

A REPORT TO THE MARYLAND COMMITTEE FOR THE HUMANITIES
PEOPLE TO PEOPLE PROJECT NUMBER 301

THE DEVELOPMENT AND IMPLEMENTATION OF MASTER'S DEGREE
SPECIALIZATION FOR ADMINISTRATORS OF VOLUNTEER
PROGRAMS: A HUMANISTIC PERSPECTIVE

by

Mary DeCarlo, Ph.D.
Project Director

Hannelies Penner, M.A.
Assistant Research Analyst

Antioch University, Maryland
1106 N. Charles Street
Baltimore, Maryland 21202

PREFACE

Malcolm Walker in his paper "Higher Education Programs for the Volunteer Administrator" stated that the average lifespan of higher education programs designed for Volunteer Administrators was about two or three years and that their demise is usually related to the departure of the program coordinator, leader or mentor. Therefore, it is the hope of the authors of this paper that, through the process of documentation of the Antioch Model, all that has been learned through the development of this program would be conceptualized in order that others might build on these efforts. In addition, the authors hope to provide a humanistic and philosophical base for change in certain aspects of the curriculum as well as to make recommendations for program expansion.

The authors wish to thank all the faculty and staff at Antioch who have given unending support to the program and to those who have worked for its continuing development. Thanks should also be expressed to the Maryland Committee For The Humanities for providing us with the opportunity to look at the program as part of a "larger picture." We received substantial encouragement from the Maryland state and Baltimore city leaders, some of whom are mentioned in the body of the report. To all who gave their support, THANK YOU. We hope that past accomplishments will spur us to future achievements.

Mary C. DeCarlo, Ph.D., Associate Professor
and Coordinator

Hannelies Penner, M.A.
Assistant Research Analyst

INTRODUCTION

This paper attempts to integrate scattered information on the professionalization of the volunteer services coordinator roles and responsibilities and to relate it to the development and implementation of the Volunteer Administration Component of the Planning and Administration Program at the Antioch Baltimore Campus during 1977-78 and 1978-79.

The paper has five sections. The first section describes the history of the institutional development of Volunteer Bureaus and Voluntary Actions Centers concurrent with the professionalization of the administrator. The second touches on the needs of the public and independent sectors for trained professionals and the development of a graduate program. The third section describes the initiation and development of a program at Antioch/Baltimore. The fourth section abstracts the conference sponsored by the Maryland Committee for the Humanities entitled, Volunteering: A Vital Human Experience. The final section outlines recommendations for continued internal and external program development at Antioch University.

An Appendix is available as a supplement to this report. The Appendix includes: 1) the history of the National Association of Administrators of Volunteer Services; 2) promotional pieces and course study outlines for the academic years 1977-1978 and 1978-1979; 3) illustrative course syllabi; 4) proposals submitted to funding sources relevant to the Volunteer Administrative Component; 5) flyers and programs for Volunteering: A Vital Human Experience; and, 6) sample evaluation. For information regarding the Appendix availability and the working documents mentioned in the report, contact Volunteer Department Institute, P.O. Box 31, Falls Church, VA. 22046.

As volunteer program administrators began to explore structures and guidelines for volunteer programs, the process of certification of these programs developed. Hope M. Blair described the history of one in "Standards For Certified Volunteer Programs" written for the Voluntary Action Center (VAC) of Summit County (Ohio). It is abstracted below.

- 1947 The central coordinating volunteer service in Summit County, Ohio, initiates plans for standards.
- 1948 The Volunteer Service Bureau (VSB) is established and appoints a Standards Committee which developed, over the next four years, the first 'Standards for Volunteer Programs' for the participating community agencies. These standards set minimum requirements in three areas for the: 1) Organization of the Volunteer Programs, 2) Supervision of Volunteers, and 3) Temporary Volunteer Jobs.
- 1959 By this time 61% of the participating agencies have accepted the standards of VSB. Between 1959 and 1976 a review of the standards was conducted so that current 'Minimum Standards' could be given to newly formed agencies by VSB and the Voluntary Action Director.
- 1975 Voluntary Action Center (VAC) became an independent not- for-profit agency.
- 1976 VAC established a task force to examine the Standards and subsequently rewrite them. The models of Boston, Pittsburgh, and Madison, Wisconsin, were used as reference. The result was submitted as "Standards for Certified Volunteer Programs" to the VAC Board.

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1977 The VAC Board appointed Standards and Certification Committee to prepare procedures for certification process.

1978 In February the approved certification procedures were mailed to agency executives and volunteer directors. A three-year certification period was established. Thirteen agencies requested application within a month.

Blair saw as the next step the establishment of criteria for the certification of the volunteer service administrator. The evaluation of the volunteer director's competencies seemed crucial to the evaluation of the agencies applying for certification. "As the community becomes ready for it, the Voluntary Action Center will need to incorporate the professional certification of the volunteer director in the Certification Standards." Blair (1978:15)

As the certification of volunteer programs was one phase in the professionalization of volunteer administration, the certification of the volunteer director is the other phase in this process. The two modalities for accreditation and learning are the workshop, training event leading to certification, and the college/university curriculum in undergraduate and graduate studies leading to an academic degree. A chronological development of the certification of the volunteer administrator is outlined below.

1958 A grant to the American Psychiatric Association from the National Institute of Mental Health made the first conference in Chicago on Volunteer Services to Psychiatric Patients possible. The published report of the meeting: The Volunteer And The Psychiatric Patient was the first in this field and has been a guide to the profession since 1959.

- 1960 The first teaching institute for training coordinators of volunteer services was held at Topeka, Kansas. The training institute was summarized in Volunteer Services in Mental Hospitals, which has become a standard reference on good implementation of volunteer service programs in psychiatric settings.
- In October, at the Salt Lake City meeting, the decision was made to form an organization.
- 1961 At Omaha a constitution and by-laws were adopted, signed by 99 charter members, and the American Association of Volunteer Services Coordinators became an official organization.. The Central Volunteer Bureau (CVB) sponsored workshops to explore the possibility to form council of volunteer supervisors.
- 1962 Council structure defined in 5 areas: Recreational Services
Hospital Services
Children/Aging Services
Cultural Services
Civic/Educational Services
- 1965 It was resolved to match trends in volunteering with the available resources for training. Vista program was investigated.
- Definition for Director of Volunteer position and volunteer-staff relation was sought. (Annual Forum:National Conference on Social Welfare, Dallas 1967)
- 1967 Harris Amendment of Social Security Act impacted the volunteer service administration with 3,200 Coordinator of Volunteer Services positions in the welfare structure and 1,000 positions in the court and correctional system.

1970 National Center for Voluntary Action (NCVA) conference organized to start Voluntary Action Center network (VAC). Hat Naylor instrumental.

NICO convened conference on College Curricula for the Leadership of Human Service Volunteer Programs. (Gowdey, Cooper, Scheier, 1976:3) Director of Volunteer Bureau, Charna A. Lewis, proposes to institute training program for coordinators of volunteers in junior college settings in response to federal legislation of mandated volunteers for citizen participation.

1974 Washington, D.C. State Office of Voluntary Action takes position against degree curricula in volunteer administration in Volunteer Service News, February, 1974. (Gowdey, et.al., 1976:4)

In response, the editorial in Volunteer for Social Justice, Spring 1974, endorsed the need for continuing educational opportunity models as alternatives for specialized degree programs in volunteer administration.

In October, The First National Conference on Education for Volunteer Action was organized by Hat Naylor and held in Ann Arbor, Mich. Research priorities identified as: 1) comprehensive information on current volunteer administrators; 2) data on current and projected career opportunities; 3) listings of available learning resources; and 4) educational alternatives. (Gowdey, et.al., 1976:4)

Ms. Naylor develops Career Lattice for Volunteer job mobility. (Voluntary Action News, 6/74)

Labor Department grants Volunteer Coordinators Pro Standing, 1973, and is reflected in Dictionary of Occupational Titles, which lists six-level volunteer career ladder as proposed by NCVA.

- 1975 Six national meetings on education for volunteer administrators held to define goals, plan and implement needs for growing profession, but research data is still needed. (Gowdey, et.al., 1976:2)
- 1976 Mildred Katz discusses "Professionalization of Volunteer Administration" in national forum of Volunteer Administrator (Vol. IX, 4, 1976) quoting Charna Lewis, Director of the Voluntary Action Center of Worcester, Mass., as pointing out at the Association of Volunteer Bureau's Conference in 1974, that we suffer from occupational non-recognition by the general public. Ms. Katz expresses greater concern for the limited acceptance as professionals from service volunteers, agency administrators and administrative volunteers.
- 1977 Dictionary of Occupational Titles lists as professional classification: Administrator of Volunteer Services.

PROFESSIONAL COMPETENCE FOR VOLUNTEER ADMINISTRATION

By the end of the 1960's, four national organizations had emerged in leadership positions: 1) The National Information Center on Volunteers in Courts (NICVC), 2) The American Association of Volunteer Services Coordinators (AAVSC), 3) The Association of Volunteer Bureaus of America (AVBA), and 4) American Society of Directors of Volunteer Services (ASDVS). The Association of Voluntary Action Scholars (AVAS) emerged as the foremost research organization in the field of voluntary action. AVAS sponsors regional conferences for a larger membership base and maintains a national resource directory of researchers, who are on tap to assist volunteer groups in need of research assistance.

Voluntary Action Centers (VAC) at national and local levels serve as clearinghouses coordinating resources and efforts for organizations and individual advocates.

AVBA and AAVSC conducted nationwide surveys of learning needs; AAVSC established a plan for certification of professional personnel in the field of psychiatric volunteer services in 1967.

AVBA defined the process of certification for Volunteer Bureaus with a 'Minimum Standards of Certification' program which was accepted in 1959 by 61 percent of the participating agencies. This program evolved into 'Standards for Certified Volunteer Programs' by 1978.

ASDVS has the resources of the American Hospital Association available as basis for educational program development.

Information is shared through newsletters and journals, the foremost being Voluntary Action, Volunteer Administration, Voluntary Action Research.

In "Professionalization of Volunteer Administration," Mildred Katz (1976:3) points out; "If we see, for example, that our credibility as an emerging profession hinges on the credibility of the work of volunteers, we should be spurred on to better evaluate studies and documentation of the roles of volunteers." She goes on to warn against the exclusiveness of the "profession," especially in the field of voluntarism, citing G.B. Shaw who speaks of the conspiracy of the professionals against the laity. (Katz 1976:2) Lieberman (1970:54) discusses in The Tyranny of the Experts the social-philosophical problem of applying the term professional to the world of volunteering. The argument has been raised that the volunteer administrators profit from the volunteer contributions of those they direct.

The qualifications of a volunteer administrator are generally given as the 4 C's; competence, creativity, commitment, credibility; Katz adds the fifth C with Certification.

VOLUNTEER ADMINISTRATION: A NEW PROFESSION

The historical survey of the national organizations in the field of volunteer administration shows the beginnings of formal association by the end of the 1940's. These early, informal groups formed to share mutual problems and solutions in establishing a system to direct and administer volunteer programs which developed an increasing significance. As the administrative process became more detailed and complex, the need for further educational opportunities for the administrative personnel emerged. Specific areas of academic course work were identified as:

- 1) the dynamics of human behavior, 2) interpersonal communication,
- 3) the dynamics and techniques of leadership, and 4) inter- and intra-group behavior.

These could be grouped into two major relations areas; social relations with training in psychology and sociology, and public relations with training in administration, communication (including public speaking, interviewing, public relations principles, newswriting, reporting). Administration would include personnel administration, planning and problem solving, group and conference leadership, and community dynamics. These points were elaborated by Fred Will (1968) in the Job Activity-Time Study, presented at a Workshop on Continuing Education for Coordinators of Volunteer Services. The profile of the incumbent coordinator (1968) presents a person with people-orientation and some college background, mainly in liberal arts (social sciences and English), activity therapies/physical education, and education. Will states further that as background experience major importance is given to contact and dealing with people by 90 percent of the incumbent coordinators (N-189). Recommendations of the report for a basic curriculum are courses in 1) individual and group behavior, 2) communications in the broadest sense, and 3) administration, supervision, and leadership.

Miriam Karlins (1968:24) in 'Curriculum for Volunteer Services Coordinators' states that in reviewing material on job descriptions, tasks and responsibilities of volunteer services coordinators and their educational background and experience brought to the job, she discovered that a wide variety of skills, training and abilities was possessed by the volunteer services coordinator. "In a sense this person is truly a 'generalist' to the extent that he is required to know something about many things. And unlike the situation with many 'professional' groups there does not seem to be any single existing body of knowledge-nor any one specialized area of training- which would uniquely qualify him or better prepare him to function effectively as a volunteer services coordinator." In addition to the areas of curriculum development recommended by Fred Will, Karlins (1968:26) suggests a course to develop effective teaching methods and tools for adult education. Because the coordinator of volunteer services is involved in the orientation of volunteers and is frequently called upon to assist in the orientation of new staff personnel, it is important for the coordinator to understand how to develop and conduct and educational program for adults.

Roger Klein, New York Upstate Medical Center in Syracuse, has described the operation of a hospital to be in the hands of technicians, professionals, and managers, whether volunteer or paid. Martha Moss (1968:37) in "Training for Volunteer Service Coordinators" suggests that in the discussion of volunteer services coordinator's work as that of a "Profession" in the classic definition of social worker, teacher, psychologist, these three functions are sometimes confused. An examination of the actual functions of volunteer services coordinators seems to indicate that the skills of manager and technician are most often employed. Charma A. Lewis (1970:6), Volunteer Administration: A New Profession, delineated the patterns in the career of a volunteer services coordinator in a similar

fashion with: Technician - coordinator in charge of a small program
 Administrator - director of agency programs
 Planner - administrator of a number of similar programs
 or an administrator on a state level department
 of voluntary action.

The function of 'teacher' is utilized in dispensing information about specific or general programs in orientation and training sessions for volunteers and staff. However, even for this function a good manager would find a competent person to fulfill this role. Moss goes on to make a point for non-traditional learning in addition to the existing graduate and undergraduate courses in management principles. She bases her reflections on Nevitt Sanford: Where Colleges Fail and Donald Micheal: The Next Generation. The educational development is progressive and continuous, taking into account that the entire life experience at any given stage will impact on the developmental stage of the individual and his/her progression to the next level of education. Values and behavior that comfortably integrate commitment to task, retain flexibility in learning, unlearning and relearning, of attitudes toward work and leisure, these can only be taught by teachers who share these values. It is a lifelong learning experience. A strong point is made for an internship or trainee appointment in a work-study setting for young people about to enter the human services profession or the adult planning a career change. Lectures without the personal experience seem to have little value as a training module.

In conclusion, the course areas for curriculum development considered essential for the volunteer services coordinator are: 1) individual and group dynamics; 2) communications; 3) administration; 4) teaching methods in adult education, traditional and non-traditional; and 5) internship program of supervised experience.

Perceived needs by volunteer services administrators for continuing education were reported by Gowley, Cooper, Scheier (1976) in "Report on an Educational Needs Survey for the Leadership of Volunteers." The management and training of volunteers was ranked highest by 18 percent of the respondents (N=312). Recruitment and volunteer program evaluation were ranked in second and third place by 16 percent and 10 percent of the respondents. Learning goals were expressed by 45 percent as knowledge-to-do-a-better-job competency; and for 15 percent as career development, more challenging position and job satisfaction. Status at the agency, M.A. degree, and better pay were additional reasons given for continuing education. As learning modalities 37 percent preferred the system of continuing education, 21 percent preferred experimental modalities over 16 percent who would chose the traditional learning modalities. However, the generally preferred modalities are a) one-day workshops within driving distance of home and b) accessible cheap or free information services on demand.

Jane Phillips in "Recommendations Concerning The Development of Professional Training Curriculum for Volunteer Services Coordinators in Psychiatric Settings" states: "One can only conclude that the knowledge required to coordinate a volunteer program that contributes importantly to the rehabilitation processes requires the kind of specialized knowledge that is acquired most effectively through training above the undergraduate level." (1968:20) The training curriculum can be built on courses already developed, with specific courses for the volunteer services coordinator to be added. Phillips urges a strong promotional effort for this career field, as she is doubtful that many candidates will be applying for the course for some time. (1968:22)

PROMOTION OF GRADUATE PROGRAM FOR VOLUNTEER ADMINISTRATORS

Charna A. Lewis (1970:5ff) lists the following five steps for the development of a graduate program for volunteer administrators.

- 1) The theoretical base is established.
- 2) The philosophical requirements for the profession are defined.
- 3) The semantics of the profession are clarified.
- 4) The career positions and related positions are defined.
- 5) The courses for the unique requirements of these positions are developed.

Once the pilot program is in place, a promotional effort will be necessary, as Phillips (1968:22) points out, to guarantee success. It seems essential to conduct the promotional effort in two areas, 1) toward the state, federal and private agencies, and 2) toward the prospective students and the practitioners in the field.

During the development phase of the program, cooperation has to be established between the agencies which utilize volunteer administrators and the curriculum planners. Agency input of requirements and needs are essential for the career plans of the future students. Internship positions should be identified at this stage, so that the academic learning can be implemented and enforced with the practical experience necessary to make learning meaningful. (Moss 1968:39) Close cooperation with professional organizations currently involved in certification processes is also essential for the success of the pilot program. Careful evaluation of the pilot program by these three organizational systems, the employing agencies, the professional associations and the institution of learning, alone can assure the possibility of the pilot program becoming a national model. The active participation of agencies and organizations in an advisory capacity during this phase of the program will be helpful in promoting the pilot program through the same channels.

As professional journals publicize the program, volunteer administrators in the field will become aware of it. Special mailings to identified practitioners should be prepared with emphasis on special learning opportunities, available scholarships and future career development. For new students entering the field after high school graduation, a trainee appointment during the summer may be made available. Career development planning for new students should be offered during high school career weeks, also during workshops on job entry possibilities for mature women, or as a career-change opportunity for related professions. Promotional personnel and literature should be used for an effective campaign.

Up to this point in the writing of this paper, little attention has been given to the relationship of the professionalization of volunteer administration as it related to certain organization sectors of society, specifically the independent sector made up of all the charitable, educational etc. organization that receive a 501(c)3 tax exemption, and all those governmental-sponsored volunteer programs that involve thousands of volunteers at the local, state and national level.

Based on the review of available material and the working knowledge of one of the authors of this paper, it seems logical to force apart these distinctions for the purpose of advancing the discussion. The following matrix is a proposed, untested hypothesis regarding the emerging educational needs in the public and independent sectors.

EDUCATIONAL NEEDS	Organizational Sectors	
	Governmental-related	Independent
Emphasis	Conceptual	Technical
Delivery	Formal	Informal

The integration of the research described in this paper has been reported primarily on the independent sector and can be given as support for the assertion that the independent sector places educational emphasis on technical skills delivered in an informal setting. Research on the use of volunteers in governmental-related programs is needed. The availability of working papers in this area is not readily available. Little is written regarding the educational needs of governmental-sponsored volunteers except in in-house journals. In addition, the government resources are usually of such magnitude that needs and related educational experiences can be handled by the program officers through internal communication and training.

ANTIOCH/MARYLAND VOLUNTEER ADMINISTRATION PROGRAM

The Volunteer Administration Program at Antioch/Maryland developed because of the active, persistent, and continuing involvement of Betsy Morrison and a small group of individuals including Shoshana Cardin, Chair, Maryland Committee for Women, and Doris Hall, Assistant and later Dean, Antioch University. Shoshana Cardin, committed to the concept of the professionalization of volunteer administration since the mid-sixties, was instrumental in developing community support for the program. With strong ties in the community through active participation in voluntary action organizations Cardin, Morrison and Hall participated as key decision makers on a significant number of boards in Baltimore and around Maryland.

Cardin, as Chair of the State Commission for Women, was in a position to encourage and support the concept of volunteerism from a position of high visibility and political awareness. The others were involved and deeply concerned with the practice of volunteer administration. Simultaneously internal to Antioch/Maryland was to be found the encouragement and support of the Assistant Dean, also a woman of considerable stature in the Black Community and aware of the potential of volunteerism as the cornerstone of community development.

Antioch University, which has traditionally supported innovation and change provided the vehicle for the development and implementation of a program for volunteer administrators. Innovative by philosophy and flexible because of size, Antioch was willing to take some modest risks because it seemed likely to result in a new and needed higher education program.

Betsy Morrison had been a student in the Planning and Administration Program, and had written a thesis entitled: A Study of a Community Based Board Training Project. From this base the program for volunteer administrators was planned and implemented. Having completed her thesis and graduated from

Antioch in 1977, Morrison was hired as an assistant professor and during the year 1976/1977 planned and developed the course of study for implementation during the academic year 1977/1978, Morrison as faculty member and administrator of the program along with Cardin, who served as institutional expert without an organizational consultant title. DeCarlo and Hall provided the foundation for the delivery of a comprehensive program. With relative assurance of practitioner needs, a course of study was designed that was practical and relevant to the needs of the community.

Morrison had been hired as a Project Director to the Voluntary Action Center of Central Maryland to write and deliver a training program for broadening Community Board participation and was to expand these administrative techniques into a foundation for curriculum development. Working directly and continuously with those who had authority to approve the program, Morrison received the approval for implementation of the program from John Sullivan, Provost. It was Doris Hall who had the personal interest to guide the program through the internal approval structure. The approval was facilitated because the Dean had the authority within her particular unit and was in a position to support and subsequently approve the setting up of the program with clearance from the Provost. While this is a rare occurrence, the Antioch setting, because of its size made the necessary clearances less complex than in a traditional bureaucratic setting commonly found at Institutions of Higher Education.

The decision to locate the program in the Planning and Administration Academic Core was sound and appropriate. Students were to have the benefit of the theoretical aspects of related courses while simultaneously applying these concepts to the administration of volunteer services. Support for the program was provided by key faculty members including the Coordinator of the Planning and Administration Program, Robert Lopez-Layton.

In planning, and developing the program a market survey was undertaken. Results of N=23 out of N=29 mailed surveys were tabulated. Results indicated that 6 respondents out of 23 held the position of Director of Volunteer Services. Staff development needs were identified in the areas of recruitment, orientation, and evaluation which ranked the highest (21); program planning, interviewing/screening and supervision (20); placement/matching and training (19); were listed in the next order of priority. Only 2 respondents were currently enrolled in a degree program. Specialized training which received the highest incident of support included public relations (15); communication skills (8); supervision and training (6). The preferred credit or degree program (11) was for MS/MA Degree.

Program Content

The original objectives of the program were:

1. To prepare competent individuals to fill positions in the rapidly expanding field of volunteer administration.
2. To train administrators to deal effectively with the complexities of volunteer programs.
3. To develop more responsive human networks within social systems, organizations and institutions.
4. To increase the effectiveness of volunteer programs within the private and public sector.

These program objectives were developed and centered around improving the practical effectiveness of volunteer program management and the techniques of recruitment, placement and evaluation of volunteers. The idea of social change through volunteerism was initially handled by the History and Philosophy of Volunteerism, Issues and Advocacy courses which served as a forum for advocacy of self-help as opposed to governmental intervention.

The program content was generally determined by personal philosophy and the experience of Morrison and other national leaders with whom she had contact. Cardin, as co-editor of both Leadership Logic and How To Run a Fair, provided the point of departure for course development. Guidance for the development of the program came from the Linderwood 4 Program and the National Center for Voluntary Action. Other curriculum sources included a Student Administration Course Outline that appeared in Synergist. In addition, curriculum outlines were available from Goucher, Maryland as well as the University of Colorado at Boulder. The State of Maryland requirements for two core courses related to History and Philosophy of Volunteerism and Trends and Issues were ultimately to provide the academic legitimacy and to escalate the technical aspects of the program into a more theoretical review of social action and the role and impact of volunteers.

During the first year of operation, Morrison developed an outline of the courses to be mailed to potential students. This material, plus the 1978/1979 version, along with syllabi for the courses is included in a supplement to this paper. This material was distributed upon request to interested students. Generally this curriculum plan was grounded in the realities as perceived by the supportive community leaders locally and nationally. Subsequently, responding to inquiries regarding the source of study, it was distributed to interested faculty and staff at many institutions of higher education across the country.

Provision was made to accept transfer credit. The program included a practicum as an internship arrangement. During the first year a cognitive-retentional content and its associated lecture approach was used. The student's practical experience was used minimally. There was heavy emphasis on reading

material that had been published and the selection was limited. During the first year, there was resistance among some of the students to this approach.

Program Promotion

Promotion of the program rested exclusively with Morrison herself. Not only did Morrison actively market the program informally by her presence at civic activities, but she held "free" institutes, developed flyers and brochures, and submitted press releases to the local papers. Morrison, being highly visible in the city and the Chair of the newly developed Task Force on Volunteerism of the Maryland Commission For Women, highlighted the existence of the program.

A statewide interest in Maryland for volunteerism was manifested in the leadership of Shoshana Cardin. This was also to lend support and visibility to the program. Cardin not only provided a forum through the Commission For Women, but was active in calling attention to the role volunteering played in the life of women through her role as delegate to the International Women's Year. In addition, the Statewide Program provided support for the concept of students as volunteers. Volunteerism was the focus of a Governor's Conference held. In addition to the community visibility of Morrison, other promotional activities included TV interviews, radio announcements, printing and distribution of 5,000 brochures, handouts at various conferences, personal letters to 24 key persons in the field of volunteerism and five national organizations received material for publication in monthly or quarterly journals. There was local advance publicity to newspapers. While Antioch, administratively, was supportive of the inclusion of the new form and because of size could afford to be flexible, missing was the public relations support that one could find at a larger institution.

Morrison left Antioch at the beginning of the program's second year. DeCarlo assumed responsibility for the program and broadened the conceptual base to include community organization and public participation as areas for study. The 1978/1979 curriculum and the syllabi are enclosed in a supplement to this report. In addition, learning methods were expanded to include directed studies and emphasis was given to experiential skill content and the encouragement of student participation as a learning approach. Activities included problem solving, outside projects, sharing of practical ideas and other forms of experiential learning. One of the more successful directed-study efforts resulted in the funding of a program from the Maryland Committee for the Humanities for a people to people dialogue on Volunteering as a Vital Human Experience.

In the early stages of the program, two-hour classes were normal. However, state requirements forced the expansion of the program into three contact hours. Learning was geared to the student needs. These students were active in their community either as volunteers or full-time employees. Since the books and other available materials were generally inadequate and of dubious quality the students were encouraged to explore areas of interest within the course guidelines and develop original papers which were duplicated, discussed and compiled for inclusion in their home libraries.

In addition, Antioch worked on a three-quarter system, each quarter being 13 weeks. Costs were \$900 a quarter for full time students. A graduate student was expected to carry three courses and each course offered four credits. A total of sixty credits was required to complete the program. Forty eight credits are earned in course work, twelve credits are awarded upon successful completion of the thesis.

Student Profile

Less than ten students are specifically enrolled in the program. However, graduate students in the umbrella program of Planning and Administration could elect the courses which are required core courses for Volunteer Administration students. For example, the advocacy course taught in the Spring of 1978 had 25 students enrolled; only two of whom were Volunteer Administration majors. The status as of June 1978 included students of varied background. Two men who were enrolled included an Executive Director of the USO of Central Maryland and the Legislative Assistant of a Maryland Congressman. Among the women was a "professional volunteer" who currently contributes to numerous national boards and the wife of a minister and heavily involved in the community; another was the Assistant Director of Volunteers for a large federal hospital; one the holder of a bachelor's degree in social work and currently teaching in a high school for dyslexic boys. Two are the Director and the Assistant Director of City Head Start Centers. One woman is currently a CETA worker in a program for Senior Citizens. Of the original entry class, one completed her work and graduated in March 1979, and the other will complete her work in June of 1979.

Most of the students have a wide base of community experience and are looking to "cap" that with an advanced degree. One young woman has been able, during the year and one-half of her academic experience, to parlay her position as a secretary at a government agency into Executive Director of a new Red Cross Chapter. Two students have completed the program and each semester one or two students enter. Inquiries into the program have been extensive both on the part of potential students and those attracted to the program

who have worked in the human service delivery system. The Peace Corps and Vista graduates have made inquiries into the program. Interest in the program does not always lead to enrollment and some of correspondence points to the high tuition factor.

Inquiries into the program have been extensive on the part of other institutions of higher education who are interested in developing similar programs.

Program Development

Courses taught by DeCarlo during 1977 and 1978 were to become the basis for expanding the base of the program during 1978/1979 after Morrison resigned from Antioch. DeCarlo's experience in the public sector was to bring the dimension of public participation, public policy formulation and meeting of social need and integrate these concepts into the public/private delivery of service. Reflective of this were the changes in courses that were basic to the structure of the program.

History and Philosophy of Volunteering became Foundation of Voluntary Action. Issues in Volunteering became Issues in Voluntary Action and a new course was added entitled Voluntary Organizations and Their Managing. The techniques of recruitment, placement, training, and evaluation of volunteers was subsumed under a course to help volunteer administrators design their own program to meet their institutional needs.

During 1977/1978, DeCarlo developed a five-page program proposal that was to be submitted to the Fund For the Improvement of Post Secondary Education entitled the Validation and Dissemination of a Program for Volunteer Administrators. In the Fall of 1977, DeCarlo coordinated a proposal submitted to the Maryland Committee for the Humanities which was

rejected because of an over-emphasis on social science techniques as compared to the historical and philosophical bases of the humanities. The FIPSE proposal was not submitted because the Provost did not "sign-off" in time for submission. In that regard, the proposal may serve as a concept paper from which some recommendations will be made later in the report. Both proposals are included in the supplement to this paper.

In the 1978/1979 academic year, DeCarlo, with the help of students, faculty, and community members, submitted and received funding from the Maryland Committee for the Humanities for a program entitled Volunteering: A Vital Human Experience. The proposal, brochure and program for the three-day series are included in the supplement. An abstract of the presentations and project evaluation follows this section of the report. This project was seen as a preliminary step to an expansion of the curriculum content and to the future development of this program.

VOLUNTEERING: A VITAL HUMAN EXPERIENCE

Tuesday, May 8, 1979

Abram Engleman, Acting Dean, Antioch University, Maryland, opened with the following, summarized remarks...There is a relationship between institutions of higher education, the community and volunteerism. Antioch University expresses this relationship by providing a service for adults who work and by developing a curriculum that supports advocacy for those who have been out of the decision making process in our society.

...Volunteers must have a say in the goals and objectives of an organization to actively participate. The recipient of service must be part of the decision making process. Questions must be answered. Whose needs are being met, the volunteer needs or the needs of the clients? What is the relationship of the volunteer to the goals of the organization? What are volunteer concerns with institutional change to provide better services and/or better direction? Is there concern with institutional perception of volunteers as cheap labor?

...The volunteer must question the vitality of an organization because institutions tend to perpetuate themselves. Institutions of higher education are examples of this. In addition, as institutions become more regulation bound rigidity is reinforced. The volunteer is the one who can question the organization's goals and methods.

...During Antioch's tumultuous history it has questioned the status quo. This in spite of the fact that questioning is viewed with alarm. Western and Eastern cultures have resisted questions. Socrates was given hemlock, Christ was crucified. Volunteers must continue to involve themselves in multiple roles in order to prevent a static organization, be it social services or higher education.

Dr. Roberta McConochie, Research and Human Development, Antioch University, Maryland introduced Dr. Bode with these, summarized comments...The faculty at Antioch represent rather traditional paths and academic backgrounds but have come to Antioch because they believe that, as an institution, it represents the changing edge...faculty are pioneers...rebels, and attempt to convey this sense of rebellion to their students. Dr. Bode has also been interested in rebels and rebellions and in some of his work has described some of the rebels in our history including David Thoreau and H.L. Mencken.

...Antioch also represents a diversity of cultures called interdisciplinary and this exciting and sometimes conflicting approach is brought to bear on social problems. Dr. Bode also represents an interdisciplinary approach by studying political history.

...Antioch also supports research in action and when research is taught, standards for interpretation of data include a mixture of biography and history. Research findings are studies in order to understand people's individual perspectives and individual integrity, such as how they integrate passing ideas and social issues. Bode's perspective on history also accomplishes that. His recent work on the Bicentennial history, in addition to describing the life of some very exciting and interesting individuals, gives a flavorful combination of biography and history.

Dr. Carl Bode, Professor of English, Maryland University, spoke on "A Look at Maryland's Past."...He presented no facts and figures but gave impressions because he is a literary historian not a social scientist. He believes that volunteering is diminished to a degree. Volunteers are mostly the mature and he maintained that more youth are needed. He did not concern himself with motivation but he did define volunteering as a person doing something for someone else, usually as part of a group. He was not concerned with volunteering as an ego trip, but said it was the end result that counted...the mid-19th century saw the flourishing of voluntary community efforts. Because of the largely informal nature of the country, volunteering was largely informal, but in urban areas there was a rise of voluntary agencies to help the poor. Some of these agencies worked on behalf of compulsory school attendance in the belief that an education would be the the road out of poverty.

... With regard to philanthropy, Bode mentioned George Peabody who donated money to found Peabody Institute. Johns Hopkins, who made his money by selling things to the federal government, had a vision of higher education and undertook innovative approaches including that starting of a graduate fellowship program. Enoch Pratt, whose idea was not to found a college that would service the upper middle class, but to found a library that would be available to everyone. It is still one of the best libraries.

...There is the issue of public/private relationships. The government is taking on more of the private initiative. This will change the proposals presently being considered in states across the country for budget ceilings. The issue of the volunteer replacement of the public employee was raised.

Dr. Mary DeCarlo, Associate Professor and Coordinator, Volunteer Administration Program, Antioch University, Maryland, gave the summary... Voluntary action and voluntary associations have been instrumental in major social reform movements in this country including unionization, civil rights and the feminist movement. National and local public policies have been challenged in order to better meet the social needs of the citizens. ...Simultaneously, the traditional programs have been dependent on volunteers and have developed ways to use this resource effectively. In fact, voluntary support staff members brought pressure to bear on agencies for increased volunteer recognition, better quality supervision and administration and more efficient use of skills and talents.

And comments from the audience were moderated by Roberta McConochie... With regard to diversity of the voluntary impulse the question needs to be asked, why did the public sector feel it was necessary to mandate participation? Is this need to have recipient representation an indictment of the sensitivity of policy makers to the needs of the service constituents? ...As the profile of the traditional service delivery volunteer changes who will fill the void? Is there a need for a national service for the young or for the older American? Should volunteers desire recognition and, if so, what kind of recognition? career assistance? financial support? ...What about the emerging area of accountability as illustrated by union members across the country who are actively monitoring prices and finding out what needs to be done so Leo Perlis of the AFL-CIO doesn't have to answer, "Nothing." when the interviewer asks what will happen as a result of this massive collection of data.

VOLUNTEERING: A VITAL HUMAN EXPERIENCE

Wednesday, May 9, 1979

Beverly Dorsey-Wilson, graduate student, Antioch University, Maryland, was on the panel, Diversity Through Community Service: Profile of Contemporary Volunteers. The following is a summary of her comments..."Just because you do not see black people volunteering in your organization does not mean that blacks do not volunteer." Blacks, as do other volunteers, volunteer where they are wanted and needed which, generally speaking, means in their own communities and organizations.

...Each organization was charged with the task of self-assessment and evaluation of the need for the black volunteer. She went further to remind the audience that if, historically, black people have been intentionally or unintentionally eliminated from employment in organizations they will not willingly volunteer. There must be a real attempt to recruit black volunteers.

...However, where one volunteers is up to the individual. Volunteering can be for one day at a rally or for a homemade cake. Unfortunately, volunteering has been institutionalized and raised to the level of theory. Volunteers have been placed in various categories. They have job titles and, in fact, some organizations are calling them professional volunteers because they have been trained and treated like employees.

...Historically, the concept of volunteering within the black community has been very strong. A volunteering tradition has been to take on full responsibility of another child and call it a godchild. The volunteer would attempt to provide all the material and non-material needs of that child. Some of the fine things that people did for others have been lost in the quest for economic betterment. Three things have inhibited volun-

teering in the black community...the lack of day care centers, the unavailability of head start programs and the desire to become just a little better off economically.

...There are many other areas in which volunteering takes place. Black churches are maintained by volunteers. Volunteers work in the NAACP chapters. Thousands of black volunteers marched on Washington on behalf of Civil Rights. Black volunteers rally around issues related to social reform. A lot of work is done in neighborhoods and communities, in the family, in fraternities and sororities, in drum and bugle corps, and in Parent Teacher Associations.

...Volunteering in the Arts is a visible area. Volunteers have always been used in staging, costuming, and set designing, committeework, doing benefit concerts and shows.

Panel moderator Shoshana Cardin, Chair, Maryland Commission for Women, made the following points...The variety of options open to women today are seen as one of the causes for the demise of volunteers. She challenged that assumption and maintained that it is a myth. The number of volunteers is not decreasing, it is increasing. The difference is that the traditional volunteer with 20 years of loyal service to one institution is finding that there are other things in life. S/he would like to use some of those volunteer hours on other concerns.

...If the federal government would consider reassessing the whole aspect of volunteering in our society, it would be found that not only has volunteerism increased but it is more valuable today than ever before. The society is dependent on hundreds of thousands of volunteers working at important jobs.

...In 1974, Maryland had 700,000 volunteers among its residents according to American Volunteer: 1974. Adapted to our population, it shows that in 1980 we should have 800,000 volunteers. The majority will be women, but not the overwhelming majority. There is no question that women will be joined by men and young people, by all ethnic groups, and by all ages. This is important because it means that volunteering will have to be looked at with different definitions and in different ways.

...There are too few career volunteers and women's organizations, and church-related groups, which have traditionally depended on career volunteers, must be aware of competition. There must be concern for the desire for paid work, the social needs, the demands for relevance, and the personal interests of potential volunteers. And our narcissistic society condones "What can I get out of it?" as a viable reason to volunteer. To some it is the sole reason to volunteer. But all of these needs must be met in order to encourage volunteering.

...There are services today that did not exist before and needs that have been newly identified. Battered women and displaced homemakers needs and 24-hour crisis shelters are examples. Volunteer assistance is needed in all of these areas since government and public money is not nearly sufficient.

...Organizations must understand the need for women to be assured that their time and energy will be used in the most effective and efficient way, otherwise there are competitors who will do it and the help will be lost.

...The new volunteer is, particularly from the point of view of the Commission, the woman that wants to be certain that after she decides where to give her volunteer effort that effort will bring maximum effect, the greatest change, and bring her the greatest satisfaction.

...Volunteers today are advocates; volunteers today are politicians. Volunteers today have a choice. Volunteers today are those who train, who preach, who call and who lead...We are on the edge of a new surge of volunteerism. There is no demise, it is growing...This country is on the edge of reasserting a whole new value system based on a democratic, pluralistic ideal that recognizes the right of the individual to give time to a cause that is important. Volunteering is a growing trend. Public monies will never, never provide all the services needed.

Dr. Mary DeCarlo summarized as follows...A national assessment of voluntary action was attempted in 1974 by ACTION and in 1976 by the Census Bureau. In the former study it was found that 37,000,000 people contributed time in support of community needs; be it recreation, education, civic or social. This country was founded on the principles of voluntary action and concentual associations and the citizens have directed their voluntary activities at long-range betterment of the society and the improvement of the general welfare. Social observers have frequently commented on this unique American way of solving problems.

...Voluntary action and citizen participation may be structured and programmed or unstructured and informal. It may be done individually or in groups. In every walk of life, individuals donate their personal resources both in time and money for the economic, social and political improvement of their communities. Voluntary action and voluntary association may be found at all stages of community development including policy formulation, planning, program implementation, delivery of service and evaluation.

...Until recently the community needs of citizens were met through increases in publically financed programs. However, there are indications that this trend has peaked. The recent move toward a ceiling on taxation has forced a

cutback in services. Indications are that volunteers will emerge as the providers of the services that Americans take for granted.

...Issues to consider include the increased desire for public participation; the impact of TRIM proposals, the emerging volunteer roles and the new profiles of the contemporary volunteer. When one looks at the historical aspects that Carl Bode referred to in his talk, one cannot but begin to think about the issues currently facing voluntary or citizen action in our society today. Philosophically we must answer some of the issues raised earlier, but, also, what should be the relationship of the private initiative to public programming.

VOLUNTEERING: A VITAL HUMAN EXPERIENCE

Thursday, May 10, 1979

Mr. William Wright, Professor, Planning and Administration, Antioch University, Maryland, introduced the sessions with the following remarks... In 1852 in Wayne County, New York, a group of Christians decided that they wanted to establish a college in the New West which at that time was the Ohio Valley. That is the way Antioch had its beginning. Along with other colleges, it was developed through personal initiative and private donations.

When one thinks about philanthropy, one thinks about the giver and the receiver, but one should consider who is giving to whom. It has always been my experience that both receive.

The relationship between the giver and the receiver is as relevant today as it was in previous years because of the technological and progressive growth of the country. The immediacy of this relationship is tantamount because of the term itself. The relationship is an extension of the stewardship principle. It is within these terms that our humanity springs forth into existence. God the cause and man the effect. The person of a seeking nature and mindful of the will as a tool that we utilize to alter ourselves, our thoughts, and our feelings welcomes change as a necessary manifestation. There is also the understanding that in this life we are taught two ways, through tuition and intuition. Having accepted the outside tuition which the world offers, one becomes aware of the intuition coming from within. There are no bars or walls in the human soul where God the cause ceases and man the effect begins. Opportunity always manifests itself when crises demand it.

Harry J. Hogan, Vice President, Public Policy, National Center for Voluntary Action, spoke on Philanthropy: Cultural Continuity or Social Elitism? A synopsis of his remarks follows... Defined the terms and the implications of the titles of the program as follows: "Cultural continuity and social elitism are not mutually exclusive. It is possible to have both

but cultural continuity has an affirmative connotation, while cultural elitism in this time and in this culture has a pejorative connotation...And we need to approach the discussion from that point of view, that is, to describe our present situation in philanthropy as a stage in our continuous cultural process, admitting that control by the local establishment includes an element of selected favoritism for established corporations and established non-profit associations that some might describe as elitism. But I deny that such control is bad at this time in our society. In this context we will be talking primarily about the United Way as the instrument for open decision-making in raising money.

...The unique American decisionmaking style which accomplished locally set objectives developed historically into the freedom of association that produced the American corporation. The 19th century saw an expansion of community interest in social problems which was expressed by support for schools and hospitals. The 19th century was a time of great confidence and national expansion.

...Changes resulted when market benefits did not accrue to individuals as had been expected. It manifested itself in the transfer of decisionmaking from the private market system to the political arena where the legal right of individuals to benefit was established by law. There was no longer trust in the market system to give people material benefits.

...Up until the 1930s welfare was a private charitable matter. This changed so that by the 1950s transfer payments were approximately 18 percent of the Gross National Product. By the 1970s it was 32 percent of the Gross National Product. Contrary to Marx, the conflict, as it presently exists, is not between labor and capital but between the consumer claiming a share of the government largess and the government choosing a recipient.

...There are far-reaching impacts on the private economic sector. Corporations are increasingly faced with social responsibilities, such as not abusing natural resources. In Europe there is an attempt to redesign the annual report of corporations so that it is not just a profit/loss statement, but is a report of the achievements of certain social goals by the corporation.

...We are faced with preserving the independent sector as a mediating structure of our society in order to prevent future erosion of the family, the neighborhood and the church. Increasingly the power of the state is becoming prominent in decisionmaking.

...The only existing philanthropic structure which is locally based is the United Way which is coming under attack as an elite and a decisionmaking monopoly. The Congress is attempting to control the charitable contribution as part of the tax return.

...United Way must expand its role in local communities by providing technical assistance to grass-roots organizations to offset the rising conflicts between equality and liberty.

James Abernathy, a private consultant to the National Committee for Responsive Philanthropy. Herewith a summary of his remarks on Philanthropy: Cultural Continuity or Social Elitism?...One of the most valuable things about volunteerism in American society is that the country supports a very diverse and very numerous group--almost 6,000,000 by Filer study reports. That provides a multitude of centers of initiative.

...We don't think that philanthropy today supports an innovative private sector. The tendency over the last few years has been toward consolidation merger and increasing bureaucratization. This prevents support for new and innovative solutions to community problems.

...Another problem relates to the ability of this country to evolve. The ability to solve problems in a rural, agrarian society of the 1840s is different from the ability to solve problems in the complex society of the 1970s-- as Three Mile Island has shown. People are basically helpless to control certain courses of events. The foundations, corporations and United Way are failing to provide the money necessary to deal with the public issues important to the people.

...In the early days of private philanthropy, mostly fueled by robber-baron money, support was provided for new ideas and other institutions took over when appropriate. The development of the public schools in the South was originally supported by private money. A public service was provided and simultaneously a public system of schools was lobbied for in the state legislatures.

...Health and welfare services were provided by private dollars back in the 20s and 30s. As the public sector role has grown, the private sector role has diminished. However, private philanthropy has not gone back to the traditional way of doing things, i.e., seeking out new and emerging needs and constituencies and providing the money to develop solutions. Access to those constituencies that need help is being denied because private philanthropy views their role as service. It raises the issue: What should be the role of private philanthropy?

...The National Committee for Responsive Philanthropy (NCRP) wants to see open and responsive philanthropy. There are a number of issues that can be posed in short term, medium term and long term ways.

...There is concern with fairness of charitable deductions where the rich benefit while the poor must, in effect, pay out. NCRP has a long-term proposal to support neighborhoods, for example, through a tax-deduction system.

...Foundations are not giving away their money to organizations that don't have political access. Spanish and Asian groups receive less than .08 percent of foundation money. Less than one percent goes to black groups. Most money goes to the same old groups established in the 20s. One of the reasons is that private foundations are not open to the public. Another problem is the people on those boards. Most of the trustees have the attitude that it is their money.

...Corporations are not required to report their charitable gifts. Lately they are concerned with the needs of higher education.

VOLUNTEERING: A VITAL HUMAN EXPERIENCE
Questionnaire evaluation

During the series, 85 questionnaires were distributed and 15 or 11.4 percent were returned at the end of the series. The sociological and philosophical foundations of voluntary action were viewed by 67 percent of the respondents as helpful in their professional development. The historical foundations were considered helpful by 20 percent, however, the large percentage of 46.7 percent that did not respond to this question at all may indicate that the first question was overlooked entirely.

Research and evaluation skills of volunteer programs were used by 67 percent and 53.3 percent of the respondents, and 80 percent felt that research skills would be applicable for their work.

Just over half of the respondents (53.3 percent) were aware of the Volunteer Administration program at Antioch University, Maryland. The encouragement by agencies/organizations for continued education was noted by 80 percent of participants, and 53.3 percent considered a degree in Planning and Administration as desirable.

In the past, training was free for 40 percent and with assistance by 53.3 percent of the respondents. Of the participants in the series 46.7 percent were in the position of Administrator of Volunteer programs.

Courses to be included in future training were suggested by 26.7 percent in administrative skills, planning and evaluation, by 13 percent and concepts of volunteerism by 13 percent. Consideration in planning and curriculum to be given to marketability of degree (by 20 percent) and the utilization of existing training models (20 percent) was suggested.

The profile of the respondent shows an administrator of volunteer programs, who knows about Antioch's program of Volunteer Administration,

and is encouraged by own agency to persue continued education. The re-
search and evaluation skills of volunteer programs are of value, and have
been used by the respondent before. A degree in Planning and Administra-
tion of Volunteer Programs would be desirable for career development,
however, training in the past needed financial assistance if it was not
offered for free. The concepts of volunteerism, the philosophical/his-
torical foundations with the sociological/medical foundations would be
valued as course requirements, however administrative skills are considered
more applicable.

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This program was initiated because Morrison hoped to build on the growing need for knowledge and skill training for individuals working with "mandated" volunteers. The previous training in the field of social work, health, and education were not always sufficient to utilize the volunteer resources to their greatest potential.

The interface of top leadership in public and private service systems with top leadership of the volunteer sector was advocated for greater awareness to the resource potential of volunteers in a given system. The establishment of the Coordinator of Volunteer Service (CVS) position, and the development of curricula for certification was to answer educational needs and supply the skills needed to affect change in the system.

Various seminars, training courses, undergraduate and graduate courses were being offered within existing frameworks and disciplines. A network of training opportunities was established, but full degree programs were not offered although the quest for professional status became more urgent as more people entered the field of CVS. This was the entry point for Antioch because as an institution it was community oriented, serving the working adult seemed to fit the philosophy of the institution. However, program development was short and promotion was more prominent on the national than the local level. The image of Antioch in Baltimore was not enough to attract students. Response to the program was significant, 84 inquiries by Spring 1978, but enrollment was less than ten students. Clearly, momentum has to be gathered.

A start has been made by the support of the Maryland Committee For The Humanities and by the recognition of the importance of discussing the humanistic aspects of volunteering. Two outcomes of the series are the

serious consideration of conceptual material and the broadening of basic knowledge and understanding of volunteering as a potentially distinctive component of higher education while grounded in the realities of the local community. An extension of this series is the continuing work of the Maryland Volunteer Resources Coalition, which will have as its outcome the implementation of action initiatives at the local level and the recognition of the changing nature of social needs locally and statewide.

According to Harriet Naylor, "A special function, volunteer administration is a new career option attracting altruistic, able people who need professional level education to perfect a philosophy, a body of knowledge and discipline to apply skills effectively and ethically."

At a recent conference entitled The Role of Volunteering in Colleges and Universities held in Blacksburg, VA, in the Spring of 1977, research was described which emphasized existing academic units (Shaw) into existing administrative units (Smith and Walker). Little was proposed in the way of a comprehensive, objective study by humanities scholars that could represent the fundamental body of knowledge by professionals in the field.

Educational needs of volunteer administrators have been reported at Volunteer Conferences, as well as by Naylor (1975), and by Lewis (1979). Walker and Smith report that emerging interest by publically funded institutions of higher education in California has resulted in curricula introduced at the community college level. Scattered across other parts of the country are certain undergraduate and graduate programs including Antioch.

There are many questions to be answered by educational institutions regarding the educational needs of volunteer administrators and, when answered, should assist in the continued professionalization of these functions. The questions are as follows.

1. Must we worry about overprofessionalization in the independent sector? Should the contributions of the independent sector be acknowledged and respected particularly the nature of its less-complex structure which can allow for grassroots, creative, flexible, spontaneous, and self-renewal arrangements?

2. Does the public-sector professional need advanced degree work to deal with the ever more complex governmental-sponsored programs? If that is so, what should an advanced degree mean for the volunteer administrator, manager or agent?

3. Should higher education play a role or should coalitions of practitioners be continually encouraged to define the educational needs? Does each of these groups have a unique role to play and if so, how can they support each other?

4. At each stage of the degree-granting process (AA, BA, MA, Ph.D), what competencies (technical and conceptual) should be demonstrated?

5. How can one achieve a balance between the theoretical and the hands-on in volunteer administration? What are the roles of a liberal education and technical skills in the professional development of the volunteer manager?

6. How does one integrate the need of administrators for techniques for efficiency/effectiveness in delivery of volunteer programs with the conceptual knowledge base that one can find in the humanistic, philosophic and historical nature of thought that undergirds the volunteerism and voluntarism in this country?

7. Should professionals be encouraged to move from technical to generalist competencies? If so, why and how should that be accomplished? What benefits and what costs can be expected from such a shift?

8. If one acknowledges that volunteer administration is interdisciplinary in substance, should the emphasis be given to the basic theories of sociology, history philosophy, economics and psychology? What should be the emphasis in the applied fields such as education, urban affairs, public administration, community services, political organization, group dynamics, management theory, models and styles?

9. How can the quality and quantity of educational materials and products be developed to assist in advancing the state of knowledge in this area?

In response to the above questions, it is the considered opinion of the authors that recognition be given to the fact that volunteer administrators and managers in the independent sector may have different educational needs than those in public or government-sponsored programs. In addition, in the larger, national organizations such as the Red Cross, Boy Scouts, etc., the central administration has provided substantial support for educational development. What is missing however, either public or independent, is the conceptual or theoretical base that allows a professional to "see" the bigger picture, i.e., how and what s/he does that fits into the social scheme of things from a humanistic perspective, particularly the historical and philosophical foundations.

It is in this arena that higher education and the humanities can/should play a role. Therefore the authors of this paper would like to propose that a curriculum development conference be convened to identify subject matter content that will not only enhance the performance of volunteer managers but will also prepare, as Naylor says, "people with wide and forward vision." Antioch has made a tentative start in the area with the series Volunteering: A Vital Human Experience. Carl Bode, literary humanist, provided illustrations from Maryland history of the volunteer and

administration program at Antioch/Maryland, policymakers must consider the future of Antioch and its relationship to the community, particularly Baltimore. In addition, one has to consider how this program fits into the new directions outlined by the President including the role of education and work, urban needs, counseling support and the Antiochian graduate as a self-fulfilled individual with pride in his occupational contributions.

This model, if continued to be integrated must reach into the community with the establishment of an advisory board made up of representatives from the independent and government sectors as well as other institutions of higher education in the area. These groups must become a genuine working board, involved meaningfully in the program development, publicizing the program to bring in the participants and working with college personnel in an on-going manner to evaluate and reshape the program from year to year in light of feedback.

Consideration of this volunteer administration program as a support system for an urban-based government-sponsored volunteer program has to be explored and questions about the needs of both the independent and the public sector professionals with specially-designed programs need to be answered.

The authors feel that this program is consistent and compatible with the Antiochian philosophy of education particularly as it is related to education, work and the needs of revitalized urban areas. We recommend that the program continue to operate on two levels:

1. Local: Strengthen the relationship with the community at large. Support for this effort has been given by the Maryland Committee For The Humanities through the grant for Volunteering: A Vital Human Experience. More efforts such as this need to be undertaken.

2. National: A dissemination plan for this model program should be developed, particularly with other Antioch Centers as sponsors or agents reaching into their respective communities for potential clientele for such an initiative. In this area particularly, Antioch would be advancing its mission to innovate and change.

In addition, consideration should be given to the possibilities of alternative delivery models both in terms of external degree as well as part time study, for delivery to other parts of this country and Canada. A review of inquiry correspondence indicated that there might be a market for a program that would be delivered in this manner. Particularly worthwhile is the exploration with ACTION for a degree program, external in nature, that can meet the academic needs of VISTA and Corps volunteers.

Finally, a study of the students presently in the program needs to be done. Interviews of those who have completed or dropped out of the program needs to be undertaken to ascertain if the objectives of the program have been met, and if so, how. And if not, how the program needs to be modified. In the final analysis, consideration should be given to the adaptation into a program designed to explore mid-life transition career needs through volunteering and as part of a Center for Career Change.

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ABSTRACT

SUMMARY AND CONCLUSIONS

Antioch Program for Volunteer Administrators

1. Previous training in the field of social work, health, and education is not always sufficient to utilize volunteer resources to their fullest potential.
2. Development of a certificate program is filling an educational need and provides a system for perfecting technical skills.
3. There are seminars, training courses, and continuing education opportunities available through various organizational auspices, but few if any degree programs.
4. There is a need for full degree programs because of the need for professional status.
5. Even with the limited visibility of the Antioch program, over one hundred inquiries were /
received from all parts of the country.
6. Most research in this area is concerned with institutionalization of programs and little research has been done in the area of a comprehensive, objective study by scholars and practitioners that can represent fundamental body of knowledge for adaptation by Institutions of Higher Education.
7. Research on educational needs of programs related to volunteer administration is miniscule except for the work of Chara Lewis (1970) and Harriet Naylor (1975).
8. Attention needs to be paid to the humanistic, philosophical aspects of voluntary action as part of a degree program.
9. Technical skill areas need to be "grounded" in social/psychological theory and organizational development theory.
10. Conceptual understanding on the part of voluntary systems managers include understanding of social/cultural systems, administrative functions of planning, program execution, and resource development as well as personnel development.
11. Leadership skill development should be part of a educational program. This includes human relations, helping skills, problem solving and professional self-improvement.