluntary action and volunteer effort. I cannot state this too strongly, but since this seminar is being presented within the framework of higher education, I should like to publicly suggest that faculty members within social science departments—especially history—seriously consider the influential nature of voluntarism upon America's beginnings and development.

As I said a little earlier, it is puzzling why so many people are skeptical about the importance of voluntary activity. Undoubtedly, their perception of voluntarism is clouded by stereotypes, myths, and misinformation. Further, the lack of commonly agreed upon definitions hinders clear communication and fruitful discussion of this subject. Nevertheless, even a pragmatic approach should produce awareness and appreciation of the results contributed by voluntary action. Christopher Columbus was a volunteer. The Minutemen of 1776 were volunteers. Without voluntary action how many universities and colleges would we have today? How many churches and temples and synagogues? What would this country be like without volunteer fire departments, the Red Cross, 4-H Clubs, the PTA, the Jaycees, Community Chests, community hospitals, the AFL-CIO, the AMA, the

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League of Women Voters, the NAACP, the National Council of Jewish Women, Knights of Columbus, the Shriners? And the list can go on and on.

These are the formal and organized voluntary associations and societies. We often overlook the individual volunteer who comes forward in time of need. Two weeks ago I was in California and witnessed destruction and devastation by a series of fires. Time after time the personnel on radio and TV stations announced that enough volunteers were available, and therefore others should stop calling the stations and offering their services. Primary political campaigns were recently concluded and general elections will soon be conducted for a variety of governmental positions. Questions being asked with growing regularity by candidates are how and where to obtain more volunteer workers. And for a final example, attention is directed toward the blood bank programs that are growing in size and number. How many people can feel more secure because of the volunteers who donate their blood in advance of emergencies?

The amazing number and variety of voluntary organizations plus the immeasurable instances of individual volunteer effort are solid basis for national pride. Certainly in recent years, I have become genuinely impressed with, and grateful for, the values and benefits our society has derived from voluntary participation of the citizenry.

Of more direct importance to this seminar and you, the participants, are the changes that have occurred and are occurring within what I refer to as the world of voluntarism. It is not very profound to observe that our society has changed dramatically in the past 70 years. Many of you, like myself, have parents or grandparents who can remember life in America around the turn of the century. Together we can marvel at the changes in communication, transportation, industrial production, medicine, education, family life, even religion. There is not one major aspect of American life that has not been directly and substantially affected by recent social and/or economic changes. As an integral element of the fabric of our society, voluntarism has not escaped the impact of these powerful changes.

The shorter work week has provided many individuals with increased leisure time that can be devoted to pursuits of personal interest. Communications progress has informed more people of the problematic conditions within our communities. Medical advancements have prolonged the life span while business policies have compelled early retirement. Educational levels have increased so that there are more people with specialized knowledge and proficiencies, yet they lack opportunities to apply their talents. More people live in congested urban centers that are impersonal in nature and facilitate polarization. Socio-economic conditions have deteriorated to the extent of causing increased incidence of existing problems plus the rise of new problems.

The impact of these changes upon voluntarism is obvious. There are more potential volunteers. There is greater awareness of the problems within our communities. There is genuine interest in doing something to solve these problems. There is solid interest in being involved in activities that have meaning to the larger society and that bring personal satisfaction.

There has been official recognition by our national leaders of the value of voluntary action by citizens from all strata of our society. While there are various perspectives on this topic, the inaugural address of the late President John Kennedy is a real landmark in the development of status for voluntary citizen participation. A highly sensitive and central nerve within the body of the American people was electrified through the words "Ask not what your country can do for you, but what you can do for your country." During the next six years, federal legislation provided channels through which the American people could actively respond: The Peace Corps, VISTA, Community action agencies and the principle of maximum feasible participation, citizen involvement in Model Cities projects, and the participation of volunteers in public assistance programs. Within the past two years, the establishment of the National Program for Voluntary Action has projected the promise of vigorous national promotion of voluntarism.

And what has been the response by the American people? Growing interest and involvement! The number of volunteers in the 1960's has been calculated at about twice the number active during the 1940's. Included are all ages, both sexes, all races and nationalities, all educational levels, the spectrum of economic strata, and a wide range of occupations and professions. Propelled by motivations deeply imbedded in national traditions, Americans are enthusiastically applying voluntary action to many settings that either are new, or at least appear to be new. Schools, courts, correctional institutions, public assistance programs, facilities for drug addicts and alcoholics, low income housing developments, homes for the aged, and senior citizen centers. Inspired by the words of John Kennedy and encouraged by the efforts of Richard Nixon, volunteers are actively responding to the appeals of established organizations. Even more impressive are the new volunteer programs that are created every week by citizens who accept the slogan—"If You Are Not Part of the Solution, You Are Part of the Problem."

From the vantage point of a national project the changes are sharp and exciting. How gratifying is the official and national recognition of the potential that is America's greatest resource—the volunteer. Not a new or untested resource, but a vibrant and underdeveloped resource. This is what is exciting about the project HEW has funded through the National Auxiliary to Goodwill Industries and its parent corporation, Goodwill Industries of America. How can volunteers be involved in rehabilitation programs—both in greater quantities and with increased effectiveness? All who are aware of the state of rehabilitation within this country easily recognize the potential and challenge of this ambitious project.

The societal changes, and the changes in voluntarism, confront all of us with challenges. Previously enumerated were some of the changes in terms of numbers and characteristics. These changes are minor compared to other changes and their consequences. Volunteers are more sophisticated today. They bring special knowledge, talents, skills, experience. They seek responsible assignments—not always the mechanical and routine tasks that often have been little more than busy-work. Volunteers may be highly motivated, but they also want to experience satisfaction, and know their service is important and appreciated. They understand the importance of volunteer service, and therefore expect training that will prepare them to participate as competent members of the team.

It is this team concept that projects one of the most significant challenges to those who are responsible for organizing and administering volunteer programs. Staff members of agencies, and leaders of organizations, must recognize and accept the team concept if they genuinely desire to achieve the fullest potential of America's resources. The application of this concept is not easy, but it has little chance of being realized unless it is understood and given serious consideration.

To be a member of a team means participation in the important facets of the activity or program. Team members are partners, and function—to the extent possible—as equals. The primary factor that is required to accomplish a workable partnership is a positive attitude. Although it sounds simple and most people express agreement about positive attitudes, achieving a partnership is a result of determined efforts and flexible approaches by all members of the team. Clear division of roles, responsibilities, and authority is essential.

In relation to community agencies, there are three key members on the service team: the client or recipient of professional service, the staff member or paid employee of the agency, and the volunteer. If the goal of effective and efficient service is to be accomplished, these three team members must participate on a cooperative basis. They all must acquire ability to work with the others, as equals and as partners.

This is most difficult, under normal circumstances, for the staff person. There is the tendency to think of clients as inferior or deficient—otherwise why do they need our services. It is equally common to equate "volunteer" with "untrained" and visualize the volunteer as a well meaning but incompetent do-gooder. This type of thinking is not only tragic, it is generally invalid. Staff members must increasingly realize that every individual possesses certain skills, talents, experience, or characteristics that have potential value for the agency's program and the people served by that program. Training of volunteers, like training of staff, can enable the productive sharing of skills or experience in ways that achieve the agency's goals.

There is no intention to suggest that it is always easy for volunteers or clients to function within a team framework, or as equal partners with each other and staff members. Yet, it is often more difficult for these

two team members to accept the reality that the staff member usually and appropriately is assigned particular responsibilities and authority.

On the other hand, it is definitely intended to suggest that supervisors of volunteers must understand the essence of the team concept and accept the essential nature of the partnership relationship as relevant to volunteer programs. In striving to promote such understanding and acceptance I have coined the phrase "egalitarian voluntarism." Hopefully, this phrase captures the significance of the concept of teamwork and can elicit favorable actions or reactions.

It is not a matter of coincidence that the emphasis of this presentation is upon changes, concepts and challenges. As supervisors of volunteers, or directors of programs that involve volunteers, I propose that you accept direct responsibility for understanding the changes, accepting the challenges, and implementing the concepts. For you are the gatekeepers of a new period that has been called the Volunteer Era or the Age of the Volunteer. If only enough persons in positions like yours will recognize the threshold that beckons, and act with conviction and courage there is reason to believe that we all may share in the realization of a society that reflects a higher quality of life—brotherhood, harmony, stability and tranquillity.

That may sound like something a pot smoker or flower child might say. I don't qualify in either instance. Still, I will admit to being a dreamer. Without shame I ask you to dream along with me—and it might turn out the dreams are not as wild as they seem.

The implications and by-products of voluntarism are simultaneously intangible and concretely documentable. Participation in voluntary activities has influenced attitudes and modified behavior to the extent of reducing current trends of polarization and materialism. The generation gap has been minimized through cross-age volunteer activities. Opportunities for cooperating can lead to satisfying relationships that transcend age, geography, race, or other socio-economic characteristics. Volunteer service has provided individuals with real situations that call for creativity, self-expression, and the exercise of special skills or talents. Active citizen participation can help people retain their sense of personal identity, and reinforce their feelings of being useful. Finally, there is the impact on our society that can result from voluntary action.

Our nation's future stability and advancement depends on intergroup harmony, common acceptance of fundamental values, and the ability of people to voluntarily get together on matters of mutual interest. Voluntarism has demonstrated the capacity to facilitate harmonious and collaborative relationships, and, therefore, has a unique and vital role to play in our society.

To fulfill its role and help with the realization of our cherished dreams, voluntarism requires leadership—leadership from a variety of sources and at all echelons. Previously mentioned was the impetus generated through the Presidency of the United States. In addition, there have

been individual voices throughout our history advocating the values of volunteer service. In recent years national organizations and projects have highlighted the importance of voluntary activity. Within the past few years, national associations have organized persons responsible for directing, coordinating, and supervising volunteer programs.

The formation of these national associations is a particularly significant development from at least two perspectives. First, national organizations produce centralization, and centralization can provide leadership. It is very possible that voluntarism will be effectively propelled into greater national prominence, and a strong volunteer movement will be mobilized through the leadership of national bodies composed of local staff members who administer volunteer programs. The prospects are exciting and I encourage each of you to consider your own role as a leader in this dynamic movement.

Secondly, national associations—both old and new—are seriously considering the matter of professionalization. There is strong interest in the development of curricula and courses of study that might lead to specialized degrees. At least one university is exploring the awarding of a degree in Volunteer Administration. This seminar is an example of what is happening more frequently in all parts of the country. The number of paid directors, coordinators and supervisors of volunteers is rapidly growing. The interest and need for education and training is expanding beyond what anyone had anticipated.

Thus, the stage has been set. Many of the props are still undetermined or incomplete. The list of players is constantly growing. Most significant of all is that the script has hardly been started at all. I am proposing that you here today, your counterparts in cities and towns all over our nation—that all of us begin to prepare the script that will guide the future of voluntarism. To do this we need to dream, to face reality squarely, and as partners who believe in teamwork, to create the sequence of scenes that will enjoy the longest run of performance in America's history.

My suggestion for Act One of this script is the crisis state of our country. Americans have always responded gallantly in times of crisis. The progress of voluntarism parallels the major events of our nation's history. Therefore, it is essential that our fellow countrymen recognize the current crisis prevalent—even though not always clearly visible—within our society. If we can convince people there are serious problems that are of crisis nature, then history will repeat itself and Americans will voluntarily respond by serving and acting.

One caution, however. We must be prepared for the response. There must be positive acceptance of volunteer colleagues as partners and team members. There must be real and meaningful jobs. There must be training, supervision, and recognition. In other words, there must be a well developed program that can produce important results and provide satisfaction. It is the recognition of these essentials that prompts a sharpening of focus on this seminar.

This seminar may seem inconsequential to some, but I view it as a very important link in a chain that must be forged for the benefit of our nation, our societal development, and ourselves. The problems are sufficiently clear. The opportunities to act are adequately present. The implications of action or inaction must not be discounted.

The content of this seminar is oriented to elevating standards of practice in some of the most vital areas of program operation. The purposes of this seminar are directed toward the major goals of voluntarism as an integral facet of our society. Beyond the mechanics, the organization, and the three days of energy and effort, one question assumes primary priority. "Will the knowledge gained and the skills acquired (or improved) through this experience assist the expansion and extension of voluntary action throughout the Indianapolis Region?"

Only you can answer that question. It is hoped your answer will be positive and indicate your willingness to enthusiastically participate in the sessions that have been carefully organized. It is further hoped that when the program concludes on Friday you will depart with renewed spirit and highly-charged motivation to generate greater understanding of, and commitment to, voluntarism.

Are these hopes as John Keats wrote "beyond the shadow of a dream"? I prefer to think not. Carl Sandberg wrote "Nothing happens unless first a dream." But the quotation I wish to leave you with is from the pen of Berton Braley:

"Back of the beating hammer
By which the steel is wrought,
Back of the workshop's clamor
The seeker may find the thought.
Back of the job—the dreamer
Who's making the dream come true!"

Thank you and Good Luck.

TRAINING AND CURRICULUM FOR A 'NEW CAREER'—VOLUNTEER ADMINISTRATION

THE ASSOCIATION OF VOLUNTEER BUREAUS OF AMERICA TAKES AN IN-DEPTH LOOK

by
ANN R. JACOBSON

The need for the development of training and curriculum for the career of volunteer administration has been the concern of the Association of Volunteer Bureaus of America and its 161 Volunteer Bureaus throughout the United States and Canada over the past two years.[1] The purpose of the AVBA Curriculum and Training Committee is to stimulate programs in institutions of higher learning that provide residential and short-term workshops, academic courses and degree programs leading to a professional degree for coordinators, administrators and directors of volunteer services in all settings that use volunteers, providing them with consistent, systematic training designed to improve their knowledge, creativity and effectiveness and thereby improving the volunteer services which they supervise.

An underlying approach to a program of this type needs to be that the sequence of topics to be covered be both general and practical. "The concept of voluntarism, including its organization and administration is imbedded in a sociological framework which defines the place of the volunteer in our existing social system, how he got there, and in what ways he may be expected to develop. The concepts basic to administering any group of individuals working in the formal social structure of an organization are equally valid for the administration of volunteer services.[2] At the same time, these concepts must be applied to the immediate needs of the coordinator. In accordance with this approach experts in their respective fields present basic concepts which are then interpreted by experienced coordinators of volunteer services.

A plan has been suggested by Dr. Marvin Arffa on how to achieve the goal of a curriculum as follows:[3]

> Define goal or mission of a volunteer coordinator—stimulate, integrate, coordinate volunteer resources with needs.
>
> Analyze job.
>
> Job description—only those duties that contribute to achievement of goal.
>
> Agree on curriculum that will best equip a coordinator to organize duties into categories which would match courses that already might exist.
>
> Establish standards; i.e., internship training. This is already required in some colleges in other professions.
>
> Develop recommended job specifications that will spell out the mission, significant responsibilities and required qualification in terms of education and experience.

Volunteer Bureaus recognize, because of the increased demand upon their services, that there will be greater opportunity for employment in the field of volunteer services administration as volunteers rapidly move into new and varied settings. The National Program for Voluntary Action which calls for solutions to social problems through the creative effort of volunteers and a voluntary partnership between public and private agencies indicates the need further.[4] It is also indicated in the implementation of the Harris Amendment which requires states to appoint volunteer coordinators for State Welfare Departments in order to set up volunteer programs in welfare departments on state and local levels. In courts and welfare alone, it is probable that at least 5,000 new volunteer coordinator or director jobs are opening up within the next year or so; as against an expected graduate-trained output of five.[5] Those who are already in the volunteer service career have expressed their need for assistance in performing their jobs more effectively. A survey made by AVBA of volunteer bureau directors in 1968 indicated the need for training and curriculum for volunteer coordinators, directors, supervisors and staff working with volunteers to expand the profession and encourage staff and/or volunteers to move into supervisory positions.[6] Currently organizations and agencies that have vacancies for the position of volunteer service coordinator have no recruitment pool to which they can turn, nor does the manpower exist to fill projected needs, thus leading to the underutilization of the many volunteers who seek the opportunities to offer their skills and talents. Because of this lack agencies have been forced to employ persons with no prior experience and no exposure to volunteers and volunteer programs. Volunteers and students are also expressing interest in educational opportunities to prepare themselves for a career in volunteer administration.

In reviewing studies done by others and materials written on volunteer administration relating to the job descriptions of volunteer services administration, the kinds of tasks and responsibilities they are assigned, and the kind of educational background experience they bring to the job, it is obvious to me that a wide variety of training, skills and abilities are included.[7] In a sense I see this person as a generalist to the extent that he is required to know something about many things and unlike the situation with 'many professional' groups there does not seem to be any single existing body of knowledge—nor any one specialized area of training which would uniquely qualify him or better prepare him to function effectively in the career of volunteer services administration. To really ascertain what kind of skills, abilities, and educational background were needed for this career, I felt a beginning might be to ask the people who are involved what they want and how they acquired their unique body of knowledge. I had been asked to develop and lead a workshop on curriculum and training for volunteer administrators and used this as the opportunity for further investigation.[8] As a springboard for discussion I developed a self-survey questionnaire to be utilized by workshop participants. The questionnaire covered the broad categories of job activities and responsibilities,

educational background including academic courses, practical experience and skills needed as seen by volunteer administrators in relation to the development of training for themselves and others in this field. Seventy-eight persons engaged in volunteer administration in a variety of settings from all over the United States and Canada responded to the questionnaire. Some major points brought out by this workshop and the questionnaire were that the majority felt that the most important skills and abilities for volunteer coordinators were:

> Knowledge of the total community, its various agencies, organizations and programs. The ability to communicate effectively and work with people. Be able to work with and inspire other people—enabling them to realize their capacities—understanding their needs—work with professional and volunteer—get along with all segments of the community.
>
> In regard to educational and practical background the majority indicated at least four years of college and more, and extensive community volunteer service and knowledge of the community.

RESULTS OF THE QUESTIONNAIRE

Of the seventy-eight respondents, fifty-six were volunteer bureau directors, thirteen were administrative volunteers connected with volunteer bureaus and nine were staff persons working with volunteers in settings such as public welfare, information and referral, medical, rehabilitation and giving service to the aged, children and youth.

The purpose and objectives of the volunteer service the respondents were engaged in, as seen by them, were for the majority:

> To encourage development and expansion of services to the entire community through the use of volunteers, to coordinate people and jobs and coordination of services among agencies.
>
> To give consultative service to agencies, develop workshops and plan volunteer training within agencies; to help agencies make the most effective use of volunteers and give volunteers a sense of being needed.
>
> Train, recruit, and select volunteers for an information and referral function in various city neighborhoods and groups.
>
> Educate the public as to needs of community and the value of volunteers, to involve as many people as possible in all areas of community service.

Some single responses included, innovator of new programs, to the "haves" with the "have-nots," to encourage agencies to use older persons and youths as volunteers and actively recruit them. Supplement agency programs with a volunteer program to meet unmet budgets and improve agency services through creativity. Help to centralize volunteer efforts to avoid duplication. Raise the standards for volunteers in agencies and programs. To offer channels for involvement of citizenry in agency affairs and to utilize their skills which can supplement agency

resources. Interpret, encourage, motivate and appreciate the place of volunteers in our society and the social changes they can effect for the betterment of all people.

THE EDUCATIONAL BACKGROUND OF PARTICIPANTS

The respondents included fifteen MSW's; six M.A.'s; and forty-two with undergraduate degrees of which four were working towards a graduate degree. Of the remaining fourteen, eight had from one to three years of college work. The majority (46) listed community volunteer service as practical experience that was helpful in their present job, and thirteen listed social work. The rest included knowledge of the community, board participation, agency experience, teaching, club activities, community organization, planning and field work in hospitals and social agencies. Direct work with volunteers in such agencies as Volunteer Bureaus, Girl Scouts, YMCA's, Camp Fire Girls, Red Cross, Travelers Aid, Head Start, were listed by thirty-five.

PRESENT JOB ACTIVITIES AND RESPONSIBILITIES

Contact and work with the community, particularly volunteers and agencies were given as job responsibility by fifty-eight participants. Recruitment, training and placing of volunteer came next (28) followed by administration (22), innovating and initiating volunteer program (20) and public relations (19). Other activities and responsibilities listed were:

> Interviewing volunteers, consultation, developing training workshops, writing grants and working with Volunteer Bureau Board in planning and developing programs.

DIFFERENT ROLES INVOLVED IN THE JOB

The roles most often mentioned were public relations person, consultant-advisor, administrator, interviewer, liaison person with all agencies in the community, coordinator, evaluator, planner, organizer, teacher, trainer, recruiter, manager, leader, enabler, catalyst, mediator, and expeditor. Some saw themselves as interpreter of community needs and resources, employment specialist for agencies and volunteers, researcher, "Jack of all Trades," innovator, and fund raiser.

SKILLS AND ABILITIES

The workshop participants were asked what skills and abilities they would have liked to have had when they started their career as volunteer coordinator or director. More than thirty indicated a need for knowledge of total community, its various agencies, further training in community organization, thorough knowledge of public relations including preparing publicity for mass media and public speaking, ability to communicate effectively and work with volunteers and professionals. Other responses included:

> Knowledge of the goals, scope and objectives of volunteerism as seen and experienced through the Association of Volunteer Bureaus and its relation to citizen participation. Understanding

human behavior. More volunteer experience in practical applications in various areas. The awareness of current issues and how they affect the community. Skills in group dynamics. Knowledge of role and structure of a board. Program planning skills and techniques and workshops. Immediate recognition of abilities of others. Personnel training, more skill in supervision. Ability to motivate individual groups. Research techniques. Thorough knowledge of budgeting and accounting. Fund raising techniques and knowledge of available resources. Skills in interviewing. Being able to organize, plan and evaluate. Business management, typing and other office skills.

The respondents considered their most important ability the ability to work with and inspire other people—enabling people to realize their capacities—understanding their needs—ability to work with professional and volunteer—present good image of agency (63). Fifteen listed administrative and organizational ability and eleven, knowledge of community, agencies, organizations and needs. Other important abilities listed were:

Public Relations
Enthusiasm
Common Sense
Public Speaking
Self-discipline
Program Planning
Sense of Humor
Effective Communication Skills
Ability to delegate responsibility
Understanding
Objectivity
Flexibility
Interviewing
Set Priorities
Funding Procedures
Ability to learn and grow
Not afraid to make mistakes
Innovative ability and creativity
Knowledge of full meaning of volunteerism
Knowledge of situations in which volunteers can be utilized
Psychology and human behavior
Being able to communicate excitement of volunteering and belief in agency's program.

Over seventy-five per cent of the volunteer coordinators and directors replied that they acquired their most important skills and abilities through years of experience of working with people and thirty per cent through professional training and academic learning. The remainder acquired these abilities through business experience and organizational activities in PTA, Girl Scouts, Volunteer Bureau, YWCA, Junior League and civic clubs.

SKILLS AND TECHNIQUES NEEDED

The skills and techniques seen as necessary by the volunteer coordinators or directors for their jobs were pointed out as follows:

Ability to get along with and work with all segments of the community (47)
Knowledge and understanding of local community, its welfare programs, the agencies and their services, needs of the community and how they can be met (29)

Knowledge of principles that make volunteering effective, getting agencies to see value of good volunteer, mobilizing people and getting them involved (13)
Resourcefulness, awareness, flexibility and efficiency (28)
Diplomacy, sensitivity, patience, tolerance, like people (27)
Leadership, management and organizational skills (20)
Public speaking (17) Interviewing skills (16)
Administrative and supervisory skills (12) Public relations (13)
Understanding people and human basic needs (14)
Publicity writing, journalism, editing, communication skills (19)
Setting priorities and discipline (7) Teacher/trainer (6)
Motivate volunteers and recruit suitable volunteers (8)
Budgeting, accounting and fund raising (7)
Business management and systems analysis (3) Typing (2)

SUGGESTED EDUCATIONAL BACKGROUND AND ACADEMIC COURSES

Of the workshop participants, thirty stated that for this 'new career' a Bachelor of Arts would be needed as educational background with an emphasis on social, behavioral or political science; seventeen suggested an emphasis on sociology and psychology; and thirteen, liberal arts. A Masters Degree or graduate work in Social Work was listed by thirteen and three suggested a Junior College Degree.

Courses in the following subjects were recommended:

Community organization with an emphasis on health and welfare agencies and power structure (29)
Administration and Communication (19)
Social Work (13) Psychology (11) Sociology (110)
Public Relations (8) Human Behavior (7)
Fund Raising and Budgeting (3) Journalism (4)
Group Dynamics (2) Business Management (2)
Commercial Art (2) Leadership Training (2)
Supervision (2) Logic (1) Secretarial Training (1)
History and Philosophy of Volunteerism (1)

PRACTICAL EXPERIENCE

Volunteer experience was listed by twenty-nine as practical experience that would be useful for a career of working with volunteers. Having worked in groups, with the community and with its agencies was cited by twenty-two, nineteen indicated working with people as practical experience. Others included experience in administration, social work, supervision, public relations, coordination, interviewing, personnel management, business and as secretary.

CONCLUSION

The workshop participants in their responses to the questionnaire pointed out that a curriculum or training program for the 'new career' of volunteer administration needs to be both general and practical. As agencies and educational institutions turn their attention towards vol-

unteer programs and to the people who will administer them, they can encourage members of their own staff and volunteers to seek training or provide training in volunteer administration taking into consideration the suggestions made by those who are presently engaged in this 'new career.' Educational curriculum embodying the essential accumulated knowledge for those desiring entry into this career and for those in practice, desiring to improve their knowledge and skills, needs to be based not on pre-conceived notions and traditional concepts but on a whole range of learning experiences from the formal university course to the short-term creative workshops and practical experiences including some actual volunteer work. In the planning for curriculum and training it is helpful to turn to agencies who have dealt with it and also know the field of volunteerism well, such as volunteer bureaus. The ultimate aim in the development of training and curriculum should be that of serving the volunteer better and to encourage volunteer administration as a new career for people in human services.

FOOTNOTES

1. Executive Committee Minutes, Association of Volunteer Bureaus of America, May, 1969; November, 1969 and May, 1970, New York.
2. Marvin S. Arffa, "A Continuing Education Program for Coordinators of Volunteer Services," *Volunteer Administration*, Volume 3, No. 1, Spring, 1969, Northeastern University, Boston, p. 20.
3. Ibid, p. 21
4. National Program for Voluntary Action, Washington, D. C., 1970.
5. Proceedings of Conference on College Curricula for the Leadership of Human Service Volunteer Programs, National Information Center on Volunteers in Courts, Boulder, Colorado, October, 1970.
6. Report of Training and Curriculum Committee of Association of Volunteer Bureaus of America, 1970.
7. Training and Curriculum for Volunteer Administration, Loan Folder No. 14, Association of Volunteer Bureaus of America, New York, 1969.
8. Proceedings of the Annual Workshop of the Association of Volunteer Bureaus of America, National Conference on Social Welfare, May, 1970, pp. 15-19.

JOHN AUGUSTUS REVISITED:
The Volunteer Probation Counselor in a Misdemeanant Court

by
JAMES D. JORGENSEN, ACSW
Associate Professor, University of Denver

Over 125 years ago in Boston, a volunteer citizen, a shoemaker by trade, startled the existing correctional system by proposing what was then thought to be a radical idea. This very simple idea of supervising selected offenders in the community rather than holding them in jails led to the modern-day idea of probation. With this plan, John Augustus set in motion one of the movements that provided for a humane approach to corrections, and at the same time laid the groundwork for community treatment of the offender.[1]

Although the person to whom Mr. Augustus was reaching out was in present-day terms known as the misdemeanant, or misbehaver, his idea took its deepest root through its implementation as an alternative to prison for the felon. Probation has continued to thrive and develop in our criminal courts, but the lesser offender, perhaps because he has been viewed as harmless, has not drawn enough attention in most cases to warrant probation. With minor exceptions, he has been fined or given a short jail sentence and, according to recent information, he has graduated to the higher courts in large numbers.

A look at the volume of people going through the nation's misdemeanor courts provides another clue to the dearth of probation services in these courts. In the face of a crying need for probation services at this level of justice, it has been impossible to program for this volume of people except in a perfunctory way. There are, however, some signs that effective probation services can indeed be provided to this needy group of offenders if we dare to abandon some of the traditional ideas that have become a part of probation as it has grown and developed over the past 125 years. The answer may well lie in the persons of the 20th-century version of John Augustus, today's volunteer probation counselor.

The use of the volunteer citizen in corrections is not a new idea in that it has found expression in varying degrees in Europe, Asia, and Australia. In America, however, only recently has the movement gained impetus.

In 1959, a Municipal Judge in Royal Oak, Michigan, Keith J. Leenhouts, conceived the idea of using sponsors from the community to volunteer to work with young offenders.[2] This idea gained national recognition, and modifications of the idea have been proposed in several courts across the country. The National Institute of Mental Health has provided a grant to study the possible effectiveness of this program on a broader scale. The goals are to determine to what extent the lay citizen can fulfill the role of the probation officer, and what kind of offender best lends himself to this kind of supervision.

Out of the Royal Oak experiment Judge William Burnett, then the presiding judge of the Denver County Court, saw the possibility of applying

this idea on a more massive scale in a larger court. Intrigued with the idea, he and the other Denver County Court judges and staff submitted a proposal in the spring of 1966 to the Office of Law Enforcement, Department of Justice, which would demonstrate the combined use of professional staff and volunteers. The features of the proposal were:

(1) A diagnostic clinic which could provide rapid pre-sentence reports on defendants, and

(2) Use of volunteers to provide supervisory probation services for selected probationers.

A two-year demonstration grant from OLEA, which ended in June, 1968, has demonstrated the successful application of both of these ideas.

The Denver County Court diagnostic clinic is staffed by two psychologists, two interviewers and a half-time psychiatrist. The clinic has demonstrated its ability to process up to 25 people daily; however, the normal intake is more like 12 defendants. Judges send defendants to the diagnostic clinic after a plea or a finding of guilty. The judge can be furnished with a pre-sentence report the following day if necessary. The Minnesota Multiphasic Personality Inventory is the major testing instrument. It is supplemented by a sentence-completion test, a self-description test and a test to determine frequency of deviant behavior. A psychiatric examination is provided on those defendants where the judge has made this specific request or where the staff interviewer feels it is desirable. Defendants convicted of offenses related to weapons are routinely seen by the staff psychiatrist.

The diagnostic procedure, including the pre-sentence interview, takes about four hours. A pre-sentence report is then written and, in the case of a defendant appearing in court the following day, the report is immediately staffed by the Director of Probation and the diagnostic clinic staff. The relevant factors, such as family, education, previous offenses and employment, are considered and a corrective recommendation is submitted.

In those instances where probation is granted, the defendant will return to the probation office and there will be seen by one of the probation officers. He may be supervised by this staff member or he may be assigned to one of the volunteer probation counselors.

The volunteer probation counselor at this writing is one of nearly 1,100 citizens who have undergone training in the form of a three-night training class presented by the University of Denver Graduate School of Social Work. This ten-hour course provides basic understanding of the psychology of deviant behavior, counseling, court procedures and agency resources; it features training aids in the form of movies, a hypothetical case, and role playing.[3] The counselor is then sworn into the Denver County Court in a formal ceremony by one of the eleven judges.

The philosophy of probation in the Denver County Court is somewhat unconventional in that the multi-problem offenders and "poor" risks

are generally those most likely to be given probation, while the "good" risks are felt to be best handled through penalties in the form of fines or other disciplinary measures. The younger probationers have been seen as being best able to use the services of the volunteer counselor.

Several reasons may be cited for the extensive use of probation with people who have seemingly little but failure in their backgrounds. It is felt that this feeling of failure would only be reinforced with the application of a punitive approach. In that the diagnostic and staffing procedures have screened out the dangerous defendants, those left for probation services, while not promising, are assigned with the expectation that they may well experience more difficulty, but they will do so in the community and with volunteer counseling services available. It is felt that in the one-year probation period some self-defeating patterns can be identified and reversed. The volunteer is told that dramatic changes should not be anticipated but rather that gradual reduction of troublesome behavior is the goal.

Volunteers are expected to assume total supervisory responsibility for their charges. At the time of training they are assigned to volunteer teams of 10 or 12 people who meet at regular intervals to share and discuss problems, sometimes with the consultation of a professional staff member. They report in writing monthly to the probation officer who made the assignment and of course they are free to call or to drop in for consultation or other assistance with their probationers as the need arises.

The nature of the relationship to be developed is left to the volunteer. He is encouraged to exploit the advantages that accrue to him as a result of his volunteer status. "Reporting" as such is discouraged, but rather the attempt is made in training to encourage the volunteer to be more informal, direct and personal in his approach.

In reporting on the success of volunteers in reducing arrests, Judge Burnett cites some impressive statistics in his contention that volunteer probation counseling is a viable alternative to other penalties. A control group of 34 misdemeanant offenders which was averaging three arrests in the year prior to their court appearances was compared with an experimental group of 44 offenders with a slightly higher arrest rate. The control group was provided with the traditional non-probation interventions such as fines and jail sentences, while the experimental group was handled on probation using the volunteer as the counselor. Only 15 of the controls (28%) were rated successful while 28 of the experimental (64%) were considered successes when rearrest rates were used as the measure of success.[4]

One hundred twenty-five years of professional probation has demonstrated some of the disadvantages that the professional probation officer brings to his job in a greater or lesser degree. One is struck by the fact that the volunteer probation counselor, by the nature of his position in the Denver County Court, tends to overcome these disadvantages. What are some of these disadvantages?

Enforcement—The professional probation officer, no matter how much he would diminish his role as an enforcer, is in fact burdened with this role. He is seen, and realistically so, in the eyes of the offender as a person who can potentially return him to court and possibly to jail. In the eyes of the more imaginative offender, he is seen as a person who not only can but may actually want to do these things.

In the Denver County Court, the volunteer is told that he is to perform in the role of a rewarding, guiding person. He is not to be seen as a penalizing or punishing person. This role is retained by the court staff as necessary, leaving the volunteer to be the "good guy." This is intended to relieve the offender of the necessity of trying to cope with a person with two seemingly conflicting roles and allows him to focus on relating to a person whose sole intent is to provide a positive, rewarding type of experience.

Professionalization—While Professionalization of probation has brought with it some of the rewards that go with this kind of status, it has also served to alienate some of the people whom probation was intended to serve. It perhaps comes as no great surprise to the seasoned probation officer to hear that the offender sees him as "having a job to do." In a sense this is the feeling of many offenders. They have considerable difficulty envisioning anyone dealing with them on a helping level unless it was a job for which they were being paid.

The volunteer in the Denver County Court is unpaid and this effectively answers the question of "what's in it for you?" The fact that people will give of themselves, time and effort without pay, has been a somewhat disarming experience for the probationer, and in a sense changes the rules of the "probation game."

Knowledge of Deviant Behavior—Lytle has demonstrated that the lesser trained probation officer or the officer with little understanding of pathology can successfully work with probationers and in fact make this "ignorance" pay off in terms of a more positive relationship.[5] The probation officer who is unsophisticated in his understanding of pathology is forced to rely on dealing with the strengths that are evident in the offender. With some exceptions, the Denver County Court volunteer probation counselor has not been overly exposed to theories regarding pathological behavior. This area is not given much emphasis in the volunteer's training sessions since it is felt that the misdemeanant is more in need of a friend than a therapist and that in regard to pathology there is serious question whether deviant behavior can be explained through the use of the pathology model.

Caseload—When the idea of using one volunteer to work with one offender was being discussed, Judge Burnett remarked that this was the caseworker's dream. He remarked "one person should be able to keep one other person out of trouble if he doesn't have to worry about others." While the project has proved that even a caseload of one leaves room for failure, this ratio is without doubt a significant factor in the success in reducing rearrest rates. Contrast this with the caseloads of 100-150 which are not at all unusual in professional probation circles.

The volunteer in probation, if able to perform the task of supervising offenders, obviously is going to leave that much more time for the professional probation officer to do what has traditionally taken most of his time, namely, diagnostic and pre-sentence work.

Attitudes—Dealing with large caseloads daily, and experiencing a certain number of failures, has contributed to sometimes unspoken but ofttimes reflected feelings of futility and defeat on the part of the probation officer. These feelings are often perceived by the offender and interpreted as lack of interest or at times callousness.

On the contrary, the volunteer is not in the habit of failing. In his business or profession he is accustomed to success. The degree of enthusiasm displayed by volunteers has been downright refreshing to see, and we might add infectious, for the offender. The volunteer has much invested in his probationer; too much to let him fail. Surveys done by the court indicate that volunteers tend to re-enlist for a second assignment in nine cases out of ten.

While there may be many other areas where the volunteer possesses advantages; it is the opinion of Denver County Court staff members that volunteers indeed can manage misdemeanant offenders in some cases as well as or better than professional probation officers. Whether they are used to substitute for or to supplement professional probation services, they have returned to corrections the spirit of John Augustus, the founder of probation.

[1]**John Augustus, First Probation Officer,** Reprint of the original report of John Augustus, published in Boston in 1852. National Probation Association, 1939 104 pp.

[2]Keith J. Leenhouts, The Volunteer's Role in Municipal Court Probation, **Crime and Delinquency,** Vol. 10, No. 1. Jan. 1964. pp. 29-38.

[3]Ivan H. Scheier, Ph. D., Editor, **Using Volunteers in Court Settings.** U. S. Department of Health, Education and Welfare, Washington, D. C., J. D. Publication, No. 477. pp. 117-121.

[4]Burnett, William H. The Volunteer Probation Counselor, **Judicature,** Vol. 52, No. 7, Feb. 1969, pp. 285-289.

[5]Milford B. Lytle, The Unpromising Client, **Crime and Delinquency,** Vol. 10, No. 2, April 1964. pp. 130-135.

COMMUNITY INVOLVEMENT

by
JAMES O'REILLY, C. V. C.
Certified Volunteer Coordinator
Winnebago State Hospital
Winnebago, Wisconsin

INTRODUCTION–A volunteer program enables the hospital to offer many special services–both therapeutic and recreational–to reinforce the daily program for patients. Successful programs have been effective at Winnebago State Hospital, Winnebago, Wisconsin (a psychiatric facility) for all ages of volunteers except the young, married group. Their hours were not compatible with the hospital schedule until a project providing clothing for patients was inaugurated. This plan enabled the hospital to utilize any donated time available and allowed some to remain at home while contributing hours of help to the hospital.

THE VOLUNTEER COMMUNITY–The added services of volunteers are especially needed in psychiatric facilities. Even though the average stay in a psychiatric hospital has been reduced over the years, the volunteer program remains a vital element of the hospital. But as is true in any staffing, there is difficulty in achieving enough proferred help to adequately maintain a comprehensive service. The growing problem is the lack of time of concerned people to maintain these programs.

Many factors contribute to this lack of personnel on a volunteer basis, some of which are:

(1) Competition among different deserving agencies for the prospective volunteer's time. These organizations may be such groups as community and church groups, service clubs, and Red Cross.

(2) More recreational outlets available for the mother or the whole family. TV can become a time-consuming pursuit. Sports, camping, and traveling are popular American interests which engross the family and demand special preparations and planning for the mother, thereby limiting her hours for volunteer work.

(3) The increased cost of living which makes it necessary for the mother to work full or part time.

(4) Young children at home who need supervision, transportation, and whose own projects absorb much of a parent's time. School programs, church projects, Boy and Girl Scout projects all involve the parent as well as the child.

These major reasons have been a contributing factor to the decrease in volunteer help nationally. Some of the problems are more easily overcome than others. Suggesting projects of value to patients and suitable to service agencies, utilize their services within the hospital. Rather than being a competitor for interested people, these groups become an important aspect of the volunteer programs.

If recreation competes with a volunteer's time, recreational activities can be planned with patients that will incorporate the enthusiasm of the volunteer. It is easy to point out how much more meaningful any recreation can be if it is done with patients for patients. This is a selling job on the part of the volunteer service director.

It is impossible to reach working mothers and moonlighting fathers—this is an economic situation that is difficult to overcome. Fortunately there are enough volunteers among the other groups to offset this problem.

In the summer months, many active groups of teen-agers effectively help in various activities within the hospital. School commitments make it impossible for most of them to continue during the rest of the year.

While there are few volunteers among the young, married people, there are a considerable number from those whose families have grown. Most of these are able to give many hours of daytime service. Those who come as groups in the evenings are members of church or service clubs.

NEED FOR A SPECIFIC PROJECT—While the lack of the younger married couples caused a noticeable gap in the volunteer services at Winnebago State Hospital, there were a number of reasons: inability to contribute time advantageous to hospital schedules; economic problems; and family reasons. Since many could not come to the hospital at a time when their services could be used, a project was sought which would involve them at their own convenience. This project had to fill a real need for the patients, as no volunteer will continue to help unless able to see meaningful results.

The largest, most successful project, is one that was obvious, but took time to discover. At Winnebago State Hospital, clothing is provided for the patients if they need it, and if their families can not provide it. It was all good clothing, but because it was bought in large lots, colors and types were quite similar. When patients were sent to the city for some entertainment, it was obvious, from the attire, that the group was composed of patients from the hospital. If a patient went home for a visit, this clothing was not always suitable for the occasion. This pointed up the need for a project which has become named "The Fashion Korner." This project enables patients to select their own clothing when new items are needed.

Much planning and organizational work was necessary to get the project started. First, and most important, was to interest a group of young volunteers in the project. A Junior Woman's Club was being organized in the city and a part of their purpose was to be involved in service work. To do this, they were looking for a project within the community. They were invited to tour the hospital. It was no accident that they toured on the same evening that a dance was being held for the patients. It was pointed out to them how much more the patients might enjoy themselves if they were better dressed. If people look

better, they feel better, and therefore they have more fun. Enthusiasm for the project was immediate.

Some club members were assigned to solicit people and groups in the community for clothing. Some were assigned the job of cleaning and decorating an area of the hospital to be used to display the clothing and operate the "Korner." Some were assigned the job of baby-sitting so that other members were free to assume these tasks. Everyone worked at whatever task was given them at their own convenience, regardless of the hospital schedule or the time of day they could work.

It was decided to have the "Korner" open one afternoon a week. The volunteers would arrange for some of the group to be present to help the patients in selection and fitting of clothing. At other times, members of the group would sort, mend, clean clothing, or decorate the area to make it more attractive for the patients. As many as eighty patients at a time have come to "The Fashion Korner" to select clothing. Items other than clothing, such as jewelry or cosmetics, are also available. The ward personnel are more aware of the material or psychiatric needs of the patients, and as the patients are accompanied by ward personnel, the volunteers set no limits on the amount of clothing any one patient selects.

BENEFITS OF PROJECT—This project has been a most important factor in helping improve the quantity and quality of Volunteer Service within the hospital. In addition to a tremendous increase in the number of hours of time devoted and donated to the hospital by an age group that had not been reached previously, there have been many additional benefits.

The patients have received a boost in self esteem. When they look good, they feel good about themselves. Selecting their own clothing, which becomes their property, helps their ego. ("I own something, therefore I am important.") They are able to look for work properly dressed. They attend entertainment events looking as good as or better than the others attending. When they are released from the hospital, they have a suitable wardrobe.

In addition to the material benefits, there is a therapeutic benefit. Shopping, especially when the items are free, gives a lift to the spirits. And the ward personnel use the "Korner" as a teaching tool. Evaluating clothing, teaching how to select what is best for the individual, and how to properly care for it, help the patients realize their potential.

For the hospital, there is a tremendous financial savings. Items of clothing which become lost or damaged can now be replaced at no cost to the hospital or patient. Offers of entertainment for the patients can now be accepted because there is no longer a clothing problem for any patient. Since the patients are more presentable, there is less stigma attached to their illness. It is easier for them to find work. Being better dressed, they are more readily accepted in their home community and they are less likely to return.

Through the volunteers, more of the public is aware of the hospital and its aims. As a result, the volunteer program has grown markedly. Some of the new participants are anxious about making patient contacts. By working in the "Korner" they are able to gradually become accustomed to working with patients, and their orientation within the hospital is more tempered. There is now a large group of "community ambassadors," anxious to help the work of the hospital in any way possible. "The Fashion Korner" has broadened their concepts and enriched the contacts with the hospital.

CONCLUSION—An effective, successful volunteer program can incorporate members of a community within a hospital setting for the enrichment of both. "The Fashion Korner" has successfully enabled Winnebago State Hospital to offer a mutually satisfactory program. The hospital benefits materially and the patients benefit materially and psychologically from this volunteer effort.

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