Voluntary Action Leadership

SUMMER 1981

WOMEN IN VOLUNTEERING

As I See It

Work Worth Doing

By Jacqueline Wexler

Jacqueline Wexler is the president of Academic Consulting Associates in New York City, a professional search firm for college presidents and public affairs officers. She is a former president of Hunter College, serving in that position for 10 years, and was involved on the national steering committee that established Head Start and on the Peace Corps' education task force. More recently, she co-chaired the all-volunteer Committee to Study National Service. Her editorial is an excerpt of a speech she gave at VOLUNTEER's national conference in June.

WORK, TO ME, MEANS DIGNITY. IT SEEMS to me that you can analyze work as it applies to yourself—the kind of work that is worth your doing, that fits you, that energizes you. But perhaps more important, you can analyze work that is worth your doing for others. If something really needs to be done, then it's got to be worth somebody's doing it.

I have a stroke when people look down upon garbage collectors. It doesn't seem to matter whether or not we call them santitation engineers. All it would take is a long garbage strike in New York City in hot weather for these people to understand and appreciate the work of garbage collection. Yet, there is validity to the rags-to-riches notion in the United States. Something in our society has made us look down on certain kinds of work—whether it's done by paid people or by volunteers.

Women know that that was the problem with housekeeping and that was the problem with child-rearing. Until men began to share in the diaper changing, you couldn't convince very many women that men believed it when they said there is great dignity to being a mother. I think that people with your commitment have to work to bring back this central pervading theme: that work is worth doing to the degree that it needs to be done by an individual or by the society.

We have moved from the time when there were assigned people we could count upon, either in the paid work force or in the volunteer force, to do certain things. I gave a seminar on this topic for high-level corporate executives several years ago. During the discussion period, one of the participants asked me, "But why isn't it enough for my wife just to volunteer?" I answered him with a question, "Is it enough for you just to volunteer?" He told me afterwards that my remark was like a kick in the stomach, that it had made him think at a gut level about this question in a way that he's never thought about it before.

Please understand, I believe there are people, men and women, who "just volunteer" in the sense of being supported by somebody and doing something worthwhile all their lives. But it cannot be a segregated responsibility. It seems to me that we are coming to a much healthier state in which the sharing—though it is never 50/50 in any espousal, family or group—is at least significant. Those people who work for "the coin for the realm" for the major part of their lives are learning more and more to volunteer. And those people who have spent a long time volunteering in the sense of *not* for the coin of the realm, are also moving into the paid work force. I believe this is one of the healthiest syntheses in our American society.

Like all great truths and all beginning integrations, however, it is fraught with problems and misunderstandings and unevenness. Those who come in late want lots of credit for what they do, and those of us who were in early get a little tired of congratulating them and not getting enough support for ourselves. But one of the things I believe about good volunteers—people who give themselves to the works of society—is that they have in them, whether they ever have been professional teachers or not, a lot of the spirit of the teacher-mentor. The good teacher-mentor knew long before it appeared in the education psychology books that you take the students where they are and work with their individual differences. You're a stern task master and you correct the errors.

But you are also the cheerleader. You are the one who gives the papers back with lots of marginal notes because you respond to everything that looks like growth in the people you work with. I want to suggest that we've got to be able to transfer that talent that we use on the "students" we work with to all the other people we're trying to bring along in our society. They are so absorbed in the Puritan work ethic to make enough money to support their fancy families and

(Continued on page 44)

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The Women's Issue

The women's movement was a preview; it was a first stage. I believe that we will know we have come to the second stage when that energy and that passionate generative power we used for our own liberation is generated in others. We must apply it in a new way, forming a new coalition in the interests of human life, because we now have a government that says right out that these interests of people old and young, women and children, are the least of its concerns. So we cannot rely on massive federal programs. We cannot rely on Congress. We cannot rely on the courts. . . . What I call the traditional volunteer organizations, the ones that have always concerned themselves with the interests of women, children, the elderly, the weak and the ill, now move into the front line.—*Betty Friedan at the National Convocation on New Leadership in the Public Interest, New York City, March 30, 1981*

THE MORE ORGANIZED THE FIELD OF volunteering becomes, the more publicity we receive. Along with the positive recognition of deeds well-done, however, comes a closer scrutiny of our activities. Issues emerge: Should volunteers be paid? Should volunteers cross picket lines? Should volunteers be women?

The debate over woman's role in volunteering has dominated our issues list since the National Organization for Women (NOW) published its position on the subject 10 years ago. The reactions to NOW's denouncement of service volunteering have been both defensive and supportive—and non-stop.

In recent years, though, a growing shadow has been clouding the "women's issue" as the public's awareness of the scope of volunteering increases. Traditional magazines for the housewife, for example, began reporting on new kinds of volunteer activities aimed at community improvement. The newer magazines for the working woman were presenting volunteering as the latest discovery for leisure-time activities. Ironically they advocated service-oriented volunteering in new kinds of institutions—rape crisis centers, soup kitchens, shelters for abused women and children.

A gradual blending of service with activism has been taking place. And that is what comes across in each of the articles on women volunteers in this issue of *VAL*. You'll find a concise, interesting history of women volunteers researched by a man, Professor James Crooks of the University of North Florida in Jacksonville.

You'll read how one woman fought for change in state hiring practices by using her years of volunteer experience in "My Career as a Volunteer" (page 29).

You'll see how a unique re-entry program for women benefits not only the over-35 woman seeking work for the first time in years but the business, educational, nonprofit and governmental segments of the community as well (page 31).

And you'll learn that the hospital volunteer does not represent the traditional image of a volunteer in 1981. (See "The Volunteer Professional" by Jean Barth on page 33.)

Together, these articles represent a spontaneous reaction (each found its way to my desk in recent months with no invitation) to the women in volunteering debate at this point in time. The sense is that women most definitely have a role in volunteering today—as they always have. But it is one that adapts to the needs of the times.

In the fall *VAL*, we'll take a look at program evaluation. See you then.

Brenda Hanlon

Voluntary Action NEWS

'Flowers With Care' Helps Youthful Offenders

By Joan Bromfield

"We care if they're washed, we care if they didn't sleep the night before," says John Spellman of the youthful first-offenders he and other volunteer florists work with in a program that provides an alternative to jail.

Spellman and other florists are participating in a program called Flowers With Care, which not only teaches young people in Brooklyn, N.Y., the basics of running a business but also provides a concrete demonstration of the fact that someone cares about them in a very personal way.

The process starts when Father James Harvey, executive director of Flowers With Care, brings in a young boy or girl recommended by the courts or processed through Catholic Charities.

"They come to us and we screen them and they'll be put to work in our shops," Spellman explains. "We start them out learning the flower business from scratch."

According to Father Harvey, the floral industry is particularly suited to helping these youngsters, since it's one in which "a kid can walk away from a floral arrangement and say, 'I did that.'"

One of his proudest successes, Father Harvey remembers, "is with a kid named Berkley who came to us several years ago. He had discovered his wife was on drugs, so he took his 3-year-old son and ran away. He had a gun that was registered in West Virginia where he had grown up on a farm. His landlady found out about the gun and called the police.

"I met him in jail. We were planning to take him out to bring him into Flowers With Care, but it took about two days. In the meantime, Berkley was raped seven times. His face was badly beaten.

Joan Bromfield is a writer for The Christophers, an ecumenical mass media organization.

Tom Hayden Addresses VOLUNTEER Conference

Citizen activist Tom Hayden was the keynote speaker at VOLUNTEER's annual National Conference on Citizen Involvement in New Haven in June. Here, he meets the press before delivering his address on "Citizen Action in a Changing World," the conference theme. More than 450 volunteer leaders and volunteers participated in the four-day meeting at Yale University's conference center.

"He stayed with Flowers With Care for ten months. Through Catholic Charities in West Virginia we got his wife into a drug rehabilitation program. Berkley now owns a florist shop in West Virginia, he's back with his wife, and his son Chris is going to school. He calls me about every three or four months to tell me how he's doing. He always tells me about Chris's latest report card. At the end of the coversation, Berkley puts Chris on and the last words out of Chris's mouth are always, 'Thanks, Grandpa, for what you've done for my Daddy.'"

Thomas De Stefano, who directs the Brooklyn Catholic Charities office which has supported this project since its inception, says Flowers With Care provides a healthy environment for youngsters where they can develop positive peer and adult relationships and where they begin to feel good about themselves.

Father Harvey, a former chaplain at the Queens House of Detention in New York, credits Catholic Charities and the volunteer florists with the success of the seven-year-old project which he conceived.

Catholic Charities, he says, has been "tremendously supportive," showing him how to administer a program, advising him on the steps to take and providing financial help.

The florists receive support from Father Harvey's staff. The priest notes that "one of my counselors visits the stores every two weeks, talks with the florists and talks with the kids to find out how things are going."

Although initially some youngsters may be skeptical about participating, the reaction changes when they see the interest of the volunteer florists.

Spellman mentions his work with one first offender, who was very withdrawn when he started work.

"When he came into the shop," he said, "we couldn't get two words out of this boy. There was nothing he would say. Everything was like a big secret inside him. As he went along he just did his job, was always punctual, didn't try to learn too much in the beginning.

"But now, seven months later, we have a boy who has come out of his shell. He's now a person who cares as much as we care about him."

Volunteer Groups Strive for Safe Rides

By Gilda Morse

What is your instant mental picture of traffic safety? A school crossing guard? A bicycle rodeo? Hands locking the straps of a seat belt together?

Traffic safety is all these things—and much more. In some communities traffic safety programs have become an integral part of their approaches to family support systems, preventive medicine, environmental improvement and neighborhood self-help.

Project Nanny

In Cozad, Neb., for example, volunteer "nannies," ranging in age from 22 to 65, visit new mothers in the hospital maternity ward, offering the support and friendly ear that would be offered hy an experienced friend or relative. These 20 volunteers are all mothers themselves; no other specific experience is required of them.

When they visit the new mothers, they bring materials on child safety, including a brochure on safety seats for infants and one called "Buckle Up Babes," which describes the infant seat rental program administered by the Cozad Ladies Jaycees. As a result of this cooperation between Project Nanny and the Ladies Jaycees, it is estimated that about half of the mothers now acquire and use infant safety seats to drive the newborn home.

Borgess' Preventive Education

In Michigan, an innovative hospital out-reach program in preventive pediatric medicine was partly insipred by the success of a volnnteer educational program on children's safety belts developed by Jan Hletko of Richmond, Mich.,

In 1974, Hletko's young son, the only child riding unbelted in a carpool vehicle, was seriously injured in a traffic accident that left all the other children unharmed. This gave new impetus to Hletko's previous dedication to auto child restraints. She established the first Michigan chapter of ACTS (Action for Child Transportation Safety) and worked through local school principals to bring her message to elementary school children in their classrooms. She then started discussing the subject with mothers in the maternity ward of Borgess Medical Center in Kalamazoo, where her husband, Dr. Paul Hletko, was head of pediatric medicine.

The Hletkos worked with others in successfully persuading the hospital's board of trustees to launch a broad and innovative program in preventive pediatric education, using many of the educational techniques developed by Jan Hletko. Information on burns, poison, dental hygiene and auto safety is now brought regularly to classrooms and parent groups by members of the hospital staff.

As a result, approximately 1,800 infant and toddler seats have been rented

Jana Hletko (right), auto safety coordinator of Borgess Medical Center's Pediatric Preventive Medicine Program in Kalamazoo, Mich., buckles baby up for safety as pleased mother looks on.

Gilda Morse was the project director for VOLUNTEER's Citizen Involvement in Highway Traffic Safety Program until May 1. Beth Gill is the current director for the project.

out by the hospital at minimum cost to parents. About half the mothers leaving the hospital are restraining their infants properly, and the number of local stores that carry the car seat has grown sharply.

NESCO Obtains One-Way Streets

In Indianapolis, concern about neighborhood traffic safety led the Near East Side Community Organization (NESCO) to develop effective problem-solving techniques for working with their city government. At the October 1980 NESCO convention a planning committee of 10 was organized to work with the City Planning Department and the Department of Transportation to resolve the problem of narrow 25-foot wide residential streets that impeded clear traffic movement and clear vision.

The planning committee developed three alternative plans and submitted them to NESCO members for a vote. The members chose to convert the majority of residential streets to one-way streets. In March 1981, the City Council, impressed with the planning process and the result, accepted the NESCO recommendations.

VOLUNTEER's clearinghouse on traffic safety programs contains many other examples of community approaches to traffic safety. Program descriptions and requests for information are welcome. Write: Citizen Involvement in Highway Traffic Safety Program, VOLUNTEER, 1111 N. 19th St., Arlington, VA 22209, (703) 276-0542.

"Kid Power in Camp Fire" trainers Grace Anne Yee (left) and Elizabeth Stine discuss workshop content at Camp Fire's national headquarters in Kansas City, Mo.

Organization/ Agency News

• Two teenage trainers took off from school last spring to conduct workshops for **Camp Fire** adults. Called "Kid Power in Camp Fire," the sessions focused on how to commnnicate with children, how to involve youth in planning and decision-making, and how to have effective self-discipline in a group. Elizabeth Stine, 13, of Dunwoody, Ga., worked with Phyllis Clayton of Camp Fire's Atlanta, Ga., Council, traveling to Boston and Oklahoma City. Grace Anne Yee, 17, of Fremont, Calif., conducted workshops in San Bernardino, Calif., and Billings, Mont., with Fran Bartosek of the Alameda-Contra Costa Council. All four trainers spent three days at the youth agency's national headquarters in Kansas City, Mo.

This is the first time youth have participated in a shared leadership role with adults in the traveling training sessions known as "road shows," according to Shirley Eoff, a training specialist at Camp Fire's national office. "The youth trainers offer a new perspective, a point of view adults sometimes lose track of as they get older," she said.

• **Rehabilitation International-U.S.A.** has received a corporate gift of $75,000 from United Technologies Corporation to expand "Access to the Skies," its program to make commercial passenger aircraft more accessible to the disabled and elderly around the world. Now in its third year, Access to the Skies has focused on accessibility in the aircraft cabin, as a large segment of the disabled populace requires a wheelchair for mobility. Rehabilitation International-U.S.A. has developed a special airborne wheelchair which fits in the plane cabin and allows the passenger to move up and down the aisle and to the lavatory freely.

Access to the Skies also is evaluating and developing movable aisle arm rests and more accessible features in the lavatory.

All services and funding for the program have come from industry, including many aircraft manufacturers and airlines, the Aerospace Industries Association and the International Air Transport Association.

• **United Way of America** has selected John W. Gardner, founder of Common Cause and former Secretary of Health, Education and Welfare, as the recipient of its highest honor—the Alexis de Tocqueville Society Award. United Way presents this award each year to an outstanding citizen for exemplary service to the voluntary movement in this country. Gardner, a social analyst, author, advisor to presidents, educator, psychologist and government reformer, currently is chairman of INDEPENDENT SECTOR.

• Loret Miller Ruppe, co-chair of the Michigan Reagan/Bush Committee in 1980, has been confirmed by the Senate as the new **Peace Corps** director. Ruppe said her top priority is the Peace Corps volunteer. "We have agreed to coordinate our efforts more closely with the U.S. Agency for International Development," she announced. "In addition, we're looking to combine forces with private volunteer agencies to

maximize help to developing countries at a time when financial resources are limited."

Ruppe is from Houghton, Michigan, where she has chaired the United Fund, heen president of the St. Joseph's Hospital Guild, and served on the Houghton County Republican Committee.

Pa. Prisoners Run for Charity

The Pennsylvania Prison Runathon, believed to be the first event of its kind in the nation, is now history. On May 9, 1981, 740 inmates inside six state correctional institutions across the Commonwealth logged nearly 6,000 miles in a unique run for charity.

Endorsed by Governor Dick Thornburgh and Pennsylvania Bureau of Corrections Commissioner Ronald J. Marks, the Runathon was an outgrowth of runathons held the past two years at the State Correctional Institution at Rockview, Pa. This year, under the coordination of the Voluntary Action Center of Centre County, Inc., in State College, Pa., inmates of State Correctional Institutions at Dallas, Graterford, Greensburg, Mercer and Muncy joined inmates of the Rockview facility in an effort to raise funds for alternatives-to-imprisonment-for-youth organizations. Yet, according to Dr. Joseph Mazurkiewicz, Rockview superintendent, "the benefit received by the individual inmates was the most important accomplishment of this runathon."

Marie Hamilton, who chaired the VAC Runathon Sponsor Committee, explained that donations to the runathon took a number of forms. "We had donations pledged from individuals on a per-mile basis, using both the total miles run statewide, and total miles run at a particular institution," she said. "One State College couple gave four cents for every mile run statewide. Most contributions are not based on any per-mile formula."

The inmates and several guests ran a total of 5,795 miles in four hours. At the Dallas correctional facility, for instance, more than 100 inmates ran a total of 444 miles. Three runners completed the prescribed distance for an official marathon: 26 miles and 38 yards. A father/son team, Ron Coder, Sr. and Ron Coder, Jr., were guest runners in the Dallas Runathon. The young Coder is a member of the St. Louis Cardinals football team. His father is the executive director of The Second Mile, a foster home involving Penn State athletes as "big brothers" to troubled boys. The Second Mile was one of seven recipients of the proceeds from the runathon.

Seventy-five inmates at Muncy, the state's only predominantly female correctional facility, ran a total of 605 miles. The Pennsylvania's Lifers' Association, an inmate organization, pledged 50 cents for every mile that the Muncy inmates ran.

Pennsylvania prisoners run to support alternatives to imprisonment for youth, raising more than $2,500.

Beacon Students Balance Interests

By Gail Golman Holtzman

Thanks to the students of Beacon College in Washington, D.C. . . .

- Citizen members of the Anacostia Energy Alliance in Southeast Washington, organized to combat excessively high energy costs that stem from poor management and inefficient energy systems.
- Tenants in low-income housing throughout the District of Columbia are postponing conversion of their buildings to condominiums and cooperatives.
- The Hispanic population of Washington has benefited from a human services resources manual prepared by the Wilson Center.

By participating in such community projects, Beacon College (formerly the Campus-Free University) students are encouraged to be self-sufficient individuals. One of the College's guiding principles is that education should "empower" people as individuals and community members to affect their environments in a positive way. According to Mark Rosenman, president of Beacon College for the past three years, the students enjoy "a fresh, unalienating experience with maximum control over their educational experience."

The student selects a degree program based on individual interests and needs and chooses a program adviser and resource persons to assist in the educational process.

Nearly eighty percent of Beacon's students, who are of diverse nationalities and ages, select the College based on personal recommendations. Rosenman believes that these students choose Beacon beacuse "it is not bound by the limits of orthodoxy."

Beacon College was founded in Boston 10 years ago by Larry Lemmel, former president of Franconia College in New Hampshire. His idea was to offer students the opportunity for self-directed education. Since that time, Beacon has expanded its purpose to address issues of social responsibility and citizen participation. Now accredited, Beacon offers programs in more than 150 cities and rural areas across the country. With the exception of an academic office in Boston, the College operates out of two stories of a renovated townhouse in Washington, D.C.

As they learn about theory and technique, Beacon students gain practical experience in a variety of community projects, such as Beacon's Community Organization and Social Change Project, the Parent Liaison Project, and the University Year in Action (UYIA).

Not all students, however, become involved in social programs. Rosenman emphasizes that one of Beacon's major roles is to serve as a liberal arts college offering Bachelor of Arts, Master of Arts and Associate of Arts degrees in highly academic programs. Beacon College graduates pursue a multitude of career paths, such as art, education, urban planning, health and journalism. One Beacon graduate has attained Michaelangelo's position as assistant curator of the Vatican.

Beacon College is now considering the development of a Community Education and Cultural Center in the multi-ethnic neighborhood in which the College is located. Rosenman hopes to buy and renovate the building to house the Center, that might include a community cafe, a performing arts theater, book store, model child care center, computer center and office space for nonprofit organizations.

Creation of the Center, Rosenman believes, would help stabilize the neighborhood while providing learning opportunities for the students and services for the community.

Rosenman would like to see the educational establishment incorporate the principles on which Beacon is founded. "Conventional education is directed to the individual benefit of each student," he states. "It will succeed only when college becomes known for operating in ways which assist the student in going beyond self-interest.

"As long as others are doing it for us, as long as we're passive recipients of social services, we will be subject to the caprice of those who pay for the services."

Gail Golman Holtzman is a freelance writer and a VOLUNTEER *consultant.*

The Art of Helping

Operation Rescue: 'We'd do it again'

The Art of Helping is an occasional column written by or about volunteers and the joys, sorrows, problems and satisfactions derived from their assignments. Here, Ernestine Bates and Kris Reese, two staff members in VOLUNTEER's Washington, D.C. office, describe their experiences as tutors in Operation Rescue, a city-wide volunteer tutoring effort initiated last spring to improve the reading and mathematics skills of thousands of failing first, second and third-graders in the District of Columbia's public schools.

By Ernestine Bates and Kris Reese

Kimberly, Eric and Lanita were the three third graders I tutored as part of Operation Rescue. For two hours two days a week I worked with them on their reading and math assignments.

At first the kids were shy, and said very little. It seemed as though they weren't quite sure what to make of the situation or me for that matter. But as the weeks passed, we became very attached to one another. I looked forward to Monday and Thursday afternoons, and I think they did too.

Kimberly, full of energy, would come running into the room shouting, "Ms. Bates, what are we going to do today?" However, she always quickly cautioned, "You know I can't stay long; I have to pick up my sister from kindergarten."

Eric, on the other hand, loved the extra attention a tutor could provide and would stay for as long as I would be there. He too was responsible for another child in kindergarten, but as long as I promised to wait, he would pick up his friend and both would return. We worked on his assignments for as long as I was able to stay.

For the majority of time, I tutored the children on reading comprehension, which seemed to be the most serious problem. I would read a story or have them take turns reading and then I asked them questions about the story's content. I was amazed to discover that although they could read the words with little difficulty, they did not know who the main character was or what was the main action in the story.

After three or four sessions, I presented a few addition and subtraction problems to them. They answered them quickly, so I moved on to multiplication and division. There the going was much slower and they didn't seem particularly interested in doing the problems on paper. They were most receptive to working out problems on the blackboard. I devised a sort of game, having each child take a turn at the blackboard.

For me, participating in Operation Rescue was a very rewarding experience. I am not sure if the program achieved it's goal of improving the reading and math skills of the first, second and third graders. After the program ended, I asked my students' teacher if she could see any improvement in their work; she said that she only noticed a little progress. I'm not even sure if Eric, Kimberly, and Lanita were promoted to the fourth grade. However, I am sure that they benefited from the extra time and attention that another adult besides an overworked teacher could provide. I know I have gained a lot from the experience.—*Ernestine Bates*

VOLUNTEER staff member Ernestine Bates (right) works on concentration in her tutoring sessions with third-grade students at Raymond Elementary School in Northwest Washington, D.C. (from left): Lanita Graham, Kimberley Baker and Eric Harrell.

When I started as a volunteer with "Operation Rescue," I expected to rescue a group of kids from the inner-city school system overnight. I had a vision of a system plagued by low-skilled teachers, uncaring administrators, inadequate materials, poor facilities and educationally malnourished children. Much of what I saw initially supported my views, and when I was introduced to my students—Willie, Dionne and Lacheke—three bright-eyed and enthusiastic second graders who seemed starved for attention, I was convinced that I could change the system.

My first few sessions were less than miraculous: The kids demanded constant attention and each reacted badly when I spoke with another child. One child sulked; another threw erasers across the room. Their skills levels were unbelievably low.

Each session seemed a repeat of the

last. I would help them sound out an unfamiliar word and find them not only unable to remember the word several minutes later, but also unable to remember the process of sounding out the word. I found myself pushing them harder and seemingly accomplishing less. In addition, I was forced to introduce discipline into the sessions and was very uncomfortable playing "the heavy."

The classroom facilities were hot and crowded. Many days I spent half a session looking for a room in which to tutor. The teachers and administrators seemed to have little time to help me and even less time to help the students.

I was frustrated and ready to quit.

One afternoon, however, after over an hour of phonics drills, we began to read from a new book. Willie, who had had more trouble identifying new words than either of the others, encountered a sentence full of new words. He was, as usual, frustrated and mad, and wanted me to read the sentence for him. Instead, I helped him separate the words into individual sounds. We worked on that one sentence for over 20 minutes, much to the displeasure of the others. However, 20 minutes later, Willie read the sentence on his own. Hardly monumental, but a definite turning point for me. I was beginning to see what many of the regular teachers constantly live with. Although miracles could happen, they would be small ones. Incremental growth was the best that one could hope for.

I learned that a few hours a week could not change the learning habits of even three second-graders overnight, much less change an entire system. But my coming had made a difference—not only for Willie, Dionne and Lacheke, but also for me.

I developed a new respect for the teachers and administrators who deal with these problems every day. I got to know three great kids and the world they live in—a world totally removed from my own. I have learned that one child's small progress is worth hours of my time.

On my last day in the classroom, Willie, Dionne and Lacheke asked me if I was returning next year. I wasn't able to convince them that the idea behind the Operation Rescue program was to help them progress so that they no longer needed a special tutor. Maybe I still feel I can accomplish miracles. I'm going back in the fall if the opportunity exists. I wouldn't miss it for anything.—*Kris Reese*

Volunteers Watch for Earthquakes

By Linda Thornburg

The cartoon in the *Earthquake Watch Newsletter* shows a cow who has bounded into the dining room of a startled couple. Dishes are falling from the skewed table, the man is perched on top of the china cabinet, and the woman stands boldly confronting the animal. The caption reads: "I think she's trying to tell us something, Madge. Call the Hotline!"

The hotline is Project Earthquake Watch's communications channel for more than 1,700 California volunteer animal observers, who are helping two scientists find out if man's best friends, furry felines, and motley barnyard beasts can predict earthquakes. From Humboldt County in the north to Ventura County in the south, dedicated animal watchers record changes in the behavior of their pets and stock and relay the information to Stanford Research Institute International at Menlo Park. There, Dr. Leon Otis, an experimental psychologist, and Dr. William Kautz, a computer engineer, use the information to determine the extent to which animal behavior changes before an earthquake.

"The major impetus for Earthquake Watch was a Chinese prediction of a major quake 24 hours before it happened," says Otis, who along with Kautz, began the project under the sponsorship of the U.S. Geological Survey in 1978. "The earthquake was devastating but the Chinese saved 100,000 lives because they were able to evacuate a large city where the buildings, which were mostly adobe, collapsed. Because they don't have funds to bring buildings up to code, the Chinese have concentrated on earthquake prediction instead. In this case, unusual animal behavior was passed from the masses through different levels of authority until the top level decided whether there was enough information to evacuate."

To make the decision, Chinese scientists used indicators besides animal behavior, but Otis and Kautz are concerned only with animals—which ones sense quakes, what stimuli they react to, and how they behave. The scientists' job is not to predict quakes but to gather and interpret the data which will someday allow others to do it.

Otis says that animal behavior may change anywhere from a month to two or three days before a quake, with the 48 hours before quake activity showing the most pronounced changes. "Animals differ, so behavior changes depend on the species," he says. "But generally, placid animals become active and active ones become placid. A dog who is active may do nothing but hide under the bed. A cat who usually sits around may become restless. Animals in barns and pens try to get out."

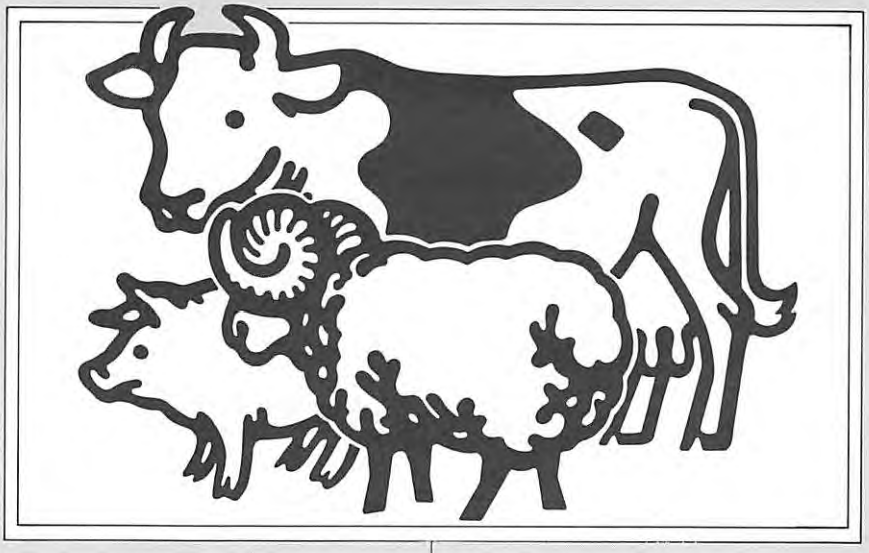
Scientists aren't sure yet what causes the changes in behavior but they suspect that animals pick up slight movements in the earth, low level sounds, and changes in electromagnetism. Otis and Kautz are confident that behavior *does* change (they average six calls a day on the hotline but the number skyrockets before quake activity), but they don't yet have conclusive evidence to support their hypotheses. They would prefer to use quakes which measure at least 6 on the Richter scale, but California hasn't had many such quakes lately. They hope for statistically significant results in the next two years.

The scientists determined 11 areas in California where quake damage was likely and then recruited volunteers for three of them: Humboldt County, the San Francisco Bay area, and Los Angeles and Ventura County, where the most quakes occur. Volunteers are

Linda Thornburg is a freelance wirter in Alexandria, Va.

people who are "into animals," says Otis. Many are retired, some are housewives, and some are ranchers and farmers. The project leaders also have enlisted the services of a zoo staff. Recruiting is done through local press, Voluntary Action Centers, and word of mouth. Volunteers are rewarded with a monthly newsletter which fills them in on quake activity and the efforts of seismologists and geologists to study it. The newsletter also has tips on how to get fault maps, tributes to volunteers who have served six months or more, and cross-word puzzles built around the theme of earthquake activity.

Otis says that animals have been used for quake prediction, in one form or another, for 2,000 years. There is a sizeable amount of literature on their strange behavior preceding quakes. But as far as he knows, this is the first attempt anywhere in the world to gain scientific evidence about the phenomenon.



For further information, write Project Earthquake Watch, Box 2995, Stanford, CA 94305.

Literacy Tutors Improve Patients' Self-Esteem

By Linda Thornburg

Strange as it may seem in a world where sociologists find significance in a new hemline length, there have not yet been studies about how increased reading proficiency helps self-esteem. So Meliza Jackson, patients' librarian at the University of Pittsburgh's Western Psychiatric Institute and Clinic, decided to conduct her own.

Jackson has obtained a local grant from the Bessie F. Anathan Foundation, which enables her to coordinate a one-on-one volunteer tutoring program for illiterate psychiatric outpatients, and to pay a research assistant to gather information about how the tutored change in self-esteem.

Jackson has always believed that anyone who is capable of reading should be able to read. But that belief became more than a philosophical position as her role at Western (a short-term crisis facility where patients stay on the grounds a maximum of three weeks and then see clinicians on an outpatient basis) evolved into that of patient confidant. "If you're getting well, it's nice to be treated like a well person," she says, "so patients near the end of their stay will leave their floors, where everybody is treated the same, and come to the library. We'll talk and reading always comes up. More and more, I realize that there are lots of adults who can't read as well as my 11-year-old daughter."

As a librarian, Jackson naturally thought her contribution to patient literacy should be one of referral. She tried to find programs in the community to serve illiterate adults, but what she found was a dearth of such programs. So she started her own.

Twenty-five volunteer tutors, who paid for their teaching materials, worked with inner-city residents for six months. Success in patient reading gains encouraged Jackson to request a grant to continue the program. The grant now pays for materials as well as the research assistant.

Volunteer tutors are trained by the Greater Pittsburgh Literacy Council, a dedicated two-person team which provides workshops for anyone in the area who can get a tutoring program off the ground. Western's director of volunteer services and Jackson participate in the workshops, encouraging prospective tutors to talk about their fears of working with psychiatric patients. "We emphasize the disadvantages, because those who decide to tutor after expressing their fears and hearing ours have a better chance of staying," Jackson says.

She has found that out of a class of 20, eight will decide they want to tutor psychiatric patients, another eight will tutor other adults, and three will drop out. Those who stay in Western's program are matched with patients by interest and location. All tutors and students meet at a mutually convenient time at a mutually convenient place—usually a library, church or university facility.

To be eligible for the program, patients must be adults or teenagers no longer in school, with specific reading goals. Some want to get a driver's license, some want to obtain a G.E.D. or to read the Bible, and others want to progress in a job. The young woman Jackson currently tutors on her lunch hour works in food services at a hospital. She now can read the names on the food trays, instead of having to deliver them by room number.

How many of Western's patients

could benefit from the program? A study done at an Indiana state hospital comparable in size and make-up to Western found that out of the first 100 psychiatric patients who were admitted, 54 didn't possess the reading comprehension of a competent seventh grader. "We spend millions of dollars to help mentally disturbed people. Maybe we should spend some of it to teach them how to read," Jackson says.

For further information, contact Meliza Jackson, Patients' Librarian, Western Psychiatric Institute and Clinic, University of Pittsburgh, 3811 O'Hara St., Pittsburgh, PA 15261.

Handicapped Help Volunteers Revitalize Radio Station WMNR-FM

By Gail Golman Holtzman

Radio station WMNR-FM in Monroe, Connecticut, is playing the flip side of an old standard: Its staff of six handicapped individuals has helped primarily able-bodied volunteers transform the former rock-and-roll station into a fine arts station with a news and public service department.

WMNR was a volunteer-managed station until Stewart Nazzaro, a broadcasting major, became station manager in January 1980. Today Nazzaro, who is legally blind, manages a staff of 30 volunteers, aged 18 to 70, and a paid staff of five professionals, each physically impaired by cerebral palsy and problems with motor perception and hand coordination. Nazzaro has taken steps to integrate the new staff members, who have production, public relations, and broadcasting backgrounds, with the long-time volunteers who have varying levels of radio experience.

Photo by Mike Thut

Stewart Nazzaro (right), WMNR station manager, interviews Chuck Mangione on jazz program.

The paid staff members have weekly meetings with the volunteers. "They also have helped the volunteers cultivate an arts orientation," Nazzaro says, "by demonstrating the desired program format and by explaining the dismal economic realities of perpetuating WMNR as a rock station without advertising."

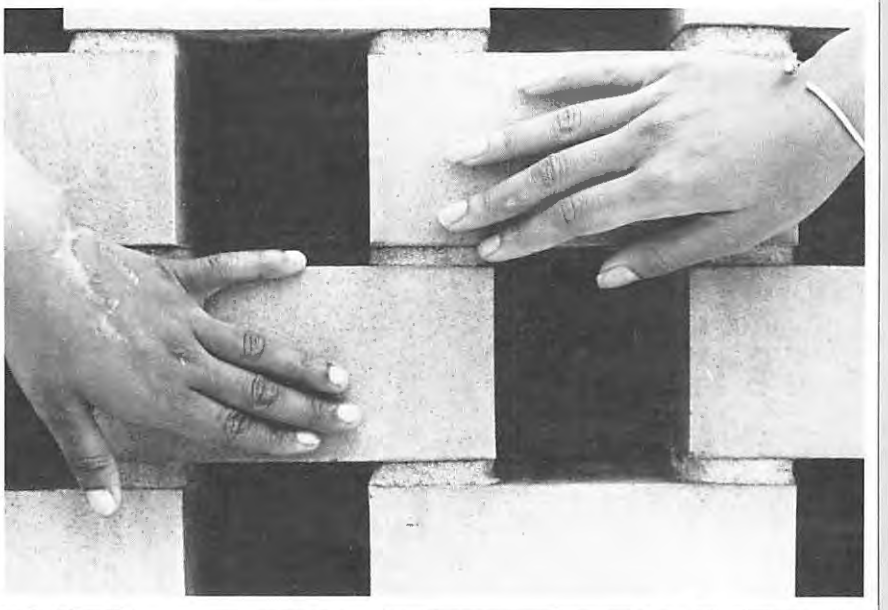
During the transition from rock to classical and jazz programming, volunteers have had the opportunity to participate in new areas of production—thanks to a $200,000 expansion effort. Now they not only work in the recording studio, but they also assist in the programming, arranging for interviews and working in the news room. For instance, John MacVane, a former war and United Nations correspondent and network journalist, has served as a consultant to the station in setting up its news room. Now the station plans to hire MacVane and to add other experienced senior citizens to its staff as well.

Word about the new WMNR has reached such volunteer organizations as the Junior League and League of Women Voters, who are now involved in station programming. Junior League members are involved in an arts linkage project, while the League of Women Voters is working to arrange for air time for political candidates. The station hopes to involve its own expanded staff in these projects once the reorganization is completed.

In addition to increasing the size of the paid and nonpaid staff, Nazzaro plans to expand the station's listening field to a 450-square-mile area. He also hopes to gain the support of National Public Radio and the Corporation for Public Broadcasting, and has formed the Access Broadcasting Company to accept corporate and foundation grants.

As the station emerges from its reorganization period, Nazzaro is confident that WMNR will achieve its goal: to provide high quality fine arts programming services to the community, while utilizing a paid and nonpaid staff of handicapped and able-bodied people. "The invisible mask of radio allows the handicapped the opportunity to demonstrate their abilities," Nazzaro says, "while it educates the community and provides encouragement to the handicapped."

Annual VSP Contest Winners Chosen



There were 34 winners in this year's photo contest sponsored by Volunteer Service Photographers (VSP), a New York City-based sponsor of 36 rehabilitation photography programs for the hospitalized, the physically and mentally handicapped, inner-city youth, senior citizens and former drug abusers. Above is photo by Janice Pitt, winner of the Volunteer's Program in Action Award. Pitt, a math teacher at Bellevue Hospital's PS 106M for emotionally handicapped youngsters, gives them weekly photography instruction as a VSP volunteer. Her photo portrays her students in a camera session with fellow VSP Volunteer Ed Lettau. Below is the photo of Grand Prize and Peter Cup winner for best black/white entry in the Junior division, 15-year-old Gladys S. of Bellevue Hospital's PS 106M in Manhattan.

Volunteers Included in Fernald's Treatment Plan

By Sally Sinclair-Hubbard

Lauri Sher, 17, of Chestnut Hill, Mass., spends part of each school week as a volunteer at the Fernald State School in Waltham, where she has befriended Robin, a 23-year-old nonverbal, mentally retarded woman.

A senior at Beaver Country Day School in Brookline, Sher began working with Robin at Fernald for a semester during a recent school fieldwork seminar. Her efforts evolved into a special friendship.

It all began before the two met last October when Robin had a crush and was overly dependent on a staff person named Mitch.

"It is not unusual for school girls to develop crushes on teachers," said Wayne Robertson, Fernald staff psychologist, "and Robin's situation was similar."

Sensing Robin's need for broader social interaction, a team of Fernald professionals limited her contact with him. When this occurred, however, Robin stopped communicating with everyone around her and began to work far below her abilities.

The team then designed and implemented a program to help Robin increase her self-esteem and recover her daily living and communication skills. The program included staff helping reaffirm her self-worth by showing their concern. They consistently and frequently complimented her on her appearance and took her on trips into the community.

Some improvement had occurred by the time Lauri Sher arrived for her fieldwork. During her first visit with Robin, they went out for ice cream to show Robin that good things could happen when her special friend came.

Each week the two leafed through magazines, a favorite pastime of Robin's. The activity was also part of a plan to encourage Robin to talk about the pictures that she liked, as well as to give Robin an opportunity to display her knowledge of color and clothing.

Sher soon had Robin cutting her favorite pictures from magazines to make collages. The total program began to work so well, and Sher's visits meant so much to Robin, that results which the team thought might happen in one year, happened in months.

Robin began to communicate again with everyone around her, according to Robertson. People had shown their concern for her, and she responded by doing things for them and finally for herself.

At the end of the semester, Sher wanted to continue working with her friend, even though Robin had begun to communicate and to use her skills again. She felt that leaving Fernald would be unfair to Robin.

So, under tutelage of a Fernald speech therapist, Sher has been learning sign language to help Robin reinforce her communication skills. Now, as they look through magazines, Robin describes through signs to Sher what she sees.

Sign language is opening up another world for Sher and Robin, says Robertson, who attributes Sher's success to her patience and kindness in dealing with Robin.

"She didn't expect too much too quickly with Robin, who had a social problem and who was often stubborn and shy in nature."

Fernald School's director of volunteer services, Deborah Hitchcock, adds that Sher's success with Robin relates also to her consistency and enthusiasm. She cites Sher as an example of how a volunteer, with staff guidance, can become an integral part of a client's treatment plan.

How does Sher, who had never before worked with retarded people, see herself in the Fernald setting?

"I feel special because Robin likes me," she says. "Each week when I arrive, she runs toward me with open arms. It's a good feeling."

Lauri Sher (right) uses sign language to ask Robin (left), "What is in the picture?" A client at the Fernald School, Robin indicates a car by using the sign for "steering wheel." Wayne Roberson, staff psychologist, looks on.

Sally Sinclair-Hubbard works at the Walter E. Fernald State School in Waltham, Mass., the oldest publicly supported training center for mental retardation in the Western Hemisphere.

Advocacy

Reimbursing Volunteers for Expenses

By Stephen H. McCurley

VOLUNTEERING IS NOT ALways a "free" activity. Almost all volunteers incur out-of-pocket costs in connection with their volunteer participation. These costs may include such things as travel expenses, meals, donated materials, telephone and postage bills. The average volunteer may actually spend over $100 a year to be a volunteer.

Some volunteers may be able to deduct some of these expenses from their taxes. Agencies may, however, wish to reimburse volunteers directly for these out-of-pocket expenses, particularly if the agency is attempting to involve individuals from low- or fixed-income groups who otherwise can not afford to participate as volunteers.

How crucial this reimbursement is to recruiting and motivating volunteers is not really known. A Battelle Institute survey conducted in Ohio in 1979 suggests that it has some signfiicance. Respondents were asked, "How important is it to pay people for their out-of-pocket expenses?" Over 27 percent of those interested in volunteering said it was "very important" to do so, and over 40 percent of those not interested in volunteering thougbt it was "very important."

Steve McCurley is VOLUNTEER's director of constitutent relations in Washington, D.C.

Standards for Reimbursement

Two basic standards should be met before any reimbursement is provided:

1. The person receiving the reimbursement is officially enrolled as a volunteer with the agency at the time the expense is incurred.

2. The expense is incurred in connection with an officially approved activity of the agency.

Agencies should have written guidelines outlining what expenses are eligible for reimbursement, what prior approvals are necessary before incurring reimbursable expenses (particularly for large expenditures), and what receipts or record-keeping procedures are required.

Types of Reimbursable Expenses

Reimbursable expenses may be divided into two general categories. Each agency should determine for what types of expenses it will provide reimbursement.

- **Service-related expenses:** Expenses directly related to provision of agency services, including costs of transporting clients, meals or materials provided to clients, costs of uniforms, telephone, postage or photocopying costs, travel and lodging for conferences or training sessions.
- **Enabling or facilitating expenses.** Expenditures to assist involvement of volunteers, including costs of transportation to and from the volunteer assignment station, dependent care expenses, meals for the volunteer.

Volunteers should be provided with an itemized list of those types of expenses for which the agency will provide reimbursement.

Record-Keeping

It is equally important to provide volunteers with a system for keeping track of expenses. This will enable both the volunteer and the agency to maintain an accurate account of expenses. The form provided below is one such simplified system which might be utilized. It can be given to volunteers, then collected and verified periodically by the volunteer administrator. Volunteers should he told clearly what type of receipts they will need to provide for expenses. ♡

VOLUNTEER EXPENSE FORM

Agency _____

Date _____

Type of Expense _____

Amount _____

Signature of Volunteer _____ **Date** _____

Signature of Supervisor _____ **Date** _____

Communications Workshop

Putting Together a Community Forum

By Richard White

AWARE OF THE TRENDS AND challenges facing volunteerism and nonprofit organizations through its own Voluntary Action Center, Volunteer Jacksonville, Florida, decided to look at the changing needs of women and study how those needs might affect the volunteer programs in their community as well as nationwide.

The modus operandi? A community forum called "Women and Volunteering: Who's Hurting Whom?"

Because of thorough planning and coordination, the all-day forum was described by those who attended as "provocative and well-organized." Over 150 people participated in the process. Two nationally known leaders, Dr. Benjamin DeMott of Amherst College, Mass., and Ken Allen, executive vice president of VOLUNTEER, debated the issue by responding to such questions as:

- Is volunteerism on the decline?
- How has the women's movement affected [the issue of] volunteerism?
- Are women hurting themselves by volunteering?

Later in the day, nine Jacksonville area leaders and one moderator shared their views and concerns in a panel discussion. Finally, three discussion groups led by professors from Florida universities were held simultaneously allowing participants to choose their own area of interest.

The idea for the Jacksonville forum came from the VAC's observation that volunteer positions used to be more long-term and that in recent years women were expressing their desire to become more involved in their volunteer work by affecting changes and working in project-oriented jobs.

"We felt that with the economic pressures on women today, the role of volunteers would become much more important and we should be prepared," said Diana Furr, Volunteer Jacksonville's director of education and training at the time.

It was suggested that if other voluntary organizations in Jacksonville had experienced similar changes and agreed that this was an issue to study, then a community forum might be the appropriate vehicle to study the trend. So, for a three-week period, VAC staff members conducted a telephone poll of the leaders of these organizations and attended community meetings that took place within that period to present their case.

The results were positive; the idea for a community forum had enthusiastic support.

It was apparent from the start that financial assistance would be necessary to conduct the forum. The advantage of outside funding was that it allowed the organizers to keep the registration fee low—$5 rather than a $15 charge per individual if the VAC had no financial assistance.

The disadvantage of outside funding was that the funder (the State of Florida) required considerable documentation. Besides the paperwork involved in researching and writing preliminary and final proposals, time sheets, financial reports and narrative reports had to be compiled and submitted.

The selection of a planning committee was a crucial consideration for Volunteer Jacksonville because its small staff could not have handled the job by itself. Also, it served the purpose of involving a cross-section of the community.

Committee members had to be individuals with expertise in volunteerism, who had credibility in the community, experience in dealing with women's issues and in the field of humanities. They included a teacher's union representative, a political science professor, a public radio staff member, an urban minister, a philosophy professor, a member of the Florida Women's Political Caucus, a Junior League member, and a president of a black sorority.

Identifying a source for funding was first on the list of priorities for the committee. It selected the Florida Endowment for the Humanities. Initial contact was in the form of a letter, a brief synopsis of the issue, background information about the Jacksonville VAC, and a description of plans for the forum.

The response was positive, and the Endowment instructed the VAC to submit a preliminary proposal. This proposal was filled out from information and feedback collected from a one-page questionnaire sent to each committee member by VAC staff.

In its reply to the preliminary proposal the funder outlined the specification for the final proposal. The Endowment recommended revisions in the proposal and additional writing it felt was necessary. The entire fundraising process, from the initial letter to final acceptance, took three months.

Rich White is the director of public information for Women in Community Service (WICS). He wrote "How to Set Up a Speakers Bureau from Square One" for Communications Workshop in the spring '81 VAL.

In the meantime, the bulk of the planning and tentative arrangements were made so that the committee could move ahead once official word came from the funder. Speakers were selected and contacted, a facility in which to host the forum was chosen and costs negotiated, a publicity campaign was devised, brochures and posters were designed, and printers were obtained. VAC staff and committee members worked together on these arrangements.

The forum was designed to incorporate four methods of treatment in analyzing the issues related to women and volunteering: keynote speeches, a debate, panel discussions and workshops.

It was the committee's responsibility to book the keynote speakers. Nationally known and published professionals were recruited for the debate. Individuals from the Jacksonville volunteer community were called upon to serve as panelists and workshop leaders to present a broad local perspective.

Once the funding notification arrived, a memorandum was sent to the speakers, the hotel facility, committee members, vendors and contractors, notifying them to proceed with their plans.

Staff and committee members met with workshop leaders to outline expectations. Workshop leaders were expected to develop their own hand-outs and materials. (Several of the leaders were committee members who wanted to take a more active role in the forum.)

Panel moderators developed a list of sample questions for panelists, which were sent to the panelists in advance. Sample questions also were sent to debaters to help them prepare for the forum.

The committee then launched a vigorous publicity campaign. A colorful brochure with a pre-registration tear-off card was mailed to 1,000 individuals and organizations. One hundred posters were printed and posted at area businesses and colleges. Radio and television public service announcements were sent to all media. Television talk show hosts were contacted to interview committee members. News releases were sent to newspapers and periodicals. And whenever possible, committee members promoted the forum at regularly monthly meetings of area organizations.

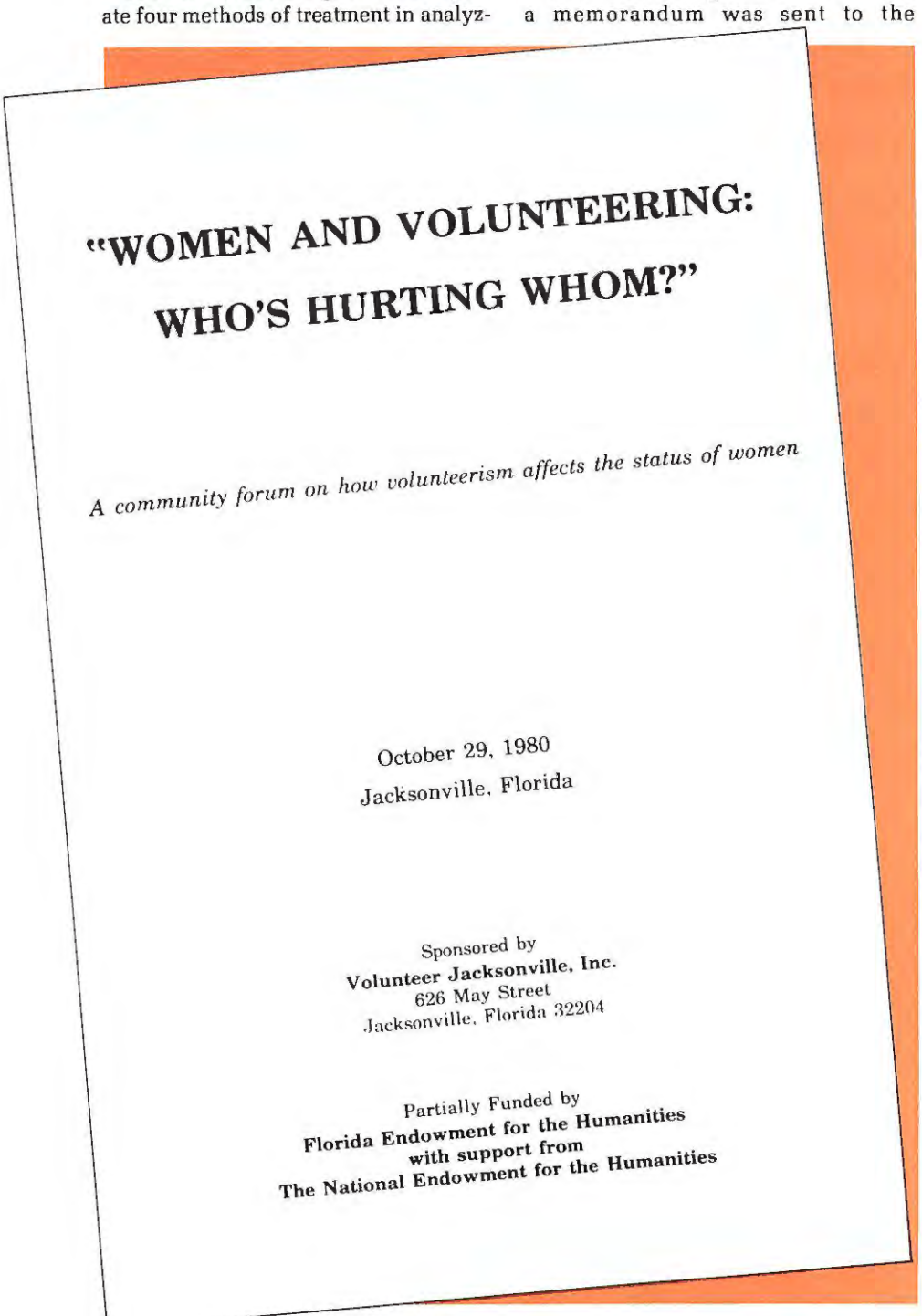
A registration packet was assembled, which contained reprinted newspaper and magazine articles on pertinent topics, a program, lunch ticket, order form for published proceedings, evaluation form and name tag.

Diagrams were drawn to show the hotel the exact arrangements of the tables. Name plates were placed on the tables for keynote speakers, debaters and panelists.

A last-minute review of individual assignments ensured that each station at the forum-registration desk, guides, refreshments, information—was covered at all times.

The key to a successful community forum is communication, according to the Jacksonville organizers. One or two persons must be the central coordinators of the forum project from the beginning. They must understand each other's roles and responsibilities and make certain that someone is responsible for each detail.

A copy of the published proceedings is available for $2 from Volunteer Jacksonville, 626 May Street, Jacksonville, FL 32204.



"WOMEN AND VOLUNTEERING: WHO'S HURTING WHOM?"

A community forum on how volunteerism affects the status of women

October 29, 1980
Jacksonville, Florida

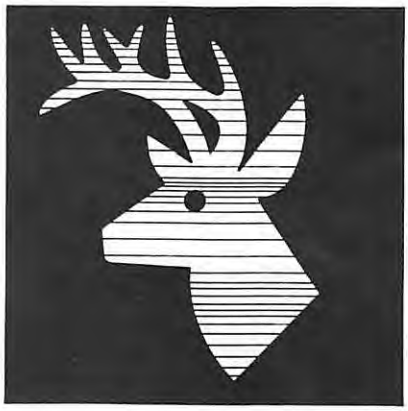
Sponsored by
Volunteer Jacksonville, Inc.
626 May Street
Jacksonville, Florida 32204

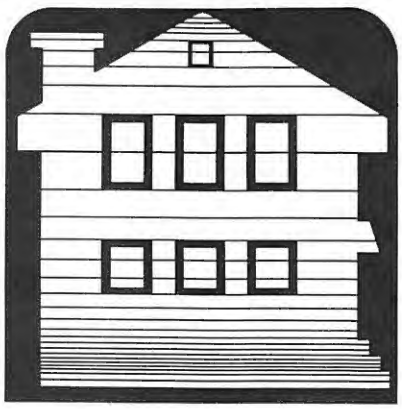
Partially Funded by
Florida Endowment for the Humanities
with support from
The National Endowment for the Humanities

Arts and Humanities

A Shipyard, a Park and a Community

By Gail Golman Holtzman





THROUGH THE VOLUNTEERS in the Arts and Humanities project, VOLUNTEER has learned of a number of programs across the country that utilize a cross-section of volunteers in innovative ways. Three such programs are described below—the Mystic Seaport Museum's Gung Ho Squad in Connecticut, for which Volunteer Coordinator Valerie Murphy provided the information, the Bays Mountain Park and Nature Center in Kingsport, Tennessee, and Amherst YES (Youth Engaged in Service) program in New York.

The Gung Ho Squad

The retired president of General Motors Acceptance Corporation, two physicians, three retired military officers, a former mayor, several Connecticut businessmen and a hackamack tree—are all involved in the Gung Ho Squad, a unique volunteer effort at Connecticut's Mystic Seaport Museum, the country's largest maritime museum.

Twenty Gung Ho Squad volunteers assist a paid staff of 30 in tackling a myriad of "grunt work" tasks in the Seaport's Henry B. DuPont Preservation Shipyard. They scrape and sand hulls, construct boat cradles for small craft and peel bark from hackamack "knees" which serves as braces in the Seaport's *Charles W. Morgan*, the last surviving wooden whaleship in this country.

In addition to their preservation work, Gung Ho volunteers help paid staff take care of the Museum's small craft collection. Squad members have built cradles to support the stored boats and to preserve their structural integrity. They also help conduct Seaport's sailing classes. Careful records of the Squad's activities are maintained by Volunteer Crew Chief John Zimmerman.

Since its inception in 1974, the Squad has worked more than 3,500 hours. Some Squad members have developed their "shipyard" skills by working on their own boats, while others have gained an expertise through on-the-job training.

One reason for the Squad's success lies in the ingenuity of its scheduling. Squad members work on alternate Saturdays during the fall, winter and spring months, leaving time free for sailing during the summer.

The Squad, whose members travel from three states in order to volunteer, is only one part of the volunteer effort at the Mystic museum. Mystic's entire volunteer corps, which consists of 250 persons, has been a vital part of the Museum's operations since 1941.

Bays Mountain Park and Nature Center

Bays Mountain Park and Nature Center in Kingsport, Tennesses, utilizes nearly 1,000 volunteers. Many are scientists, employed by Eastman-Kodak, who work in the park's planetarium and nature center. Other volunteers assist the Park's naturalists in presenting educational programs to more than 5,000 student visitors each year. Working closely with the Kingsport Board of Education, park staff and volunteers offer specialized curricula to first-grade through senior high school students. Most of the volunteers who assist in the program have backgrounds in natural history.

In addition, the volunteers produce planetarium programs, assist in observation sessions in the planetarium, accompany groups on trail hikes and barge rides, help with fundraising, and staff and buy for the center's gift shop.

Volunteer Coordinator Marion

Gail Golman Holtzman is a consultant to VOLUNTEER's Arts and Humanities Project, which is funded under a three-year grant from the Ittleson Foundation in New York City.

Amherst YES members with storytellers.

Gung Ho Squad volunteers scrape paint off the hull of the **Charles W. Morgan,** *an almost 150-year-old wooden whale ship.*

Photo by George Roth, Gung Ho Squad member

Dulaney arranges for personal interviews before accepting prospective volunteers. After the interview and orientation meeting, the volunteer is assigned to read a training manual and to observe trained volunteers working in all levels of the educational program. Volunteers also spend time with the park's paid naturalists before filling out their schedule.

Many of the volunteers are retired people who have been active in the Audubon Society and Sierra Club. While many have advanced degrees, all volunteers need a bachelor's degree to participate in the nature programs. Bays Parks Mountain and Nature Center recruits volunteers through local agencies, including a citizen group formed to establish the Park 10 years ago. The support of the eutire Kingsport community, according to Dulaney, has allowed the Park to extend its operations and to offer these educational programs to a multistate area.

Amherst YES

The Amherst YES (Youth Engaged in Service) project involves 400 volunteers between the ages of 13 and 21 in a variety of services to senior citizens, handicapped children and other Amherst residents. They tell stories, dress up as clowns, make puppets and costumes at local libraries, and assist in craftmaking and recreational events at various community centers.

Up to 12 students volunteer each week at the Old Amherst Colony Museum's Discovery School, an eight-year-old creative learning center where students 6 to 14-years-old learn about pioneer life. Through a six-week summer program and some Saturday programs, students learn how to grow their own crops and to harvest their land. YES volunteers have assisted the children in such activities as a salt dough ornament-making project for senior citizens and in producing the play, "The Headless Horsemen."

YES Director Kathy Mobarak recruits students for the YES program by offering workshops to high school psychology and sociology classes and to local youth groups. Flyers are also distributed to adolescents which indicate projects that require attention.

For further information, contact Shirley Keller, Director, Arts and Humanities Project, VOLUNTEER, 1111 N. 19th St., Arlington, VA 22209.

WOMEN IN VOLUNTEERING
Ten Years Later

IT'S BEEN 10 YEARS SINCE THE National Organization for Women set forth its famous position on "Volunteerism and the Status of Women." Despite NOW's preference for "change-directed" volunteering over "service-oriented" activities, women's volunteer groups have maintained a steady defense of their work over the past decade.

The General Federation of Women's Clubs, for instance, passed a resolution in 1975 reaffirming its mission, "which is to work solely for the common good as it sees the need to be, for the well-being of the people and without remuneration." When the National Council of Jewish Women made volunteerism its number one task force priority in 1977, NCJW President Esther Landa declared this move "neither an abdication of the responsibility of serving society, nor agreement that all work must be compensated to be judged worthwhile."

Now Betty Friedan, famous feminist, author and founder of NOW, feels that there "is not that great a difference between NOW and the feminist organizations and what you might have thought in the past was a service volunteer organization."

What has happened? Because of the women's movement and the more universal "me" consciousness of the '70s, many women for the first time began to question and improve their volunteer roles within organizations and their community. And because of the recent persistence of economic hard times, many women have forsaken or cut back their volunteer activities to join or return to the workforce.

Friedan examined these changes in a speech before the National Convocation on New Leadership in the Public Interest. Sponsored by NOW's Legal Defense and Education Fund, the conference was attended by leaders from a selected cross-section of of organizations—particularly those whose programs affect women and families.

"If you actually went back and read the [women and volunteering] resolution," she said, "you'd find it contains nothing anybody would disagree with now. We were opposed to the exploitation of women in volunteer organizations. We were opposed to the fact that women did a lot of the work in volunteer organizations without being recognized as part of the actual leadership and without having a decision-making voice in the leadership. And we were concerned with the devaluation of some of the important work women were doing.

"But there was a sense that women had to say no to this volunteerism and to put an end to the exploitation. In the first stage, there was perhaps a rationale for that kind of focus. We were always distinguishing between volunteerism for social change, because that was what we were spending our lives on, and volunteerism for service. I believe even those distinctions have been transcended by the necessities of these times.

"As volunteer organizations, you know you can't blame the women's movement and say, 'You were against volunteerism, now we can't get volunteers because everybody has to go to work.' It's not our fault; it's inflation that's forcing everybody to go to work. Thank heaven we have won opportunities. Women aren't getting enough money, but at least they know now if they are being discriminated against. They are more self-respecting, and they know now to stand up for their interests.

"In the next five years, we will have to do for the larger interests of this country and for life what we did for ourselves as women beginning 20 years ago. We will have to do this to save the possibilities of freedom and human dignity and generative life in America."

Self respect ... know-how ... human dignity ... freedom. Examples of these themes continually emerge in the following stories of women in volunteering—yesterday and today.

The Role of Women in Volunteerism

A Short History

By James B. Crooks

ANYONE WHO WRITES ABOUT THE HISTORY OF volunteerism in America generally begins with Alexis de Tocqueville, the great French friend of the United States. Tocqueville traveled the length and breadth of this country in the 1830s and wrote a book entitled, *Democracy in America*. This book became the classic description of our country 150 years ago. Tocqueville wrote about our political, social and cultural institutions, and in the process discovered that one of the major contributors to the success of our system was the voluntary association.

> Americans of all ages, all conditions, and all dispositions constantly form [voluntary] associations. They have not only commercial and manufacturing companies, in which all take part, but associations of a thousand other kinds, religious, moral, serious, futile, general or restricted, enormous or diminutive. The Americans make associations to give entertainments, to found seminaries, to build inns, to construct churches, to diffuse books, to send missionaries to the antipodes; in this manner they found hospitals, prisons and schools. (Tocqueville, II, 114)

For Tocqueville, voluntary associations not only accomplished social change through people joining together to pursue specific goals, but they also stood as a bulwark against governments attempting to assume greater and more pervasive roles in peoples' lives.

Another characteristic of the volunteer society seen by Tocqueville was that of people caring and sharing with one another:

> When an American asks for the cooperation of his fellow citizens, it is seldom refused; and I have often seen it afforded spontaneously, and with great goodwill. If an accident happens on the highway, everybody hastens to help the sufferer; if some great and sudden calamity befalls a family, the purses of a thousand strangers are at once willingly opened and small but numerous donations pour in to relieve their distress. (*Ibid.*, 185)

Volunteerism developed rapidly in America because of our relatively unstructured society. Governmental control for colonial America was 3,000 miles away in England's Parliament; communication back and forth often took six to nine months. Things needed to be done and the colonists did them. They formed church congregations: Baptist, Presbyterian, Moravian. They volunteered to serve in local government as aldermen, firemen, militiamen or night watchmen. They cooperated on economic enterprise, and they established schools, almshouses and cultural institutions of various kinds in their communities. By the 1770s, the Committees of Correspondence and the local Sons of Liberty had prepared the way for Independence. Volunteerism developed rapidly to meet the needs of a young society.

The title "Sons of Liberty" raises the question of women's roles in volunteering. There doubtless were innumerable instances of women caring and sharing of themselves in service to one's neighbor or extended family. Among the revolutionaries, the roles of Mercy Warren and Abigail Adams of Massachusetts are recorded. Molly Pitcher volunteered her services in battle during the War for Independence, as did other women. Generally, however, American society was male-dominated as were the voluntary associations at the beginning of our history.

In fact, the role of women was tightly circumscribed. As late as 1860, the eminent jurist David Dudley Field summarized the laws relating to married women:

> A married woman cannot sue for her services, as all she earns legally belongs to the husband, whereas his earnings belong to himself, and the wife legally has no interest in them. Where children have property and both parents are living, the father is the guardian. In case of the wife's death without a will, the husband is entitled to all her personal property and to a life interest in the whole of her real estate to the entire exclusion of her children, even though this property may have come to her through a former husband and the children of that marriage still be living. If a husband die without a will, the widow is entitled to one-third only of the real estate. In case a wife be personally injured, either in reputation by slander, or in body by accident, compensation must be recovered in the joint name of herself and her husband, and when recovered it belongs to him. . . . The father may by deed or will appoint a guardian for the minor children, who may thus be taken entirely away from the jurisdiction of the mother at his death. . . . (Tyler, 426)

Further, wife beating "with a reasonable instrument" was legal in almost every state as late as 1850. In Massachusetts, the rule of thumb regarding a reasonable instrument was a stick no thicker than one's thumb. In New York, the courts upheld a Methodist minister who beat his wife with a horsewhip every few weeks in order to keep her in proper subjection.

Change, however, was on the way. It came first in the very age of Tocqueville's visit to America—what historians call the Age of Jackson, or the Age of Reform before the Civil War. Substantial change came again in the years preceding World War I, known variously as the age of industrialization, the age of urbanization or the Progressive Era. Third, major change came most recently regarding the role of women in volunteering, beginning with the Civil Rights movement in the 1950s, leading through the antiwar protest into the woman's liberation movement of the late 1960s and 1970s.

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He presented this history at a community forum last year in Jacksonville on how volunteerism affects the status of women. *See page 17 for a story of how Volunteer Jacksonville, Inc., organized this forum called "Women and Volunteering: Who's Hurting Whom?"*

DURING TOCQUEVILLE'S ERA—THE 1820s, '30s, '40s and '50s—Americans were on the move. They set out from the Mississippi River Valley to the Rockies and beyond to the Pacific. They annexed Texas and fought a war with Mexico. They discovered gold in California. They built railroads to Chicago and factories in New England. They discovered oil in Pennsylvania and iron ore in Minnesota. They welcomed and sometimes did not welcome the flood of immigrants from Ireland and Germany after the potato famine. They bought and sold slaves, or were bought and sold as slaves. In New England and across the northern states to Illinois and Wisconsin, Americans celebrated a religious revival in the 1920s that led to a major reform impulse in the succeeding years. The issues included war and peace, the abolition of slavery, temperance, education, prison reform, care for the insane.

COURTESY MOORLAND-SPINGARN RESEARCH CENTER, HOWARD UNIVERSITY

"Women made up the rank and file of the peace crusade," historian Alice Felt Tyler writes,

> and carried on extensive correspondence with women of other societies in the United States, in England and in European countries. In the women's temperance societies and auxiliaries and in the women's antislavery societies they became adept at organization and adroit in political manipulation and the direction of public opinion. Their local, state and national organization was government in miniature. Auxiliary and subsidiary to the controlling men's organizations it was, but the women's help was essential for success, and once they were trained to equal effectiveness, the fiction of masculine superiority would be hard to maintain and the barrier of masculine domination might be assailed. (Tyler, 428-9)

Women formed auxiliary societies to raise money and arouse public opinion. They learned valuable lessons in methods of organization and propaganda, although as one of them said, when they first began their work, "There was not a woman capable of taking the chair and organizing the meeting in due order."

As experience developed their talents, the women realized they should participate in all antislavery work on an equal basis. At the convention of the American Anti-Slavery Society in New York in 1840, the radical faction led by William Lloyd Garrison proposed a woman for membership on the executive committee. The motion passed by a narrow majority. The more conservative members then immediately withdrew and organized a separate national antislavery society. This split weakened the abolitionist movement for a decade.

Later in that same year of 1840, the British convened a World Anti-Slavery Convention in London. The Pennsylvania and Massachusetts societies sent delegations which included such women as the wise and gentle Lucretia Mott. An English clergyman appealed to the American women to defer to British prejudice and withdraw voluntarily. After a bitter debate, the convention voted overwhelmingly to exclude them.

Meanwhile, back in the United States, the Grimke sisters, Sarah and Angeline, left their South Carolina home and went north to aid in the antislavery cause. They soon found that, although their aid was eagerly accepted, they were criticized and disliked by many abolitionists. They were jeered by many audiences solely because they were women venturing into a sphere heretofore reserved for men.

One Massachusetts clergyman condemned the women for unnaturally assuming the place and role of men. "We regret," he said, "the mistaken conduct of those who encourage females to bear an obtrusive and ostentatious part in measures of reform." (*Ibid.*, 444)

Meanwhile, Harriet Tubman and a host of volunteers conducted the underground railroad enabling untold numbers of slaves to escape to freedom. Called Moses by her own people and General Tubman by Northern abolitionists, this remarkable woman went South 19 times and rescued more than 300 slaves.

American women volunteers were involved in many areas in addition to antislavery activities. They worked for educational reforms, peace, temperance and trade unionism. They joined utopian communities like Brook Farm and Oneida. Dorothea Dix became virtually a one-person crusade in behalf of humane care for the insane. Eventually, of course, the women rallied to Seneca Falls, New York, in 1848 to demand justice, equal rights and the vote.

Again and again, men opposed their actions. A convention of all the temperance societies of New York assembled at Albany in 1852. The Daughters of Temperance, an auxiliary group, had been invited to attend, but when Susan B. Anthony, later of suffrage fame, rose to speak, she was informed that the ladies were there to listen, not to take part in the proceedings. A group of women withdrew from the meeting and subsequently organized a Woman's State

Temperance Association. Its president, Elizabeth Cady Stanton, also of suffrage fame, advised women to refuse all conjugal rights to husbands who drank to excess.

The following year, in the World's Temperance Convention in New York City, women again were prevented from taking part. When Abby Kelly Foster rose to speak, her voice was drowned out by protests. Afterwards, Horace Greely of the New York Tribune described the narrow-minded gathering as "An Orthodox White Male Adult Saints' Convention." (*Ibid.*, 450) The split over the woman question, however, was as disastrous for the crusade against liquor as it was for the antislavery association. The great liberal leaders of the reform movements, both men and women, dropped out of

COURTESY THE SMITHSONIAN INSTITUTION

the temperance organizations and devoted their energies to activities in which they would not be hampered by conservative advocates of male supremacy.

Down to the Civil War women continued their volunteer efforts both in service and for social change. They experienced growing confidence in their own capabilities to serve and advocate. As Professor Tyler writes, they played an important if subservient role in the era's social reform movements. In addition, by challenging the status quo in education, health care or slavery, they also began to change the status of women. Gradually the laws restricting women's property rights were repealed, though suffrage remained a long way into the future. Male opposition continued to thwart women's efforts, even as volunteers.

Between 1844 and 1854, Dorothea Dix had traveled more than 30,000 miles, visiting hundreds of prisons, almshouses, jails and hospitals, collecting data, preparing memorials and arousing public opinion in behalf of her causes. "They say nothing can be done here," she wrote from North Carolina. "I reply, I know no such word in the vocabulary. . . ." (*Ibid,* 305) This frail, middle-aged woman, drove herself onward to Indiana, Illinois, Michigan, Wisconsin, to Missouri, Tennessee, south to Mississippi and Louisiana. By 1860, all of these states had passed legislation establishing state hospitals for the insane.

In 1848 she persuaded Congress to introduce a bill to establish federal hospitals. It took six years for both houses to pass the bill, only to receive a presidential veto. Though Franklin Pierce did not consciously deny Dix with his veto, his action did symbolize much of the powerlessness of women in public life in the years before the Civil War.

Women challenged that powerlessness, but in effort after effort to bring about social change, men determined the extent to which women acted. Where changes occurred, as in establishing Hollins College or Mt. Holyoke College, men acted for women or set the limits for them. Women urged emancipation along with slavery abolition, but to no avail.

THE CIVIL WAR AND RECONSTRUCTION OFFERED numerous opportunities for volunteer service. Following the example of Clara Barton, women served in the new role of nurses in military hospitals. During Reconstruction, northern women became carpet baggers, traveling south to teach school for the Freedman's Bureau. Many had a kind of 19th century Peace Corps enthusiasm, helping black and white youngsters learn to read.

In the Midwest, women joined the Granger Movement to improve the lives of farm families. Later they supported the Farmers Alliances and populist protests, cheering Mary Ellen Lease as she urged farmers to raise less corn and more hell. Across the continent in the industrializing cities, women volunteers helped to make life more bearable for the new wave of southern and eastern European immigrants. In Jacksonville, Florida, population 7,000, three women members of the Relief Association of Jacksonville, began to plan Old St. Luke's hospital on Palmetto Street. It opened in 1873.

A few years later, another European, this time Englishman Lord Bryce, wrote a book entitled *The American Commonwealth.* His book became a 19th century classic second only to that of Tocqueville. On women's roles, he wrote:

> In no other country have women borne so conspicuous a part in the promotion of moral and philanthropic causes. They were among the earliest, most zealous and most effective apostles of the antislavery movement. They have taken an equally active share in the temperance agitation. ... Their services in dealing with pauperism, with charities and reformatory institutions, have been inestimable. ... The Charity Organization Societies of the great cities are very largely managed by ladies; ... When it became necessary after the war to find teachers for the negroes in the institutions founded for their benefit in the South, it was chiefly Northern girls who volunteered for the duty, and discharged it with single-minded zeal." (Bryce, II, 602)

By the turn of the century, a new wave of voluntary reform was under way. This time women played a greater role. Among other achievements was the passage of the Suffrage Amendment of 1920.

The causes of the increased activity were multiple. Some women, as men, responded to the Social Gospel preached by Protestant clergy in behalf of the poor. Others, in increasing numbers, attended college and studied the new social sciences where they learned about economics, sociology and the responsibilities of citizenship. Still others responded after witnessing the depression of the 1890s, with its unemployment, hunger and despair. The popular press had begun muckraking the evils of society in the newspapers and magazines influencing readers. For whatever reasons, and there doubtless were more, women joined with men to change America—to make it a more honest, efficient, humane and just society.

This time the men generally welcomed their support. The reformers challenging the city bosses helped women to organize good government clubs. In Baltimore following the defeat of a political machine in 1894, the women of the Arundell Good Government Club surveyed conditions in four working-class neighborhoods. They discovered that 25 percent of the school-age youngsters averaged from one to three days' absence each week. The chief cause for this irregularity of attendance, they concluded, was parental indifference to education. Second in importance was the opportunity or necessity for the children to earn family income by working in the mills, factories and shops. The women drafted a compulsory school bill, organized a citizens committee of men and women, and lobbied the bill through the state legislature.

The suffrage movement was successful because of the work of women in the volunteer sector, in this country as well as abroad.

In effect, the Baltimore women became part of an urban reform coalition supporting the creation of a juvenile court, child labor laws, playgrounds, public baths, pure food and milk laws, sweatshop and housing reform. One participant told a newspaper reporter that women were tired of church work and sewing circles, and wanted to participate in public affairs. The horizons of their homes had broadened and they realized that city governments in the 20th century were exercising increasing control over the health, education and recreation of their families. Women needed the vote, they argued, in order to manage the politicians who influenced their homes. (Crooks, 79)

Not all voluntary activities by women, however, were for social change. Many saw the rapidly changing urban/industrial society as corrupting traditional American values. They formed organizations like the Colonial Dames, Daughters of the American Revolution and Daughters of the Confederacy to reassert their older traditions.

The Women's Christian Temperance Union enlisted both conservatives and reformers in a renewed effort to control the manufacture and sales of alcoholic beverages in America. The WCTU had chapters in towns and cities across the country. Women supported temperance programs enthusiastically. Some carried enthusiasm to excess such as the ax swinging Carrie Nation. Many women saw alcohol as a moral issue identifying liquor with sin. Others felt it should be kept away from blacks and foreigners. Still others saw drunkenness causing industrial accidents, family violence and greater poverty for the working class. The passage of the Prohibition Amendment in 1919, however, owed more to the male-dominated Anti-Saloon League and the moralistic patriotism of World War I, than it did to the women's efforts with the WCTU.

Perhaps the most prominent woman volunteer of the Progressive Era was Jane Addams, founder of Hull House in Chicago. This settlement house, like others in Boston, New York and Philadelphia, served immigrant families in their neighborhoods with sewing, nutrition and literacy classes, cultural opportunities, sports and industrial training. It attracted idealistic men and women as volunteers to share their time and talents with less fortunate people. It also attracted numerous financial angels who supported its work for more than 20 years.

At Hull House Addams discovered that clean streets, police protection, garbage removal and housing inspection in the neighborhood required assistance from city hall. She became increasingly involved in political action seeking legislation on both the local and state level. Eventually her concerns became national and international in scope, and by the outbreak of the First World War, Addams was one of the leading advocates of peace and social justice in America.

Yet with all of her talent, influence and prominence, Addams's power and the power of women like her was severely limited. Despite her recognition by national leaders like Theodore Roosevelt, Addams could not secure garbage-free streets in front of Hull House, or achieve aid to depen-

dent children laws in state legislatures.

In New York, meanwhile, 18-year-old Eleanor Roosevelt returned from private school in England to be introduced to society in 1902. She felt uncomfortable among her society peers, but she discovered even among the elite, change was taking place. Wealthy women were distributing pamphlets on New York's Broadway in support of striking women garment workers. Two of the women, Mary Harriman and Nathalie Henderson, had founded the New York Junior League, one of whose purposes was to assist the social settlements. Eleanor Roosevelt soon joined the debutantes active in settlement work. She volunteered at the Rivington Street settlement in one of the poorest sections of Manhattan. There she began an education that led her to champion the outcasts of American society during the New Deal.

Carrie Nation

COURTESY THE SMITHSONIAN INSTITUTION

Upon investigating one sweat shop, Roosevelt wrote:

> I was appalled, in those days, these people often worked at home, and I felt I had no right to invade their private dwellings, to ask questions to investigate conditions. I was frightened to death.
>
> But this was what was required of me and I wanted to be useful. I entered my first sweatshop and walked up the steps of my first tenement. . . . I saw little children of four or five sitting at tables until they dropped with fatigue. (Lash, 149).

In later years Roosevelt carried her volunteer enthusiasm to the White House where she served as spokesperson for black Americans, young people, older Americans and women, anyone she considered disadvantaged in life. She traveled the country as an unpaid observer for the New Deal. She often wondered whether people listened to her only because she was the president's wife. Years later, after Franklin Roosevelt's death, President Truman appointed her ambassador to the United Nations. Only then did she realize authority on her own.

The climax to the Progressive Years for many women volunteers came with the passage of the Suffrage Amendment to the Constitution in 1920. The right to vote, the enfranchisement of women, represented the fulfillment of the American dream. Women had become full partners in the democratic experience—or had they?

Looking back over the changes of the Progressive Era, the inclusion of women contrasted sharply with their experiences before the Civil War. Women formed a part of the coalition politics of the age. Men encouraged their participation. Yet when women pushed too far ("far" as defined by men), the men once again stopped them. They jailed Margaret Sanger when she advocated birth control by contraception. They jailed Emma Goldman when she spoke for anarchism in the land of free speech. They jailed Mary Nolan, the 70-year-old Jacksonville suffragette, when she demonstrated outside the White House for women to vote. They ignored Jane Addams in her advocacy of a family assistance plan. Male-dominated legislatures passed both the prohibition and suffrage amendments, but only in their own good time, not when the women proposed them.

In effect, power in the Progressive Era still lay with men in America who set the limits of reform and the limits of women's influence in voluntary action. Most women, except for radicals like Mother Jones of the I.W.W., or Charlotte Perkins Gilman, rarely challenged it. Instead, they achieved partnership, albeit junior partnership, in the volunteer efforts to make the country a just, safe and more humane society. Their achievements were substantial.

Volunteering was not simply for social change, however. Neither were all volunteers white, Anglo Saxon and middle class. Volunteering for service in church and civic club probably increased during these years.

Black women also were active volunteers in church and community. Gunnar Myrdal, in his later classic study of black America, *An American Dilemma,* concluded that blacks actually developed proportionately more voluntary associations than did whites.

Ethnic volunteering varied from group to group. For some, like the Italians or Chinese, volunteering was limited primarily to extended family service. German Jews, on the other hand, took a more active part in community associations. Women generally, however, whether immigrant, black or Anglo-American born, probably did less formal volunteering than did men in that era; and without question, men generally directed the activities of the volunteers.

THE THIRD ERA OF WOMEN AND VOLUNteering began after World War II. Max Lerner in 1957 attempted to describe conditions in a book entitled, *America As a Civilization.* The book is particularly pertinent because it describes our society on the eve of the radical impulses of the 1960s.

Like his predecessors, Tocqueville and Lord Bryce, Lerner

saw America as a nation of volunteers joining businessmen's service clubs, trade associations, social clubs, garden clubs, women's clubs, church clubs, theater groups, political and reform associations, veterans groups, ethnic societies and other clusterings of trivial or substantial importance. He suggested that people joined to get ahead, to meet people, to make contacts to get something done, to learn something, to fill their lives. Being part of a church, lodge, service or woman's group, veterans group, country club, political party or trade union helped to define one's social personality. (Lerner, II, 630).

Lerner believed that groups formed for every conceivable purpose. There were vigilante and civil liberties groups; there

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were radical, conservative, liberal, reactionary and crackpot groups. Each of the three great religious communities—Protestant, Catholic and Jewish—had its own welfare, charity, social, recreational and reform clubs. Both blacks and ethnic Americans had more voluntary participation in group life than did Anglo-Americans: It was their way of retaining their identity and morale in face of the pressures of the dominant culture.

Lerner agreed with Tocqueville in concluding that through these voluntary associations, Americans avoided both the excesses of governmental interference and the isolation of the individual as David Riesmann described it in *The Lonely Crowd*. Associations provided a sense of identity, a feeling of neighborliness or community, and a commitment to purpose. As a result, Americans from all classes, colors and ethnic background took part in volunteer activity.

Women in Lerner's view continued their participation in volunteerism much as they had done in the Progressive Era, as junior partners to men. This was the era of the "feminine mystique" described by Betty Friedan, before the coming of women's liberation.

The revival of reform in the late 1950s, beginning with the civil rights movement, began the third phase of women in volunteering. Men and women again worked together in coalition for racial justice. Men again were the dominant partners. There were exceptions, of course, such as Little Rock's Daisy Bates, president of the Arkansas chapter of the NAACP. Most spokespeople, however, whether for the Urban League, NAACP, Southern Christian Leadership Conference, Congress on Racial Equality, Student Nonviolent Coordinating Committee or the black churches were men. The new ingredient in the coalition, of course, was whites working together with black Americans, though as Stokeley Carmichael subsequently observed, white men dominated that coalition.

For women, both black and white, civil rights meant sit-ins, picketing and street demonstrations, but it also meant preparing the coffee, stuffing envelopes and cleaning up afterwards. In addition, there were sexual tensions, especially between black men and white women, where women might be encouraged to give further evidence of their loyalty to the movement. In the early '60s, both black and white women sought access to policy-making councils. The most notorious response was that of Stokeley Carmichael: "The position of women in our movement should be prone." (Chafe, 233).

Women volunteers in the radical Students for a Democratic Society and in the peace movements also sought access to power and were rejected, often in sexual terms. Their anger mounted as they saw male strategies for radical change ignore rampant sexism in American society. It was at this point that Betty Friedan and her sisters organized NOW, the National Organization for Women. They also began publishing *MS Magazine*, encouraged the formation of consciousness-raising groups for women, and pushed for liberation from male sexism.

Women's roles in the volunteer sector reached a critical point in the early 1970s. Recognizing woman's subordinate role in most volunteer work, NOW resolved to oppose volunteerism for women where such activities served to maintain women's dependent or secondary status. Volunteer efforts to foster changes, however, were encouraged.

Complicating the volunteer situation for women in the 1970s was the increasing number of working spouses and single heads of families. Critics wondered if working women could find time to volunteer. They apparently forgot that men had worked and volunteered for generations. For single heads of families, the problem of work, child rearing and housekeeping were more difficult. Yet for a number of men and women in this role, volunteer work in church and community, whether as a teacher, coach or scout leader, became a way for parent and child to grow together. Other single parents hired sitters or made other arrangements to volunteer in political, theatrical or social work. In effect, volun-

The growth of support for the Equal Rights Amendment depends largely on the activities of volunteers.

teerism for the single parent became an opportunity for personal growth and satisfaction.

Perhaps part of the problem volunteers confronted in the 1970s lay in the increased demand for services in post-industrial America. In addition to traditional church, scouting, Red Cross, PTA, Kiwanis, garden club and comparable organizations, the 1960s and '70s spawned a whole range of new associations and services. One need only mention the Peace Corps and VISTA volunteers of the Kennedy-Johnson years, the organization of poor people into National Welfare Rights Organizations, the politicized student movements, the clean jeans for Clean Gene in 1968, Black Panthers, Gray Panthers, environmentalists, gay rights, women's rights, and all the voluntary groups who opposed them from the White Citizens Councils and Klan to Phyllis Schafly's anti-ERA forces, Anita Bryant's supporters, and the various groups supporting The Moral Majority, to recognize that a proliferation of voluntary associations had taken place in those years.

Beyond the political arena, volunteers in the 1960s and 1970s also organized drug crisis centers, halfway houses for addicts and convicts, homes for battered women, meals on wheels and protective service programs for the elderly, advisory councils for schools, planning boards and other governmental agencies.

Meanwhile, the professional volunteer agencies like Volunteer Jacksonville, looked for new sources of volunteers. Kerry Kenn Allen wrote about worker volunteers in factories and offices as a new resource for the 1980s. Julietta Arthur urged retired people to become active volunteers. Others sought to recruit more student volunteers or low-income participants. The proportionate involvement in volunteerism of both groups had always been low. Allen, quoting the 1974 ACTION survey that counted 37 million volunteer Americans, said more were needed. Like Tocqueville and others before him, Allen believed volunteers were essential to confronting America's problems.

For many women volunteers in the 1970s, however, it appeared that some changes were necessary in order to maintain or further their support. Feminists claimed much volunteer work was demeaning, that women primarily did the routine work or that men made most of the decisions. To the extent that such charges were true, voluntary groups had to change. Sexism in volunteer work had become as unacceptable as it was in business, politics, education or the family.

Looking from 1980 toward the year 2000, the role of women in volunteering will be what women and men make it. The historical experience has been one of increasing involvement by women of various races, ages, economic and ethnic backgrounds. Men and women have adapted to changing conditions in each era. The one predictable future characteristic also is change. Thus, for volunteering to continue successfully into the future, it too will change. Perhaps in the 21st Century when a Martian Tocqueville or Lord Bryce visits the United States, he or she too will distinguish our voluntary associations as essential to the health of our society. He or she may conclude, to paraphrase Tocqueville, that "all men and all women are ready to be of service to one another."

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Paving the Way for Women's Re-Entry

The Valley Volunteer Bureau in Pleasanton, California, involves a unique blend of community resources in its internship program for women—and everyone benefits.

By Elizabeth Stallings and Barbara Tuck

FOR A MYRIAD OF REASONS, large numbers of women are returning to the work force. For the young, experienced and exceptionally talented the entry can be fairly smooth. For women over 35, out of the job market for extended periods of time, re-entry is often traumatic, frustrating—or impossible. Outdated skills, low confidence and unfamiliarity with the job market all combine to lessen chances of being hired.

In response to the particular needs of these women, the Valley Volunteer Bureau in Pleasanton, California, in collaboration with its local community college, has developed a most successful experiential and academic internship program called Women's Re-Entry and Career Development Program. The program not only has been a tremendous success for the women enrolled but also has served to upgrade and expand many volunteer opportunities in the community.

The purpose of this program is to motivate women to be actively involved in career and vocational planning in advance of any potential crisis, such as divorce or widowhood. In other words, *prevention* is a primary goal.

Program design combines contractual internships in non-profit agencies with a community college course entitled, "Career Development and the Mature Woman." Eligible applicants include: women wishing to update their skills and confidence and obtain a recent job reference, women exploring a new career; and women maintaining their skills while voluntarily out of the job market. The Volunteer Bureau, with its established network of potential internships in local social service agencies, government offices, hospitals, etc., has been able to develop numerous jobs in journalism, medical and legal assistance, drafting, accounting, public relations and other fields.

Participants select an internship from a number of existing placements on the basis of their goals, skills and level of confidence. In response to women with specific or unusual needs, individual internships are developed. Environment of the placement is considered an important factor, i.e., whether the woman needs a supportive social service agency setting or a busy city office. The women work an average of 12 to 15 hours a week, are assigned a specific

Betty Stallings is the executive director of the Valley Volunteer Bureau in Pleasanton, Calif. Barbara Tuck is the director of the Volunteer Bureau's Women's Re-Entry and Career Development Program.

Gretchen

Gretchen worked in the early '60s as a drafter for a title company and the telephone company. "But recently I wanted to explore just what jobs were available in the engineering field," she said. "I felt completely out of touch. I worked in graphite and had very little experience in ink. I needed to learn new techniques and become familiar with the equipment and procedures."

Through the Women's Re-Entry Program, she was placed as an intern in Pleasanton's Engineering Department. She worked every weekday from 8 a.m. to noon, doing layout, drawing, inking, checking and updating a variety of base and annexation maps, and work on improvement plans.

"I felt overwhelmed in the beginning," she said, "but things gradually began to fall into place." About halfway through her three-month internship, she admitted, I'm finally pulling my own weight."

As her internship was ending, one of the engineers told her of a job opening for a draftsperson in the office of Cablevision. Using examples of her work in the Engineering Department and her supervisor as a reference, she was hired.

"I knew it would take a lot of effort on my part for me to feel comfortable drafting again," she said. "I couldn't have gotten the job without the Internship."

Mary

Mary had been a mother and housewife for 25 years. Before her marriage she had worked as a secretary for a firm in San Francisco. "I felt completely out of touch with the business world," she said. "I used to type 60 words per minute, but I didn't know what to make of the new typewriters."

After mustering up the courage to enroll in the Women's Job Re-Entry Program, Mary was placed in an internship as a secretary in the local Headstart office.

"It was scary in the beginning," she said. "I didn't feel I had much to offer. The staff was so helpful. They let me try a lot of different things.

"The class put me in touch with other women who had the same feelings, and it was nice to know I'm not alone. It built my confidence and got me going."

Upon completing the program, Mary wrote on her evaluation, "In due time I will look for a job in this field. I could never say that before. Now I don't hesitate. I know what I can do!"

Photos by Kim Ecclesine

supervisor and receive a written job recommendation at the end of the placement. A contract, although not a legal document, ensures that the agency and woman have jointly agreed upon the goals, duties and expectations of each.

The weekly class at Chabot Community College provides women with increased awareness of the business community, methods of job search and presentation, self-esteem building and, most important of all, the support of other women in similar situations. In fact, many women maintain contact with one another long after the class ends.

This program model has proven to be highly flexible and adaptable. Women in the program vary in age from 35 to 59, range in educational background from having completed 10th grade to being recipients of advanced degrees, and come from low-income to upper middle class socio-economic levels. The Volunteer Bureau is currently experimenting with the possibility of applying this model to youth wanting career exploration and to disabled needing supportive work environments.

Benefits of this program extend beyond those realized by the women involved. For example:

- Agencies formerly resistant to use of volunteers have gained a new respect for them and have learned the ingredients for successful volunteer placement.
- Women's groups (NOW, Committee on the Status of Women), which have been critical of the field of volunteerism, in the past, have been involved in the development and promotion of this program.
- Funders, particularly corporations and foundations, have been impressed with the project and have made substantial donations to it.

The importance of the program for over 200 women who have benefited from the experience can perhaps best be summarized by one of its participants who wrote on her evaluation:

"Your program gave me the chance to re-discover my skills and my confidence. It's different being back in the business world. At first, I thought, 'What am I going to do wrong today?' But now it's easy for me to walk into an office. I've discovered my talents! Thank you for paving the way to a successful job re-entry."

A healthy solution to the pressing need for hospital volunteers is to involve

THE VOLUNTEER PROFESSIONAL

By Jean Barth

FIVE YEARS AGO, AT CLEVELAND Metropolitan General Hospital, volunteer Joann Ruffing and psychiatric social worker Anita Silverstein began an experiment. Starting with the premise that when you look better, you feel better, they embraced a common goal—to demonstrate personal grooming techniques to improve the attitudes of clients in the Department of Psychiatry outpatient clinic towards themselves and their appearance. At the same time, they wanted participants to develop interpersonal relationships through the medium of group therapy.

Four years ago, volunteer Jane Amata, a professional horticulturalist, and psychiatric social worker Linda Stojkov, tried a similar experiment. Using creativity with plants, they developed a program where clients share ideas, successes and failures in plant care to learn more about themselves, attain better feelings, and relate better to others.

Joann and Jane are examples of today's volunteers, who want to use their hard-earned skills in challenging positions. Most of the volunteer sector has long recognized this and adopted the position that community service should benefit those who donate their time as well as those who receive it. Yet, in the health-care field, where cost containment reigns king and staffs and programs shrink accordingly, we continue to wring our hands over the loss of what we thought was the traditional volunteer—the middle-aged, middle-class, unemployed, well-educated Lady Bountiful, who is eager to devote time to "socially acceptable" but undemanding volunteer work.

As a hospital volunteer director in Ohio for the past nine years, I've been privileged to be a part of some of the changes in volunteer status and performance which are taking place. I've found that the effective use of people with proven talents and specific expertise offers new and exciting opportunities to fill gaps in institutional staff, rounding out and enriching human services. Far from being too busy, the volunteer professional responds to challenging assignments with warm enthusiasm and becomes a valued addition to staff—provided there is a specific well-defined role to play.

Joann Ruffing came to me five years ago, interested in using her skills as a model and charm school director in volunteering. She had applied elsewhere but interviews always concluded with offers of routine volunteer assignments having little or no relation to her professional background. I too was puzzled. How could we use a professional grooming expert in the health-care setting?

Begging her patience, I first placed Joann in the surgery waiting room as a hostess to provide companionship and reassurance to the relatives and friends of surgical patients. Then one day I asked her to conduct a workshop on grooming for our younger volunteers. A social worker with our group psychiatric unit attended and recognized how women in her group suffering depression and low self-esteem might benefit from Joann's expertise. It was the beginning of "A Better Me," a continuing program that has helped hundreds of depressed women.

There were many barriers to be crossed before we could call the program a success. Physicians were skeptical. Joann had no psychological training and no medical background. Although she was eager to work with mentally disturbed patients, she was apprehensive. It was necessary to provide her with rigorous training, teaching her to set exact guidelines, goals and methods of evaluation. Debriefing sessions were arranged between Joann and Anita Silverstein, the group social worker, after all class periods.

Today, Joann conducts her classes without staff present. Clients tell her

"Volunteering brings me back to reality and helps me achieve a balance in my life." *—Jane Amata (center)*

CMGH Photography Dept.

Jean Barth is the director of volunteer services for the Cuyahoga County, Ohio, Hospital System.

things they won't tell their doctors or social workers, thereby providing additional insights into the clients' concerns. The class atmosphere is informal and friendly. "The most important thing is to keep a sense of humor and let them have a good time," she says. "Hopefully, these women will realize it's all right to look at yourself and spend time on yourself." Joann explained that depressed people gain weight, don't sleep and almost always let personal grooming slip. "After I finished showing one woman skin care," she recalled, "she had tears in her eyes."

After two years of instilling confidence and self-worth in her clients, Joann sat down with another professional model to make plans to practice what she preached. Together they organized a business which uses their unique talents. "At the hospital," she said, "I have learned management skills—how to write a proposal, how to be taken seriously in drawing up plans of action, how to interact with people and to be sensitive to their needs. And I've learned how to project a good image."

She is currently partner of G&R Associates, a three-year old, thriving concern that conducts personal development courses for employees of local corporations. She and her partner promote the concept that individuals gain self-confidence by projecting a successful image. Recently, G&R obtained a contract to develop image workshops for patients of a private mental hospital. The partners also provide coordination for fashion shows at some of Cleveland's larger shopping malls.

"Fashion coordinating is a pressure business," says Joann. "Store owners, like patients, want your undivided attention. Some patients can be manipulative, but it's up to me to set limitations. I've had to learn to do that in my business also."

Joann recruited Jane Amata into the ranks of Cleveland Metropolitan's volunteer corps. Another entrepreneur, Jane started her own plantscaping business (Jungles by Jane, Inc.) at the age of 22.

Jane too was hesitant about working with mentally disturbed patients. But after sitting in on "A Better Me" classes for six weeks, she realized that her impressions about psychiatric patients had been formed more from movies than reality.

Now she works with handicapped and depressed men and women. One woman in her group had been seeing a physician for five years. "This woman picked up colors in flower arranging as if she'd been trained to do it," Jane said. "She finally told me she'd painted for ten years but had given it up because she didn't feel good enough about herself to paint." Her doctor, who was surprised to learn that she had both interest and training in art, has since guided her into art therapy classes.

"I have learned how to interact with people and to be sensitive to their needs."

—Joann Ruffing (left)

When Jane began "The Ivy League," there was no money budgeted for supplies. She brought in scraps from her business, collected flowers from funeral directors, and used tin cans for flower pots, a practice her patients found reassuring. Now her entire budget comes from periodic plant sales at the hospital, which feature the arrangements of psychiatric patients.

Goals are tailored to the individual needs of the clients. With the help of psychiatric social worker Linda Stojkov, they evaluate needs and backgrounds and then decide on structured activities. "Through these activities, we hope to improve socialization, raise self-esteem, and bring to the surface hidden talent, Jane says. "I hope to give each person the opportunity to express themselves creatively. Most of the time, patients are very surprised to find they have a lot to offer."

Patients learn both to "dig their problems into the ground" and to reach out to others. Last Christmas, Jane brought in a small tree for which she and her students made ornaments. When they donated it to the staff Christmas party, the class felt pride because they could give something back to those who had helped them.

Jane, like Joann, has learned skills which have aided her in business. "I know how to deal with people more effectively now," she says.

For both women, volunteering is a way to renew themselves. "Most of the time, I'm business-oriented," Jane says, "which at times diverts my attention from things that are most important in life. Volunteering brings me back to reality and helps me achieve a balance."

Recognition that volunteers, too, have needs is an integral part of the success of these two patient programs. Willingness to enter into a mutual partnership where the individual skills of each professional complement those of the staff provides a dynamic opportunity for expanded service to clients. These volunteers have designed, implemented, and evaluated their contributions to treatment and have realized personal satisfaction in the process.

Personal growth is evident in their own lives. Not only have stimulating new avenues of endeavor emerged in their respective careers, but they have broadened their horizons with each new hospital patient group. In turn, professional staff have gained a new appreciation of the opportunities afforded by working with these volunteer professionals.

We have entered a prolonged period of limitations on staff and program expansion due to budgetary constraints which will require innovative means to extend patient services. Utilization of the volunteer professional offers a significant opportunity to overcome these obstacles and enhance treatment programs.

MY CAREER AS A VOLUNTEER BEGAN IN 1961 TEACHING ENGLISH FOR THE SERVICE TO NEW AMERICANS

By Alice Zimmerman

project of the National Section, National Council of Jewish Women (NCJW). I was 21 years old, newly married and a newcomer to Nashville. Many, many volunteer jobs later, I served as president of the Nashville Section of the NCJW in 1974-76. My current position is co-chair of NCJW's scholarship loan fund.

In 1976 I returned to college at age 37 and finished my B.A. degree at Emory University in Atlanta. I went away to college because our local universities would have required that I spend two years in residence and repeat all the courses for my major. Emory allowed me to pick up where I had left off in 1960 and complete the final three quarters in two summer sessions while my children were away at camp, and one quarter of independent study at home.

In 1977 I entered Vanderbilt University in a master's program created especially to fit my needs and design—the first such interdisciplinary course of study in the history of the school. From my years of volunteer work, I had determined that juvenile justice was the career I wanted to pursue. In order to perform the highest caliber of work in that field, I needed the academic background and credentials for professionalization. The departments of sociology, psychology, public policy, law school, and graduate school of management were pooled to form the necessary curriculum toward my degree.

In December 1979 I became at once a Master of Arts in Interdisciplinary Studies in Social Justice and among the unemployed.

My job search brought me to the executive director of the Tennessee Board of Paroles. A Vanderbilt sociology professor had engaged my assistance in preparing a research proposal for a project in which we would be hired as outside consultants by the Board of Paroles.

After receiving the proposal, the executive director called me and said that he had a job opening as administrative assistant. He asked me to apply for the job, a Civil Service position which involved filling out an application, citing my credentials, educational background and work record.

In many instances Civil Service jobs in Tennessee do not require testing. The rating comes from the points received for education, work history, service in the armed forces, and experience in the field in which the application is made. I filled in the application attaching an addendum outlining my volunteer work experience in the justice field, and as an executive-level administrator.

I was summarily rejected without a passing score.

The man hired for the position does not have a master's degree, but does have six years' experience as a counselor at the Tennessee State Prison. The Department of Personnel decreed that experience denoted adequate administrative responsibilities.

Initially I responded with anger, much swearing and gnashing of teeth. Then 41 years of female acculturation took over: Maybe I didn't deserve the job; maybe I'm not good enough, smart enough, experienced enough; maybe I didn't want the job anyway. The more I thought about it, however, the more unfair it seemed. It's a Catch-22—you can't get a job without experience and how are you going to get experience if you can't get a job. As a Council volunteer, I had spent my adult life fighting injustice on all levels and here I was the victim of the painful and unjust reality of the marketplace.

So I sued.

Title VII of the Equal Employment Opportunities Commission (EEOC) pro-

Photo by Bill Welch, The Tennessean

vides for bringing complaints of sex discrimination in employment practices. With the assistance of a woman attorney experienced in labor discrimination suits, I filed a complaint with the local federal office of the EEOC, charging the State of Tennessee Department of Personnel and Board of Paroles with discrimination because:

- A male was hired for the position.
- The practice of excluding volunteer work experience has a greater impact upon me as a female because males more often go directly into paid work positions without having to serve internships or volunteer time.
- The failure and/or refusal to consider volunteer work unfairly, arbitrarily and unlawfully discriminates against me and other similarly situated women because of our sex.

On June 27, 1980, a hearing was held on the complaint. The hearing took place in the offices of the EEOC with a mediator from the EEOC presiding. While these proceedings are much more informal than a court trial, certain rules of procedure are followed. The complainant is not allowed to direct questions to the opposition and vice versa. All statements, observations, answers, rebuttals and questions go through the mediator, even though all parties in the dispute are seated across the table from each other.

By law, the EEOC is not empowered to grant class relief. To obtain class relief, I would have had to certify my case as a class action suit, i.e., find 25 to 35 women across the state similarly discriminated against and file suit in federal court. The process involved was disheartening to contemplate: a year's work finding enough women to certify the class action, the possibility that the case could drag on for years and the certainty that the preparation and litigation would be quite costly.

The best I could hope for through the EEOC was individual relief. The commissioner of the Department of Personnel stated during the hearing that his department was in the process of revising the civil service regulations and in certain selected instances had granted work credit for volunteer hours. He never was able to produce the memos granting the credit as evidence in the case.

The mediator separated the opposing sides and went back and forth from room to room trying to establish grounds for conciliation. Personnel immediately granted my request to be reevaluated. To be reevaluated, I had to document, attribute time spent, and describe each responsible volunteer position I had held since 1970, which was pertinent to the job sought. They did not require, but I supplied anyway, corroborating letters from directors of agencies for and with whom I have worked.

The basic thrust of my argument was an appeal for fairness. Toward that end, I did not seek monetary damages for wages lost, explaining that since I and my children were not dependent on my salary for food, clothing and shelter, it was unfair of me to claim I needed the money. I also did not ask for the job to be given to me as I felt it to be unconscionable to deprive a person of a job as a vindictive gesture. I merely wanted to be rated equitably and placed on the register to be available for consideration for other positions in my field.

The documentation of ten years' volunteer work took five weeks to assemble. I have kept an extensive appointment calendar since 1970 and files of my volunteer activities. The time spent doing these jobs could only be an approximation, as I had clocked officially in and out on one job only. (Probably the most valuable advice to be gained from this painful exercise is *keep accurate records*—time sheets, job descriptions, hours spent at home and in travel.)

The documentation was sent to Personnel by certified mail. I kept copies for my files. I was duly reevaluated and given a score of 76. It is not clear how many points were awarded me for the volunteer work versus how many points were awarded paid work. According to Personnel sources, the point system depends on the position, and there is a different rating sheet and rating system for almost every job. Civil Service awards five points for being a veteran and ten points for being a disabled veteran across all rating sheets, which in itself is discriminatory to most women.

The EEOC was under a directive to expedite their cases. By the end of the summer of 1980, the State had circulated a newsletter in all State employees' pay envelopes stating, "Persons who have held part-time jobs or who have done volunteer work will be given credit for jobs. . . . Applicants requesting credit for part-time or unpaid work must be able to document the amount of time spent in performing the duties and establish the fact that the experience is responsible and pertinent to the position for which the individual is an applicant."

The new Civil Service application now has space to describe volunteer work experience. *The Guide for Applicants*, published by the Department of Personnel under Governor Lamar Alexander's cover letter, now includes a section explaining that volunteer and part-time work will be considered on applications. Prior to this action, part-time work means a minimum of 35 hours per week; now the minimum is 10 hours per week.

My anger at injustice has resulted in an astonishing victory. The State moved farther and faster than I had only dreamed for. Of all the platitudes and pat phrases we mouth so quickly and easily, none is more apt than "One Woman Can Make a Difference." Our Jewish heritage of ethical and moral commitment combined with a proud Council tradition gave me the courage to fight. When I first approached an attorney noted for his experience in labor discrimination, I was warned that I would get a reputation for being a troublemaker. I wear that label as a badge of honor.

Bucking the system is neither pleasant nor easy, but it is sometimes the only way to facilitate change. The State of Tennessee has much to gain from the newly accredited corps of volunteers who are capable and willing to provide a high level of competency in the work force. For myself, I am willing to accept vituperative name-calling in my honorable role of troublemaker, but I will never countenance "volunteer" being a dirty word.

(Ed.'s note: Following her victory with the EEOC resolution last fall, Alice Zimmerman searched in vain for a job in the increasingly budget-strained juvenile justice field. After volunteering for nine months in the Nashville Office of the Juvenile Defender "just to keep my hand in the field," she took a job in another field of deep interest to her—the arts.

Now the executive director of the Metropolitan Nashville Arts Commission, Zimmerman was selected for the job because of her extensive community volunteer experience in many areas. ♥

VOLUNTEERING WITH THE HANDICAPPED

A Fresh Look at a Time-Honored Resource

By Stephen C. Anderson, Ph.D. and Robert J. Ambrosino, Ph.D.

ALTHOUGH IT IS TOO EARLY TO GAUGE THE FULL impact of the recent election and the emergence of a strong conservative political philosophy, several implications are clear with regard to human services policy. One initial expectation would be a reduction in the direct federal role in the maintenance and expansion of human services programs. Political analysts have suggested that this previously dominant federal role will be transferred in part to state and local governments. In all likelihood, greater emphasis and reliance will be placed on developing a partnership with the private sector addressing social concerns.

For many human service professionals, the contemplation of these potential changes has resulted in feelings of despair and disillusionment. Such reactions seem both premature and inappropriate at this time. Viewed from an historical perspective, the federal role in human services delivery is likely to remain a strong one. One could expect from the new administration an increase in states' initiatives in designing and implementing human service programs which are responsive to clearly identified and adequately documented client needs. A partnership arrangement is anticipated, in which states are given an increased opportunity to implement programs for which they have had direct involvement in shaping and guiding their direction. Perhaps though, the test of both our commitment and our abilities as professionals will rest not so much in where the initiative emanates, but in how we can provide the leadership necessary to shape this nation's responses to the needs of

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our citizens in coming years.

This article begins to address how services to our nation's handicapped population can be strengthened measureably in keeping with the emergence of a conservative political philosophy. Specifically, the following ideas focus on structuring a major national response to the needs of disabled people through a volunteer program emphasis.

How many handicapped are there in the U.S.?

U.S. Census data indicate that the population of disabled persons in this country numbers approximately 24 million! In addition, an estimated 12 million others affected by alcohol or drug-related problems are legally considered to be disabled persons. Finally, there are approximately 33 million citizens aged 60 and over who potentially suffer the social, economic and physical disadvantages experienced by handicapped persons.

A major problem in estimating the size of America's handicapped population involves the lack of a common definition of disability, hesitation on the part of many handicapped persons to come forward and acknowledge their disability, and lack of a formal census system for identifying and locating disabled persons. These caveats notwithstanding, the above figures indicate that a considerable portion of America's population has some sort of disability which prevents them from reaching their full potential.

What resources and programs exist?

There currently exist a variety of governmental and private sector programs and resources directed toward the needs of disabled persons. Governmental programs affecting this population include the Supplemental Security Income (SSI), Vocational Rehabilitation, Housing Assistance Payments (Section 8), Veterans, Medicaid, Medicare, Food Stamps and Home Services programs. The Developmental Disability Services and Facilities Construction Act protects those who are retarded or have cerebral palsy, epilepsy, autism, or dyslexia resulting from these conditions. The National Center for Law and the Handicapped acts as a resource on laws and court decisions affecting disabled persons. The Rehabilitation Act of 1973 (P.L. 93-112), often referred to as the "civil rights act of the disabled," guarantees the right to employment, health care, social and rehabilitation services, and education. Other agencies of the federal government have given support to programs such as independent living centers, which are located in many communities throughout the country.

Within the private sector, the many existing national organizations representing disabled persons represent a strong lobbying force at the state and national levels for legislation affecting the needs and rights of their constituent groups. In addition, many of these groups serve to establish local support groups and raise major sums of money to finance research in the area of disability that their organization represents. In carrying out these programs, these organizations already depend heavily on volunteers to assist them in meeting their goals and objectives, especially in the area of fundraising. It is within this latter area that a significant corporate partnership already exists. Labor unions and business organizations such as the National Alliance of Businessmen are also working to gain greater employment opportunities for handicapped people. Furthermore, many local and state governmental commissions currently are engaged in mobilizing volunteers to assist in meeting the employment, housing and personal needs of disabled persons.

Still, there are problems . . .

Despite these efforts and the activities promoted through the impetus of the Rehabilitation Act of 1973 (P.L. 93-112), as amended, structural problems remain regarding full and effective use of the service delivery system by handicapped individuals. For example, many programs for disabled persons are tied to categorical funding streams which have restrictive or exclusionary eligibility criteria. Such criteria bar certain disabled persons from the full range of services to which they are entitled. Other programs are only found in densely populated urban areas, with little focus on the service needs of those who live in rural or out-of-the-way locations. Still other programs are poorly publicized, inaccessible to individuals who have severely restricted mobility, or expensive to use. Furthermore, disabled people are often dismayed by the bureaucracy and multiple referrals involved in gaining access to needed services.

Fundamental to the delivery of services to disabled persons is the identification and location of handicapped individuals for whom the services are intended. Many disabled persons attempt to hide their disability and are hesitant to be identified as handicapped or dependent. Others, because of past experience, avoid seeking services because of fear of failure in obtaining needed services, rejection by their non-handicapped peers, or stigma associated with their disability.

There's a need to expand existing volunteer roles.

The concept of using volunteer citizen participation to assist organizations serving handicapped individuals is not without precedent. For example, VISTA volunteers already are working with disabled persons through a limited number of programs and activities. Some 17,000 Foster Grandparents currently are working with children with special needs. Many of the organizations serving disabled persons presently use volunteers to assist them in a variety of roles, such as transportation, limited administrative/clerical duties, fund-raising, advocacy and membership recruitment. There is a need, however, to expand these existing roles, as well as to systematize the way in which the volunteer sector is organized.

These new volunteers will require an expanded set of helping skills, training on the nature of specific disabilities and the various requirements which stem from them, adequate briefing on the laws and regulations which govern the delivery of services to handicapped individuals, and

specific expertise on how to promote advocacy on behalf of disabled persons. Representatives from the handicapped community should be closely involved in the design, development and implementation of these specialized training opportunities. The use of handicapped persons as volunteer coordinators, curriculum builders, training directors and volunteers is critical to the effective development of a relevant volunteer capability with disabled persons. Use of such individuals in these roles would also dispel the notion that the handicapped are those for whom something is done.

There are numerous roles which citizen volunteers could fill to assist the handicapped population in obtaining the opportunity and services needed to function independently, as well as achieve rewarding roles in society. For example,

- **Information and referral**—designing and operating a specialized, community-based information and referral network as a part of existing information and referral services.
- **Public awareness**—participation in public awareness activities to inform the general public and the provider community of the nature of disability and the special requirements of disabled persons.
- **Ombudsmanship**—assisting disabled persons in identifying and obtaining appropriate services to which they are entitled and promoting their full and effective use.
- **Transportation services**—informing disabled persons of transportation services available to them; and in communities where it is unavailable, participating in the development of suitable transportation designed to meet their needs.
- **Employment services**—encouraging employers to hire disabled persons by developing jobs and employment training opportunities from which both the employer and disabled persons can benefit.
- **Direct services delivery**—engaging in the direct provision of health and physical care (under the supervision of an appropriate helping professional such as a physician, nurse practitioner, or occupational therapist), as well as homemaker services, respite care, and other personalized services directed toward making it possible for disabled persons to live in community settings rather than require costly institutionalization.
- **Administrative support**—assisting agencies which serve handicapped individuals in administrative areas such as clerical services, bookkeeping and general office help, as well as participation in membership recruitment drives and fundraising activities.
- **Education**—working with the education community (e.g., development and use of special curricular materials, training modules, and educational programs; direct assistance in the education process such as tutoring, reading to the blind, and signing for the deaf) to reduce barriers to achieving full educational opportunity on behalf of disabled persons.
- **Resource development**—canvassing public and private agencies to determine available resources to meet the individual requirements of disabled persons, and participating in efforts designed to secure them.

The traditional training and orientation which volunteers receive is inadequate to meet the demands required of these new roles. A cadre of specially prepared citizen volunteers is needed to work effectively with disabled persons in meeting their unique requirements for fully participating in society.

Incentives for volunteers are needed.

Recruiting sufficient numbers of involved citizen volunteers to assist organizations serving disabled persons represents a significant challenge in today's times. For example, there is a trend away from the ready availability of housewives as a major source of volunteers, as increasing numbers of women either are returning to or joining the work force. Because of unstable economic conditions, today's volunteers tend to make short-term rather than long-term commitments. Whereas in the past volunteers personally subsidized out-of-pocket expenses (transportation costs, for example) current economic conditions (tight money supply and runaway inflation) have largely discouraged this practice. Thus, not only is there a problem with recruiting a pool of appropriately trained and sufficiently motivated volunteers to serve with disabled persons, but there is also a related problem of retaining these volunteers.

Given the economic and social trends noted above, some type of incentive system for volunteerism is needed to maintain an appropriate level of involvement on behalf of the handicapped population. This incentive system might include special volunteer recognition through the granting of continuing education or related school credits, direct financial assistance for out-of-pocket expenses incurred in volunteer activities, or career ladder opportunities for those desiring to use their volunteer experience to further their professional development.

"On-the-job" training for volunteers with the handicapped population will facilitate acquisition of a minimum acceptable level of helping skills and appropriate attitudes required to sustain an effective volunteer component. Such training will raise the overall level of consciousness of volunteers currently serving with disabled individuals, thereby stimulating them to further action, as well as provide state-of-the-art expertise and information aimed at facilitating their work on behalf of the handicapped population. It seems appropriate that this training should be provided by a network of paid volunteer coordinators (preferably individuals with disabilities) who both understand volunteerism and how to use volunteers to serve people with disabilities.

A national response could be structured through . . .

- **A national needs assessment aimed at delineating the alternatives for implementing a program focused on volunteerism with disabled people.** Such an assessment would identify the information needs of organizations representing disabled people regarding the organization, development, management and administration of volunteer programs. It also would determine current networking and information sharing/dissemination systems specific to the field.

The national needs assessment would not be another data gathering effort. Voluminous information already exists reflecting the specific service needs of the handicapped population. *Integration of this body of knowledge into a comprehensive framework addressing program and policy-related issues, however, has never been achieved.* The proposed national assessment would achieve that purpose.

The means for conducting such assessment could well be embodied in preliminary plans by the Reagan administration to establish citizen advisory task forces which would meet over a three-month period and make recommendations to the administration regarding policy-making. If this were the case, only minimal funding related to meeting expenses of the advisory task force would be required to carry out this initiative.

- **A national training institute for volunteerism with disabled people.** The institute would focus on the development of training materials and resources designed to assist organizations serving disabled persons in the more effective use of volunteers, as well as provide technical services which are essential to volunteerism with disabled people. Through the institute, an informed, active leadership pool would also be developed to advocate for programs and resources from the private sector on behalf of disabled persons.

- **A network of regional volunteer support centers borrowing from the successful experiences of similar centers funded by the Department of Health and Human Services in the areas of adoption and child abuse and neglect.** The overall thrust of these centers would be directed toward recruiting and training volunteer sponsors; preparing and disseminating information requested and approved by organizations serving disabled persons; preparing information for the media describing the volunteer concept, as well as how people can become involved as participants and beneficiaries; providing technical assistance to sponsors in order to keep their programs viable; providing technical information which meets specific needs of persons with disabilities which volunteers are not equipped to provide; preparing information essential to improving the quality of life of disabled persons; extending information and referral services to disabled persons; developing procedures on how volunteers can build a package of services for disabled persons by using available resources; obtaining and maintaining a reference library for volunteers and disabled people; developing relations with government entities at the local, state and federal levels in order to make their services more available to the needs of all disabled persons; and developing relationships with business and labor, religious, minority, senior citizen, veteran, and other groups who could participate in volunteer programs with disabled persons.

The volunteer support centers would *not* duplicate Independent Living Centers or any other resource currently available to the disabled population. Rather, they actively would support them by *extending available resources and creating needed resources in areas which do not have them.* The volunteer support centers would be designed primarily as a mechanism for *strengthening the programs and activities of existing agencies serving the disabled population.*

Such a national volunteer program effort would benefit organizations, agencies and commissions currently serving the handicapped population by:

- Providing sufficient resources with which to recruit and train a new cadre of citizen volunteers with the requisite skills to promote full and effective utilization of public and private services by disabled persons;
- Allowing for the development of special materials and training curricula required to bring citizen volunteers to a level of knowledge and skill that will enable them to serve with handicapped persons;
- Providing for the development and implementation of technical assistance for organizations serving disabled persons in order to improve their use and management of volunteers;
- Making available grants to organizations serving disabled persons for special purposes;
- Facilitating cross-communication between organizations serving disabled persons in order to avoid costly duplication of effort and to capitalize on the unique experiences and expertise of each; and
- Enabling the building of a national volunteer constituency whose aim would be to advocate on behalf of the handicapped population.

Congruent with the Reagan administration emphasis on achieving a high payback potential on dollar investments in social action programs, the cost of these proposals is modest when viewed from the perspective that their implementation would result in the more efficient and extensive use of existing resources by disabled Americans.

In view of the enormous need and public support, it is a challenge for all of us in this era of austerity to demonstrate that increased services can be rendered to disabled Americans through mobilization of the private sector. The consequences of not tapping the private citizen sector as a potential resource for assisting disabled persons in gaining access to appropriate and comprehensive services are far reaching: failure to use a "cost free" human resource, which if paid, would cost millions of dollars, the lost opportunity to extend and mobilize the many and varied services of the public and private sectors, inadequate development of one of our nation's greatest resources, and failure to implement the free enterprise system to include the handicapped where they have full participation and equality.

Thus, there are programmatic, fiscal and societal consequences of failing to pursue the development of community-based volunteer programs for disabled persons. These consequences are costly in terms of unnecessary waste of financial resources for formal programs which see limited use, loss of a wealth of human resources which go untapped, and human suffering, indignity and denial of basic constitutional rights provided freely to non-handicapped persons.

This report was made possible by Grant No. 137-01741 from ACTION's Office of Voluntary Citizen Participation. The grant was awarded to the Institute of Human Development and Family Studies at the University of Texas at Austin to hold a national symposium on "Meeting the Needs of America's Disabled Citizens: The Role of Voluntary Citizen Participation," which took place in Austin, January 24-25, 1980. Ira Iscoe, Ph.D., served as the principal investigator of the project. This report should not be construed as the official policy of ACTION or any other agency of the federal government.

Readers' Advisor

If you have a question, answer or comment for the Readers' Advisor column, send it to the Editor, Voluntary Action Leadership, 1111 N. 19th St., Suite 500, Arlington, VA 22209.

The following article on making a volunteer's priorities work for you was submitted by John Buck, associate director of fund raising, U.S. Olympic Committee in Colorado Springs, Colo.

A Volunteer's Priorities

ONE'S SUCCESS IN LIFE, IN WORK AND IN volunteering is determined by the priorities he/she sets. The successful volunteer consciously sets priorities in all areas of his/her life. Family, job and religion usually are one's top three priority areas, followed by involvement in professional or job-related associations, civic (volunteer) organizations, hobbies, sports and other leisure activities. What priority a volunteer places on your organization depends somewhat on you. Even though the volunteer makes the ultimate decision, your organization can be the beneficiary of his/her time, talent and resources, if you know and utilize his/her other priorities.

First, devise a method for accumulating information relative to each volunteer. The simplest means is to have them fill out a biographical information sheet. Often such information is included on an organization's application for volunteering. If not, design one that at least includes:

- Name, address and phone number
- Spouse's and children's names
- Birthday and wedding anniversary
- Employer
- Involvement in job-related associations and offices held
- Involvement in civic organizations and offices held
- Hobbies, sports and other leisure-time interests

Once the bio sheet is completed, you are ready to make your volunteer's interests your concern. The following suggestions depend, of course, on the number of volunteers in your program or on your board, and how much time you can give to each:

- Get to know a volunteer after you're familiar with his/her bio sheet. This can take place during the interview, before or after an orientation session, on the telephone. Ask questions that will expand your knowledge of the volunteer and his/her interests. The key to these questions is to *listen* to the answers. Most people ask them as courtesy or conversational questions and don't remember many of the answers because they don't really care what the answers are.
- Whenever you talk to your volunteer, make the beginning and ending of your conversation relate to his/her other interests. That way you get a volunteer's attention immediately and you leave him/her with a good feeling. Ask specific questions about job, family, civic activities, books being read, sports events recently attended, etc.
- If you can participate or actively assist your volunteer with any of his/her other interests, you have made a friend who will then be interested in what interests you—your organization. For instance, you might invite a volunteer's spouse to one of your meetings, send him/her a prospective employee, help find a good speaker for one of his/her other leisure-time meetings, lend a book you have read.

As you implement such ideas, your volunteer will soon see that your interest is genuine and that you are not just another organization which takes a volunteer's time, talent and resources, giving nothing in return. How well you achieve results through other people directly relates to how well you understand and utilize their priorities.

Continuing Education for Retirees

WE SHOULD LIKE TO CALL YOUR ATTENTION TO A program based on volunteer participation that has been in operation for six years. It is the Institute of New Dimensions, which serves a definite need for college-level continuing education among retired persons in West Palm Beach, Florida.

With a volunteer director and a staff of 70 volunteer faculty members, we provide a mini-college curriculum of outstanding academic quality. Course topics range from "Your Medication and You" to "Genetic Engineering and Cloning" to "Picasso: From Start to Finish" to "Poetry as Therapy."

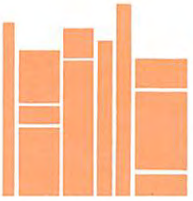
Our expenses are covered by membership fees of $15 from 750 members and a grant from Palm Beach Junior College, which sponsors the Institute and provides classrooms and office space.

The volunteer hours provided by our faculty are listed with the Palm Beach County Retired Senior Volunteer Program, which offers a liability policy and (up to the present) mileage reimbursement.

For further information on how this Institute operates, contact Etta Ress, Ed.D., director, Institute of New Dimensions, Palm Beach Junior College North, 2101 45th St., West Palm Beach, FL 33407, (305) 848-1470.

(Ed.'s note: The news section of VAL will feature a story on this program in a future issue.)

Books



Suiting the Situation at Hand

By Putnam Barber

MANAGING VOLUNTEERS FOR RESULTS. Audrey Richards. Public Management Institute, 333 Hayes St., San Francisco, CA 94102, 1979. 287 pp./notebook. $47.50 + shipping/handling.

MANY PEOPLE ARE OFfended hy the title of this remarkable book. Careful management of programs that involve volunteers is now a widely accepted good. For the growth of this attitude we can thank the persevering efforts of Marlene Wilson, Ken Allen, the authors of *Managing Volunteers for Results* and numerous others who are impatient with any waste of the precious, vulnerable and irreplaceable contribution of volunteers.

But *managing* volunteers? A confused chorus of protest arises at the very word. *For results.* Whose results? If managing is required, doesn't that imply volunteers are being manipulated, eased into serving others' ends?

We all cherish Arcadian fantasies. A world in which each person can see the full shape of the task at hand, and slip easily into a satisfying personal role within the common effort. Leaders arise naturally, are honored in their prime, are revered when others have taken up the reins. Workers relish the accomplishment of substantial works and share an enduring camaraderie on the job. An easy democracy replaces self-imposed discipline when recreation interrupts the toil.

There are, indeed, occasions when such an order suits the needs of the hour: the initial stages of the response to a natural disaster, pick-up games of touch football, block parties and neighborhood picnics, clean-up campaigns in clubhouses, campgrounds and riverbeds. There's a real need to multiply such occasions, to honor more fully the potential for spontaneous self-direction in groups of people. Here is a creative opportunity for some talented author to sort out the means at the disposal of government officials and community leaders which could increase the chances that every opportunity for spontaneous collective effort would be recognized and enjoyed successfully.

Such is not the task assumed by Audrey Richards and the research development staff of the Public Management Institute. No Arcadian fantasies for them. Serious work needs to he done. People are willing and able to assume major responsibilities for doing it—without expectation of financial reward. Other people are expected to make sure the work gets done, and that the willingness of volunteers is honored, accepted and turned to good account. To decline to manage, under such circumstances, is to bury heads in the sand. It is an insult to the good intentions of the volunteers. And a disguised but no less depressing denial of benefits to people whose fears could he allayed, whose pains could he eased, whose burdens could be lifted, by well-directed volunteers.

The authors adopt a hrisk problem-solving tone from page one, and sustain that spirit through nearly 300 pages of a "systems approach" to volunteer programming. They have their audience clearly in focus: The book is addressed to people who have a continuing and major responsihility for the success of the volunteer component of an agency's work. For such readers, they provide a wealth of checklists, assessment tools, guidelines for action, and nuggets of information and insight drawn from rich personal experience and broad reading.

They strike a good halance. Anyone who takes this book seriously is encouraged to assess realistic harriers in the path to success. Anyone who uses this book conscientiously will identify problems that, in fact, can be solved, and receive helpful guidance in focusing energies on solutions. No tolerance here for easy self-pitying powerlessness. No respect for grandiose fancies setting the world on its ear. Their subject is work-a-day work, involving the coordination of many roles, with an ever-present expectation that it can, and should, be done better.

Managing Volunteers suffers, of course, from all the defects of the human relations school of scientific management. It hasn't a word to say about deeply principled conflict over limited resources. It offers no solace or refuge to someone who must confront genuine evil. The volunteer coordinator who expects to be a success in an agency which serves no community need, provides no actual service, will not conclude that a folding of tents is the honorable course. These are real limitations. They are, though, limitations within which a great deal that is useful and important can be done.

And *Managing Volunteers for Results* does a great deal. In a three-ring binder, the text is designed to be pulled apart, rearranged, modified and extended to suit the situation at hand. Roughly one-fifth of the book is devoted to helping the reader assess that situation, and

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identify immediate opportunities for improvement. Intelligently, the assessment process urges a careful examination of both the reader's skills and the demands of the setting, searching for evidence of misalignment. The systems approach boils down to this: "You can't solve volunteer management problems before you've (1) done an assessment to determine problem areas, and (2) mastered the skills needed to solve those problems."

SERIOUS WORK NEEDS TO BE DONE. PEOPLE ARE WILLING AND ABLE TO ASSUME MAJOR RESPONSIBILITIES FOR DOING IT—WITHOUT EXPECTATION OF FINANCIAL REWARD. OTHER PEOPLE ARE EXPECTED TO MAKE SURE THE WORK GETS DONE.

Half the remaining pages offer skill development exercises for the volunteer coordinator. Half provide (more sketchily) "strategies" in six programmatic areas from recruitment to recognition. There are frequent references to other materials, entertaining examples and anecdotes, and literally hundreds of assessment forms, questionnaires, and checklists for individual and organizational use. (The copyright notice expressly grants permission to copy and use these, with proper credit; they're presented in "camera-ready" form for copying, with adequate space for answers and comments.)

Everyone setting out to use this book will discover, almost immediately, additions that need to be made or a shift in emphasis that will bring things into better focus for their situation. Audrey Richards and her collaborators must see these changes as immediate proof of the success of their work. They might easily have titled a checklist, "*The First* 41 Ideas on Improving Yourself as a Public Speaker," expecting and inviting the reader to have several more in mind before the end of the printed lists. Certainly I'd be surprised to meet a reader of this book who hadn't been led to new thoughts by running through its pages.

One irritating lapse: The words *volunteerism* and *voluntarism* are persistently mixed. The book is about the former and has only a philosopher's connection with the latter. The field labors under enough difficulties already, including the inharmonius sound of the word volunteerism itself, without being dragged into a dehate over the role of governmental as against "voluntary" agencies in the achievement of common purposes.

If the foregoing paragraphs make *Managing Volunteers for Results* seem a little overwhelming, that effect stems from the requirements of a review, not from anything that would interfere with the book's utility. The tahle of contents is clear; tabbed dividers identify major sections; the preface and introductory chapters provide well-organized and direct guidance to the reader. A well-thumbed copy of this book ought to be on the handiest shelf near the desk of every success-oriented volunteer coordinator—or, to use the better term, volunteer program manager.

HELPING OURSELVES: LOCAL SOLUTIONS TO GLOBAL PROBLEMS. Bruce Stokes. W.W. Norton, 500 Fifth Avenue, New York, NY 10110, 1981. 160 pp. $4.95.

By David Tobin

"PEOPLE HAVE LOST CONTROL over many of the issues that affect their daily lives. The price of energy is set by foreign governments. The economic futures of small towns are often decided in distant corporate boardrooms as a byproduct of company planning. The quality and the nature of social services are determined by impersonal bureaucrats."

This opening paragraph of Bruce Stokes's *Helping Ourselves: Local Solutions to Global Problems* sets the mood for an informative, readable and thorough overview of what individuals are doing to battle inflation and improve the quality of their lives in their own backyards. Unlike other contemporary accounts of self-reliance and individual initiative, which tend to he more speculative and idealistic (such as Hazel Henderson's *Creating Alternative Futures* or Jeremy Rifkin's *Entropy: A New World View*), Stokes takes a realistic and practical approach to documenting a wide variety of practical activities heing implemented all over the world.

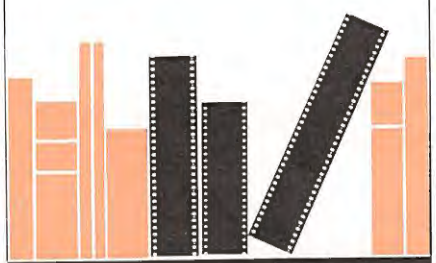
He examines worker participation in Sweden, Germany and Youngstown, Ohio; energy waste and conservation in the Third World and in Davis, California; programs to provide adequate housing in Manila, Kingston, Jamaica and New York City; gardening and food policy in Denmark, the Soviet Union and China; health care in China, Finland and the United States; and family planning in the Third World. All the while, Stokes "brings us back home," tying in these worldwide problems to domestic policy and local solutions.

Helping Ourselves was not written strictly for the policy maker, economist, or ponderer of worldwide crisis, rather, it was written for anyone interested in exploring the alternatives for survival. Though a small price is paid for Stokes's global perspective (the book lacks a resource directory, for example), it seems worth the price. He has managed to put into a broad context the nature of the self-help movement, and its participants' need to "attach themselves to broader social and political movements if they are going to make their governments respond."

Stokes provides us with a quick yet substantive "tour" of self-help, and towards the end of his book challenges us to look inward and examine the values inherent in our work, while looking outward and recognizing the impact of what we do. "New values of self-reliance and individual and collective competence," asserts Stokes, "are needed to replace tbe ethic of dependency and helplessness. These humanistic values assert the dignity and worth of individuals and their social institutions, and affirm the capacity of people and their communities to cope with a complex world." ♡

David Tobin is the coordinator of VOLUNTEER's barter project and editor of Exchange Networks, *VOLUNTEER's new resource publication.*

Tool Box



Compiled by
Laurie A. Bernhardt

Reaching Out: Publicity Techniques for Community Groups. Margaret F.R. Davidson. Voluntary Action Resource Centre, 1625 W 8th Ave., Vancouver, BC V6J 1T9. 1981, 24 pp. $4.00, plus $.50 postage/handling.

Provides volunteers with suggestions for creating successful publicity for their organization. Includes information on media relations, newspaper columns and news releases.

The Neighboring Notebook. IDEA, Box 292, E. Aurora, NY 14052. 1979. 140 pp. $15.00, plus $2.00 handling/postage.

Originally prepared for training volunteers in religion, this notebook presents 10 exercises for working with volunteers. Half of the exercises involve interpersonal strategies; half involve institutional strategies.

A Special Responsibility. The American Society of Association Executives Foundation, 1575 Eye St., NW, Washington, D.C. 20005. Film and accompanying 12-page booklet. Film rental $60.00, booklets $1.00/ea.

A 20-minute, 16mm film and accompanying handbook designed to educate volunteer leaders and administrators about their roles and responsibilities within their organization.

Parents, Peers, and Pot. Dr. Marsha Keith Schuchard. National Clearinghouse for Drug Abuse Information, Rm. 10A56, Parklawn Bldg., 5600 Fisher Ln., Rockville, MD 20857. Free.

Prepared by the cofounder of PRIDE (Parent Resources and Information on Drug Education) in Atlanta, this publication is a handbook for parents on prevention of drug abuse among children and adolescents.

To The Point on Money Management. Doug Weeks. New Readers Press, Box 131, Syracuse, NY 13210. 1980. 5 booklets, 48 pp. ea. $2.00/ea., $11.00/set.

Written on a third/fourth grade reading level, this five-book series is a concise guide to various aspects of personal finance. Booklet titles are Saving and Investing, Using a Checking Account, Making a Budget, Using Credit, Insuring Yourself. Teachers's Guide included with series.

Older Americans: An Untapped Resource. Academy for Educational Development, 680 5th Ave., New York, NY 10019. 1979. 63 pp. $8.50.

Prepared by the National Committee on Careers for Older Americans, this report was instrumental in planning the 1981 White House Conference on Aging. The report examines societal and economic issues related to employing older Americans.

Careers in Motion: A Handbook for Starting a Work Exploration Program for Middle School Students. Julie Grantz and Joetta Tenison-Scott. Volunteer Bureau of Marin, Inc., Switching Yard, 1022 Sir Francis Drake Blvd., San Anselmo, CA 94960. 60 pp. $5.00.

A handbook for teachers, program coordinators, or students who are interested in starting a career exploration program for middle school students. Includes a program description, sample grants and classroom materials.

NCPCA Catalog Winter 1980/81. National Committee for Prevention of Child Abuse, 332 S. Michigan Ave., Suite 1250, Chicago, IL 60604. 1980. 15 pp. Free.

An annotated listing of all publications available through NCPA. Order form included.

Danger: Children and Drugs in the 80's. American Council on Alcohol Problems, 6955 University Ave., Des Moines, IA 50311. 1980. One hr., 15 min. cassette. $1.00/2 week rental, $8.00/ purchase.

A tape of the first of two speeches given by Dr. Marsha Keith Schuchard to a PRIDE (Parent Resources and Information on Drug Education) Parent Team Workshop in Omaha, October 1980.

PRIDE Parent Team Plan. American Council on Alcohol Problems, 6955 University Ave., Des Moines, IA 50311. 1980. One hr., 15 min. cassette. $1.00/2 week rental, $8.00/purchase.

A tape of the second of two speeches given by Dr. Marsha Keith Schuchard to a PRIDE Parent Team Workshop in Omaha, October 1980.

Rehabfilm Newsletter. Rehabfilm Newsletter, 20 W. 40th St., New York, NY 10018. 1981. 23 pp. $10.00/yr.

A quarterly newsmagazine devoted to audiovisual materials relating to the disabled. Includes film reviews, interviews, articles, calendar of coming events and media research.

Personnel Administration and Volunteer Service: Self-Study and Evaluation Guide 1980. National Accreditation Council for Agencies Serving the Blind and Visually Handicapped, 79 Madison Ave., New York, NY 10016. 1980. 52 pp. $1.50.

Revised from the 1968 edition, this guide lists standards for personnel administration and management of volunteer services in agencies and schools for the blind. Topics include recruitment, training, supervision and evaluations of volunteers. Although these standards are intended for programs serving the blind, they are applicable in volunteer administration generally.

Lobby? You? INDEPENDENT SECTOR, 1828 L St., NW, Washington, D.C. 20036. 1981. 9 pp. $.25.

This pamphlet discusses the importance of volunteer organizations lobbying for their own interests. Includes suggestions on where and how to begin.

1981 Guide to Federal Resources for Economic Development. Northeast-Midwest Institute, Publications Office. P.O. Box 37209, Washington, DC 20013. 1981. 163 pp. $5.00.

An update of the 1980 edition, this guide outlines the structure and requirements of government aid programs available to businesses, communities and individuals. Includes listings of regional government offices.

Community Facilities and Services: Recent U.S. Government Printing Office Select List Publications for 1979-1980. Daniel S. Kuenen. Community Resource Development, University Sub-Station, R.R. 2, Box 48, Georgetown, DE 19947. 1980. 155 pp. Free.

An annotated bihliography of selected U.S. government publications available through the Superintendent of Documents pertinent to all aspects of community planning.

The Community Reinvestment Act. Center for Community Change, 1000 Wisconsin Ave., NW, Washington, DC 20007. 1981. 48 pp. $2.50.

Explains the CRA regulations placed on lending institutions and outlines a three-step process for using CRA to your community's best advantage. Appendices reprint the CRA of 1977 and list regional regulating boards.

Older Volunteers in Church and Community: A Manual for Ministry. Paul B. Maves. Judson Press, Valley Forge, PA 19481. 1981. 93 pp. $6.95.

A guide for local pastors, church-school administrators, and church-sponsored community service agencies to involve older and especially retired volunteers in their activities. Includes sections on the recruitment, training and supervision of older volunteers as well as a bibliography and proposal writing guidelines.

Volunteers in Texas: The Council Concept. 12 min. sound-slide show. Texas Department of Mental Health and Mental Retardation, PO Box 12668, Austin, TX 78711, ATTN: Volunteer Services. No charge (except return postage and insurance).

Depicts volunteer involvement in state mental health and mental retardation facilities in Texas. Each has its own Volunteer Council, a chartered, nonprofit organization composed of private citizens. Content includes functions of councils and their link with the Volunteer Services State Council.

Directory of Organizations Interested in the Handicapped 1980-81. International Year of Disabled Persons 1981, People to People Committee for the Handicapped, Suite 1130, 1575 I St., N.W., 4th floor, Washington, D.C. 20005. 1980. 55 pp. $3.00; $2.00 for handicapped families.

An annotated listing of national organizations involved with the handicapped. Entries include address and phone number, as well as the organization's officers, a statement of purpose, principal programs and publications. Address and phone numbers of state agencies included.

CORRECTION

Success with Volunteers: Steps in Management. Pauline Wagner Rippel. Methods, 20030 Lichfield Rd., Detroit, MI 48221. 1979. 8 pp. $2.00. (Was incorrectly listed as free in last issue of *VAL* and is now temporarily out of print.)

As I See It

(Continued from page 2)

country clubs, that they are very retarded students about volunteering, as many men were retarded students about women.

But in order to bring them along, we've got to correct the errors; we have to write a lot of marginal notes. For if we are to win more and more people to this kind of endeavor, we will do it by that kind of teaching-mentoring rather than by being cynical or loading people with guilt.

We've got to give a true needs test to the worth of work. Is it cooperative? Is it always cooperative? The good teacher who works with children with learning disabilities knows you've got to get them to cooperate, to do much of the work for themselves. And if the teacher doesn't do that, he or she is sustaining the children as basket cases.

So work is always cooperative. Those who are the beneficiaries in the major sense of the word have got to become cooperative. But so does the rest of the society who is no longer free to assign to certain persons and groups certain tasks and expect them to be done by those groups. This is somewhat different from the world we grew out of, the world of noblesse oblige in which the royal classes did good works in their spare time and with their spare money. The Medicis, for example, made it possible for Michelangelo to create those priceless ceilings. In more recent times, we have moved from that noblesse oblige in our country to something I recognize very well.

I entered a religious order in 1948, just after the close of the second world war. My motivations, as much as I can understand them, were to do something above and beyond the call of duty. And, in my world, in my situation, that was the place that offered me the greatest opportunity to serve people—but to serve them in ways that fit my talents and my desires. The order I joined was conceived in the United States as a social service order. The original members crossed the frontier and slept in open wagons to go where nobody else would go. What I didn't recognize until a few years ago was that that group offered me the most wonderful role models of anybody in my world for whom I wanted to be professionally.

In 1948, a comparable role model for young men was the Marine Corps because Marines represented the service that was "above and beyond the call of duty." I think the motivation on the secular level for joining the Peace Corps in the early '60s was very close to the 1940s' desire for the best of the social service religious orders and in some ways for the Marine Corps. It was above and beyond the call of duty, but it had zest and esprit de corps. It was attracted to strong role models and worthy causes. It offered a support group that said, "Isn't that a hell of a thing for him or her to do."

Then came the crisis, and we asked, "What went wrong?" Obviously, it was the Vietnam war and the disaffection about that war which I shared. The international chaos that followed was partly a result of that, but also simply a result of the extraordinary explosion of communications, technology, hopes and expectations in the world community. On the international scene, we experienced a total change. I did termination conferences for the Peace Corps in the mid-'60s. Its concept was just beginning to shift. Were Peace Corps volunteers really wanted? Were they really appreciated? They went from their easy condemnation of the older, more crotchety and bureaucratized versions of American foreign service to the realization that they, too, were beginning to take some of the guff. That may have been one of the healthiest things young Americans ever learned.

I'm convinced that humility and courage are two sides of the same coin. The continuing courage to keep going even when it isn't very exhilarating takes humility. All of us learn as much from being humbled as we do from achieving. I believe those are the kinds of things that went wrong.

THE MOTIVATION WHICH DROVE US WITH A LOT LESS INSIGHT IN THE '40s TO DO SOMETHING ABOVE AND BEYOND THE CALL OF DUTY WAS TO DO SOMETHING THAT WAS *WORTH IT.* THE MARINE CORPS, THE NOVITIATE WERE ALL RIGOROUS. THEY DISCIPLINED YOU AND KEPT IN YOUR SIGHT WHAT WORK WAS WORTH DOING.

I submit that the motivation which drove us with a lot less insight in the '40s to do something above and beyond the call of duty was to do something that was "worth it." And in so doing, whether you take the Marine Corps, the Peace Corps, or the novitiate, they were all boot camps. They were rigorous. They were authoritarian to some degree. They disciplined you and kept in your sight what work was worth doing. They were not narcissian pools in which people sat around in buzz sessions asking, "What would I get a kick out of doing for people?"

I am sick to death of that kind of mentality and "spirituality" that has been nurtured in the halls of ivy and even in some church groups. I think that is phony and false. I do not think we need wonder what really happened to the volunteer effort if people see it as table hopping, a floating crap game in which they become messianic leaders for as

long as it amuses them. That is not volunteering.

In my 10 years at Hunter College, I dealt with the dominantly more needy socio-economic classes. In those same 10 years, I became an instant mother of two relatively affluent teenagers. I began to see that what looks like the two sides of the bipolar curve were very much alike, much more alike than the middle of the curve. We need to find ways in the affluent community to need those kids and not give them busy work, and to find ways at Hunter College to let those students know that volunteering—saying yes to something that you could say no to—cannot be the possession of the rich or the poor, the black or the white, the male or the female, the haves or the have-nots. We need to let them know that nobody should he culturally deprived of the sharing and experience of volunteering.

I am not here to tell you how to do it, I struggle with that every day of my life. What we really need in our society are professional volunteers, and we have a lot of them. But we also need "volunteering professionally." The productivity in this country wouldn't be in the hell of a mess it is in if we had more voluntary professionals, people who are there working because they think working is worth doing and that what they are doing is important for their brothers and sisters in the society. We wouldn't have the kind of cars we had in the 1970s if the rest of us, particularly those of us in the intelligentsia, had not made so much fun of the assembly line. We got what we deserved by denigrating work, by saying that some work is not worth doing.

Let me tell you why some of us got involved in the Committee to Study National Service. The idea of the committee was conceived in the president's house at Bryn Mawr College by a long-term friend of the Peace Corps, Harris Wofford and myself. We decided to try the all-volunteer effort and to see if we could find a group of people who would volunteer to he the committee. We put together a very interesting group with a great cross-section of backgrounds and situations. We did get a little bit of foundation money to support the staff work and occasionally there was enough left over to pay for our transportation. But I think it was important that every committee member never took a stipend for this particular activity and never asked for one.

We worked very hard. We looked at a number of issues and I think we came out in the following place: We believed that the disaffection with Vietnam had become the disaffection with any war and the disaffection with the military. And we were split on whether all of those disaffections were healthy.

I am appalled, as were most of the people on that committee, that through the all-volunteer army we have given the task of defending the nation primarily to the have-nots of society. And I say that's not good enough. We have to restore even in the defense community a respect for service to this nation. We have great numbers of unemployed youth, but if volunteerism becomes another way for them to act out their temporary, fleeting interest in something, it will do nothing for them or for the society.

So I think if we put together a new platform for service, it has to have real need. It has to be really disciplined and have some authority. It has to have its own kind of boot camp, appropriate to itself. It must communicate to the volunteers humility and courage, a sense of zest and a sense of limitedness.

So the kinds of things that so many of you are doing are precisely what is needed if we are ever to get to a more nationalized service concept in the United States. Because the kinds of things so many of you are doing are meeting the real needs of the people—through shelters, homes for abused women, the string of services that have only begun for the elderly and for working women.

I think we could win the society again to a couple of years of service. I think we could win the whole society to saying, "One of the investments we make in this society is to do something worth doing for everybody for a couple of years of our lives with subsistence support." How do we do it? Number one, by beginning to create job banks for the real stuff that needs to be done out there, not the busy work. We organize a loosely federated structure that would begin to create that set of networks of needs banks in the United States. If it isn't done before we get national legislation—if we get it—we are foolish and almost immoral, because national service will collapse on its own self.

IF VOLUNTEERISM BECOMES ANOTHER WAY FOR OUR UNEMPLOYED YOUTH TO ACT OUT THEIR TEMPORARY INTEREST IN SOMETHING, IT WILL DO NOTHING FOR THEM OR FOR THE SOCIETY. I THINK IF WE PUT TOGETHER A NEW PLATFORM FOR SERVICE, IT HAS TO HAVE REAL NEED, DISCIPLINE AND SOME AUTHORITY.

I believe I will want to do some things all my life that are above and beyond the call of duty. But not everything. I believe for all my life I will want to say yes to some very hard things and no to others. I believe that there are no great saints and sinners but only something my beautiful mother, a farmer's wife of brilliance and elegance who died at 87 this year, taught us: That there is so much good in tbe worst of us and so much bad in the best of us that it ill behooves any of us to condemn the rest of us. That's what volunteering is all about. ♡

Letters

Self-Help and the Economy

The Reagan administration has tried to allay fears about its proposed budget cuts by arguing that the voluntary sector stands ready to take on greater responsibilities for the provision of human services. But such an assertion is based on an outmoded vision of volunteerism. Traditional voluntary activities are being rapidly supplanted by individual and community self-help efforts. This new, voluntary self-help sector promises to be far less establishment-oriented and far more political than the White House envisions.

Traditional voluntary activity—the work of hospital auxiliaries, men's service clubs, church aid societies—stagnated during the '70s. As a result of inflation, moderate- and low-income individuals—the providers of a substantial portion of all volunteer hours—increasingly had to devote their evenings and weekends to second jobs just to make ends meet. As more and more women entered the labor force, the pool of housewife volunteers shrank. Increased mobility and the breakup of old communities undermined people's sense of reciprocal obligations to their neighbors.

A new self-help volunteerism has emerged in its place. To save money and to gain some control over the cost of housing or the quality of their food, people are spending their spare time in practical, personal efforts to help themselves.

Forty-one million Americans now spend several hundred million hours each year on do-it-yourself home renovation. In 1980, such efforts had a $28-billion retail value. For the last four years, self-help rehabilitation has equaled or exceeded the value of rehab work done by professionals, reversing a 30-year trend.

Thirty-four million families also have vegetable gardens in which they spend an average of 50 hours each summer weeding and hoeing. Based on the results of a series of Gallup polls, the advocacy group Gardens for All estimates that these gardeners produce $15 billion worth of fruits and vegetables. Not since the World War II victory gardens have Americans devoted so much of their free time to growing so much of their own food.

Self-help activities are beginning to make an equally significant contribution to other segments of the economy. The Department of Energy estimates that people's voluntary conservation activities, such as simple home weatherization and walking more and driving less, could cut the cost of oil imports by as much as $14 billion. Studies indicate that the changes in dietary, smoking and exercise habits already in evidence could reduce the risk of cardiovascular disease by one-quarter, saving the country $10 billion in medical costs and lost economic production.

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In 1980, the total dollar value of traditional organized and unorganized voluntary services in the United States was $60 billion to $100 billion. Self-help activities were valued at an additional $60 billion. Taken together, this represents four to six percent of the GNP.

Given contributions of this level, it is clear that volunteerism has a role to play in helping society solve its problems. But the rapid emergence of the self-help sector suggests that, to be successful, the administration's interest in voluntary activity cannot be limited to the traditional world of Rotary Clubs and local Leagues of Women Voters, but must reach out to the housing co-ops and the self-help groups.

This will not be easy. Many self-help initiatives are a product of the narcissism of the '70s. These inward-looking, individualistic activities must be encouraged to turn outward, into the community, if society is to reap their full benefit. One family weatherizing its home is of little consequence to the economy. But in 1979, when the citizens of Fitchburg, Massachusetts, decided to help each other make their homes more energy-efficient, they reduced the town's residential energy consumption by 14 percent.

Moreover, community self-help programs—energy co-ops, neighborhood preventive health care programs, employee/community ownership of local businesses—are inherently political. Increasingly, the new volunteerism will not be the tame, establishment activities of the past, but assertive efforts by low- and moderate-income people to gain some control over the economic issues that most effect their daily lives.

To date, conservatives' rhetoric has paid lip service to volunteerism without acknowledging that the nature of voluntary activity has changed. In fact, the Administration's budget proposals eliminate nearly all federal support for self-help programs—including much of the money for the urban homesteading and gardening programs, the Co-op Bank, and HUD's Office of Neighborhood Self-Help Development. Fortunately, Congress will probably preserve some of these activities, for the transfer of responsibilities to the voluntary sector will not succeed unless self-help activities play a prominent role.

—*Bruce Stokes*
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Worldwatch Institute
Washington, D.C.

(Editor's note: Bruce Stokes is also the author of Helping Ourselves: Local Solutions to Global Problems. *See review on page 42.)*

FAMOUS LAST WORDS:

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Calendar

The **calendar** lists upcoming events that may be of interest to our readers. Inclusion, however, does not constitute endorsement by VOLUNTEER.

Oct. 1-3 — **Arlington, Texas:** *Workshops for Volunteers, Volunteer Administrators and Staff Who Utilize Volunteers*
Recruiting, fundraising, networking and five special interest sessions on Volunteers Working with Alcoholics, Planned Giving, Chaplaincy Service, the Fairweather Rehab Program and Music Therapy are the focus of this three-day conference.
Contact: Volunteer Services State Council, Box 12668, Austin, TX 78711

Oct. 11-14 — **Virginia Beach, Va.:** *National Association of Volunteers in Criminal Justice Forum '81*
Forty-two workshops are scheduled for five basic sessions: Person-to-Person Skillbuilding, Adapting Programs, Skills for Managers, Current Issues, and Justice/Volunteerism. Theme of this annual meeting is "Justice Through Involvement."
Contact: Anita Chartier, Va. Assn. of Volunteers in Criminal Justice, 6 N. Laurel St., Room 304, Richmond, VA 23220, (804) 643-2746.

Oct. 14-17 — **Philadelphia, Pa.:** *National Conference on Volunteerism 1981*
The annual joint conference of the Association of Volunteer Administration, Association of Voluntary Action Scholars, and Association of Volunteer Bureaus. Purpose: to provide a forum for issues facing volunteerism, to increase skills areas related to development and management of volunteer programs, to enhance understanding of contemporary issues affecting volunteering, and to conduct the annual meetings of the three sponsoring organizations.
Contact: Christine Franklin, Conference Chairwoman, AVA, PO Box 4584, Boulder, CO 80306, (617) 934-6951 or (303) 497-0238.

Oct. 20-23 — **Minneapolis, Minn.:** *1981 National Conference on Philanthropy*
Under the theme, "Working Together: Creative Responses to Difficult Times," more than 50 topics will be addressed by leaders of fund-granting and fund-seeking organizations on budget reductions, personal giving and volunteering, corporate public responsibility, public services delivery, collaboration, block grants, and many more.
Fee: Before Sept. 21: $200 INDEPENDENT SECTOR members; $300 non-members. After Sept. 21: $225 IS members; $325 non-members.
Contact: Beverly With, INDEPENDENT SECTOR, 1828 L St., NW, Washington, DC 20036, (202) 659-4007.

Mar. 23-26 — **Lake Arrowhead, Calif.:** *Conference for Administrators and Directors of Volunteer Programs*
The annual Arrowhead conference under direction of Dr. Eva Schindler-Rainman. Agenda to be announced soon.
Contact: Helena Hult, PO Box 1731, Santa Monica, CA 90406.

June 6-10 — **New Haven, Conn.:** *National Conference on Citizen Involvement*
Back by popular demand at Yale University, VOLUNTEER's 1982 national conference once again will feature a variety of timely speakers and topics related to the citizen involvement movement. See fall *VAL* for details.
Contact: Kris Reese, VOLUNTEER: The National Center for Citizen Involvement, 1111 N. 19th St., Room 500, Arlington, VA 22209, (703) 276-0542.

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