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VOLUNTEER ADMINISTRATION

A quarterly journal devoted to the promotion of research, theory, and creative programming of volunteer services.

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A NEW LOOK AT VOLUNTEERS

Katharine M. Davis

Director of Continuing Education
Simmons College*

In our Office of Continuing Education at Simmons, we have been offering counseling services to women who wish to make more productive use of their time, and we have counseled over 800 women, many of them over a long period of time. I would like to share with you some of the common attitudes that these women express, since many of you in the audience may be very much like them.

A majority of the women who come to discuss their plans with us are between 30 and 50 years old and have already been very active in their communities as volunteers, often in positions of responsibility. I'm sorry to have to tell you that the phrase we hear most often from these women is: "I've had it! The reason they feel this way, they say, is that after a certain number of years they begin to feel that "it doesn't add up to anything" - they feel fragmented and without focus for their activities. These are the women who are now thinking about going back to school or turning their energies toward getting a job or working as professionals.

I believe this trend is becoming more pronounced throughout the United States and we have to face the fact that ever increasing numbers of women are joining the labor force, thereby removing themselves from the ranks of the

*A talk presented at Pembroke College, Thursday, April 4, 1968, Providence, Rhode Island. A version was published in a recent issue of the Pembroke Alumnae Newsletter.

serious volunteers. President Kennedy's Commission of Women issued a report which shows that every third worker in America is a woman, and of these working women, 2/3 of them are married. The largest increase in the labor force over the last ten years - an increase including both men and women - has come from women over 40 years of age.

Another proof of this trend has come from a study done recently by the Women's Bureau of the U. S. Department of Labor. The study included 80,000 women college graduates who had been out of college for seven years, which would place them in the prime child rearing years. 51% of these women were already working, many of them part-time, and 80% of them said that they planned to work professionally.

It is obvious that those of you interested in strengthening the volunteer role cannot afford to ignore these facts. What is happening, and what will happen in the future, to organizations which depend on women volunteers to render their services? Some organizations hope that they will be able to replace the departing middle-aged volunteer with the woman whose family is still young, to keep these younger women for a few years and learn to live with the turn-over. Still others hope to recruit from different sources - teenagers, college students and retired people are now being used a great deal. Other organizations have begun to make paid positions out of jobs which were formerly done by volunteers. The director of a cooperative nursery told me recently that her school now has paid helpers on a list for mothers, who, because of job or educational commitments, do not put in their mother-help time themselves but pay people to

take their places. Some of you may belong to churches which have begun to pay their Sunday School teachers, a job which for many years has been done by volunteers. Already the nurse's aide of World War II has become a paid position in most hospitals. People are now wondering if paid Girl Scout leaders and Den Mothers are not just around the corner.

As an aside, I would like to call your attention for a minute to some of the larger implications of these developments in a democratic form of government, because volunteering seems to be a characteristic somewhat unique in our Western countries. I was running a seminar in Boston on volunteer work which was attended by a woman guest visiting from Latin America. She listened attentively for a while, and then she broke in with a great air of amazement: "Do I understand correctly that you have women in this country who leave their own homes, and without pay go into the hospitals and read to the patients and things like that?" We assured her that we did, and asked her who did such things in her country. She told us that either the government did them or else they did not get done; the tradition there was so different that she could hardly grasp the concept of our volunteer tradition. I think we should be aware of how many of our cultural and service activities are in the hands of private rather than government agencies, and how much the continuation of this tradition depends on the use of volunteers. Now public agencies are beginning to realize that they also can use citizens in volunteer capacities, and some are hiring volunteer directors and actively recruiting women.

I guess I can assume that most of you believe that volunteering is important or else

you wouldn't be here today. You may have to accept that some jobs which were formerly voluntary will become paid jobs or have already become so, but there is still plenty of work to be done. I think one of the major problems you have to tackle is how to recruit and use volunteers more effectively so that women will find real satisfaction in making a commitment to this work. I feel sure that many of the women we counsel would not be leaving volunteer capacities for schools and jobs if they had been able to find satisfaction in the things they were doing. Many of them do not really need the money, but are looking for ways to use themselves more fully. Why are they dissatisfied?

Freda Goldman of Boston University has made an analysis of the satisfactions that women find in paid employment which they often do not find in volunteer work. She has identified three aspects which I would like to explore with you. They are: first, productivity in society; second, a sense of commitment; and third, a sense of personal identity. If you think about these satisfactions, you realize that they are built into even the most routine paid job. A woman who is a clerk in an office feels that she is part of the mainstream of the world's work and is producing something which her employer needs enough to hire her. She has a commitment, in this case based on the fact that she is receiving money and must come to work and earn it. She also has an identity which has a name - she is a clerk - which she and other people in her life recognize.

Compare this with a poorly run volunteer effort. A woman may report to an agency which really doesn't have enough for her to do, or where the professional staff resents her presence.

Another type of volunteer may be doing what is really "busy work" or attending endless committee meetings. One woman told me that she finally terminated a long association with an organization after spending one hour at a meeting deciding what food to have at their next function. How productive can these women feel? This feeling of wasted time is much more common among volunteers than is generally recognized.

In regard to commitment, many serious volunteers find themselves the only persons in their organizations who assume real responsibility and follow through on what they say they will do. Even a woman who feels her contribution is important can become demoralized when others have only a half-hearted commitment and fail to show if something a little more interesting comes along that day. Many organizations do not demand real commitment from their workers, and people are free to go off to Florida for a vacation without making any prior arrangements, something that is unheard of in paid jobs. They come to feel it isn't really important whether they follow through or not--they are perhaps not really needed.

Mrs. Goldman's third point, a sense of personal identity, is what I believe is most lacking with volunteers. Often they do different tasks for different organizations, but they can not give themselves a name or a job description, and other people do not perceive them as having a clear work identity. I find that this problem is most apt to arise at the stage when children are beginning to leave the home. A woman acquires a great deal of personal identity as a mother, and when this role decreases she tends to look for a new identity in the larger community. The fact that so many women say they

end up feeling "fragmented" by volunteer work shows that we are not satisfying this need for personal identity in the way we have been using volunteers.

I would like to tell you briefly about how a few Boston agencies are using volunteers in a way which seems to give women the kinds of satisfactions they hope to get in paid jobs. These volunteers are doing what I call "direct service," which I have observed is another new trend among volunteer workers. Women who have participated in political work have always had a feeling of direct participation. But in the past, many women wished to associate only with their own friends, perhaps in supporting and raising money for community agencies. More women now want to work directly with the people the agency is serving.

Three mental hospitals in the Boston area have instituted a program of case aides. A woman working as an aide is required to guarantee a certain amount of time over a long period -- perhaps two mornings a week for nine months -- to work with one mental patient. She is given training for this task by a professional social worker, she is supervised throughout the year, and she continues to attend training seminars. She builds a strong relationship with her patient, and since the patients assigned to aides are usually people who could leave the hospital if they could develop contacts with the community, she often helps the patient make arrangements and adjustments to leaving the hospital. The aide often follows the patient after discharge. The hospitals report that as a result of this program, several dozen chronic patients have been released successfully.

The Massachusetts Council for Public Schools has another successful program for what they call School Volunteers. These women are trained by professional teachers and, again, supervised on the job. They are placed in classrooms in the crowded inner-city schools to give individual attention to children who need it. One woman spent two weeks, three mornings a week, simply being with and being friendly to a new Puerto Rican child who could not speak English. Others work with small groups, or help set up libraries in schools where there are none.

The City Missionary Society in Boston has been using volunteers as relocation aides, to help families which have been uprooted by urban renewal projects. Trained and supervised by a social worker, the women do anything which is needed by these families, from helping them to buy more efficiently to taking their children to the clinic.

Notice that in all these new programs, professional staff time is used in order to use the volunteers more effectively. When such training and supervision is provided, there is no question about the women feeling needed and productive, or about their feeling they have an obligation and a commitment to the people they are helping. Notice, too, that these jobs have a name and a description, making them almost sub-professional jobs and providing a strong sense of identity.

I suggest that the agencies and the organizations represented here today should think of using their volunteers with these aspects in mind if they wish to attract and keep the kind of women who in the past have been the mainstay of their efforts. Women today have many more opportunities open to them, particularly the lure of

paid employment, and what they are saying is that they want to use their time and energy for endeavors which have real significance.

It is interesting that in communities where there are real needs which have been unmet, women are still responding by giving their time, and many who have never been active before are becoming so. This is particularly true in the poverty areas in Boston, where people who formerly had the attitude "you can't fight City Hall" are now demanding to be heard. A few years ago just a handful of mothers in Roxbury organized the parents to provide bussing for their children to other schools in the city which were less crowded and had better education. Once the parents became involved, they began to take an interest in all aspects of their schools and in other problems in their neighborhoods. Although "Operation Exodus" started as a bussing operation, it has provided leadership and ways for citizens to act effectively on their own behalf. The Poverty agency in Boston, called ABCD, has tried to encourage this trend toward citizen participation. They are using residents of poverty areas, many of them housewives, as Neighborhood Aides, rather than sending in workers from outside the community. The Aides are paid, but much of their work involves organizing the residents on a volunteer basis to bring about necessary changes. I would say that this type of volunteering is still very much alive and growing, and is closer to political activity than the type of agency and organization work which I was discussing before.

I have deliberately focused on the woman volunteer because I felt this would be of most interest to this particular audience. There are many men who give time in the evenings,

and I have already referred to the increased use of young people and retired people. Some of these volunteers and some women may not wish to look upon themselves as serious, "career volunteers," but desire a more casual commitment. There are certainly places for them, too, if you have carefully assessed how they can be used.

In conclusion I would like to say that I don't think we can continue in the old, established ways. We must re-evaluate all our programs to be sure they are not just vested interests but are of real significance to society. And most of all, we must take an honest and realistic look at who the volunteers are. Our challenge and our responsibility is to find and develop ways in which the work which needs to be done can be shaped to meet the diverse human needs of volunteer workers.

THE FIELD WORK STUDENT AS A VOLUNTEER: AN ADDED DIMENSION IN SOCIAL WORK EDUCATION

Herbert L. Rooney, Sister Mary Cummins,
Margaret Sebastian, Robert Wood*

THE EXPERIMENT

An experiment involving students from three schools of social work in the Washington, D. C. area has increased professional competence in the understanding of direct service volunteering without substantially increasing the student's academic load.

This goal was accomplished by allowing the students to use one half-day a week of their field work time to participate in a volunteer program as a volunteer.

Three students were involved in the project, one each from Catholic University, Howard University, and the University of Maryland. All three were second year, community organization majors,

*Herbert L. Rooney is Chief, Citizen Participation Branch, National Institute of Mental Health, Sister Mary Cummins, The National Catholic School of Social Service, The Catholic University of America, Margaret Sebastian, University of Maryland School of Social Work, and Robert Wood, Howard University School of Social Work, were all second year community organization majors at the time of this volunteer experience.

placed at the National Institute of Mental Health in the Citizen Participation Branch.

The project was begun as an attempt to permit each student to experience first-hand, voluntary citizen participation and to add the knowledge gained from such an experience to the total field work program. The project was not predicated on the assumption that the students had no prior volunteer experience, but rather that such an experience, in the shadow of professional training, might cast a new light on their concept of the role of the volunteer and the role of the professional who deals with volunteers.

FIELDS OF VOLUNTEER SERVICE

Each student chose a different setting within the mental health field for his volunteer work in order to provide maximum exchange and comparison of experiences. One student chose to volunteer in a back-ward of a large, public mental hospital. Another decided to work in a rehabilitation center for mental patients returning to the community. The third student chose a social club for former mental patients run by a mental health association in a large city.

Each student brought to the particular setting his or her enthusiasm and skill as an interested citizen rather than as a prospective social worker. In this way, it was hoped that a fresh perspective would be gained by the student as to how a volunteer feels and is treated in given situations.

The values of this experimental dimension in social work education are seen in the response of the participating students. All were enthusiastic about their experiences and felt that

volunteering had added substantially to their professional knowledge and understanding.

For one student, volunteering lent particular relevance to the casework principle of "starting where the client is." Being directly involved with chronic mental patients on a one-to-one, nonprofessional level, he was able to begin to grasp the serious dimensions of mental illness from the patient's point of view. In turn, this experience widened his understanding of the problems facing those attempting to plan and implement services for the mentally ill.

For another student, volunteering increased insight into the problems faced by volunteers themselves. From her own experience, as well as observation of other volunteers in a rehabilitation center for former mental patients, she was able to sort out and clarify specific problem areas. She experienced the anxiety of the beginning volunteer thrust into a program lacking orientation and felt, first hand, the need for training and supervision at this crucial stage of volunteering. She also was provided with a poignant example of the need for staff reinforcement when another volunteer came to her with serious doubts about whether she was doing a good job and whether or not she should continue volunteering. Through these personal observations, she was able to view problems as they face both the professional and the volunteer.

For a third student, volunteering helped her to draw the distinction between the satisfaction gained from professional social work and from unpaid volunteer work. She came to understand that for volunteers, satisfaction is measured in terms of the value placed on them as individuals. It is through their personal

worth, rather than professional competence, that they derive the reinforcement that keeps them on the job. This student felt she was able to clearly differentiate these two types of satisfaction because she was allowed the unique experience as a professional student of being held accountable for who she was.

STUDENT REACTIONS TO VOLUNTEER EXPERIENCE

This sense of personal worth seemed to dominate each of the students' encounters with volunteering. The significance of this is two-fold: first, it indicates that the students came to truly understand how the volunteer feels as he attempts to make a contribution to his society through citizen participation; and, secondly, it indicates that the experience made a valuable contribution to a priority area of graduate training - namely, self-awareness.

As prospective professionals, the students also gained valuable insight into the ways social workers and other professionals see and treat the volunteer. They saw that the attitude of the professional person has a direct bearing on the attitude and effectiveness of the volunteer. They were able to compare the experiences of volunteers who were made to feel a part of the professional team with those who were left to fend pretty much for themselves.

The field work student acting as a volunteer does add a dimension to social work education heretofore unattainable. Such a program "starts where the student is" and proceeds to build his knowledge and competence in the volunteer field by offering each student as emphatic a view as possible of the client, the volunteer, and the professional.

Citizen participation is on the rise in both public and private agencies meeting health and social welfare needs. As the number of volunteers continues to increase, so will attending professional concerns. Not the least of these is the social worker's own attitude toward the volunteers engaged in activities in his agency. Whether he is directly involved or not, the caseworker, group worker, or community organizer needs to be aware of the value of the volunteer. He also needs to be sensitive to the individual motivations that the unpaid citizen brings to his work.

Despite the amount of training crowded into the two-year master's program in social work, some experience in volunteering could be provided so as not to slight this vital component of the professional repertoire. The foregoing experiment represents one possibility.

QUESTIONS RAISED

A number of questions, however, need careful consideration before this idea can be incorporated into the master's program. How, for example, could such a program be made applicable for any student in any method? Should the initiation and development of volunteer experiences be a prime responsibility of the school or the field agency? While the project described here originated with the field instructor, the relevance of this particular volunteer experience to the field placement and the students' academic program was discussed with the schools. What modification of existing patterns of supervision is indicated? Since direct supervision of the student's performance is not applicable in most volunteer circumstances, the field instructor or faculty member may be able to provide consul-

tation to the student around the integration of volunteering into the total training program. Perhaps this successful integration also adds a unique contribution to the total evaluation process.

If some of these issues can be resolved, social work could begin to add a creative new dimension to the graduate program.

A VOLUNTEER PRACTICUM FOR UNDERGRADUATE PSYCHOLOGY STUDENTS

Hazel P. Riback, Kenneth B. Brown*

For a long time Dr. Kenneth Brown, who has taught a senior and graduate level course in abnormal psychology for over fifteen years, has felt the need for providing students with more direct experiences with psycho-pathology than could be obtained through readings, lectures, and occasional presentation of filmed or taped case illustrations.

Accordingly, while the Mid-Missouri Mental Health Center was in the process of setting up operations during the fall 1966 semester, we began exploring the feasibility of combining student volunteer work with a "practicum" requirement for the abnormal psychology course and also for a new course to be titled "Emotional Disorders of Infancy and Childhood."

Mid-Missouri Mental Health Center, located on the University of Missouri campus, is a comprehensive mental health center providing essential psychiatric services to a 52 county area in Mid-Missouri.

Its functions include all facets of diagnostic studies; intensive and extensive therapeutic

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programs, training of professional staffs, community mental health services and comprehensive research. Short term intensive treatment is provided for a maximum of 120 inpatients, including 28 children, and day or night care services for 35 to 50 patients.

Treatment is based on modern concepts of mental or emotional illness and embraces the philosophy of the therapeutic community. The staff-patient ratio is excellent in all areas of the program, and patients receive individualized therapeutic treatment from competent, well trained staff on the wards, in recreation and activity therapy, and in the school program as well as in individual and group psychotherapy and rehabilitation.

Volunteers are considered by the staff as an important part of the total treatment program. They are recognized as the vital link between the community and the Center and can make the unique contribution to the patient's total treatment of providing the spontaneous and unsolicited show of friendship, warmth and acceptance. Volunteers also supplement the staff with special skills and talents and can be an important force in motivating patients to develop new interests and awareness.

The inclusion of psychology students in the volunteer program is not only consistent with the above goals but also with the Center's commitment to education and training and the development of an informed public. With the shortage of professional people in the mental health fields any exposure that might interest students in careers in this area is felt to be worthwhile.

Enrollment in the courses in "Abnormal

Psychology" and "Emotional Disorders of Infancy and Childhood" is restricted to advanced and undergraduate and graduate students with vocational objectives that would involve them with disturbed children or adults.

In addition to psychology majors who plan to do graduate work in clinical or counseling psychology, majors in the following fields are routinely enrolled in one or both of the courses: special education, remedial education, elementary or secondary school counseling, speech pathology, child welfare, and psychiatric social work. A few students from other majors such as journalism, sociology, and English are generally included in the classes. About three fourths of the students have had no experience with maladjusted persons or in a mental health agency prior to taking one of the courses. The others range in background from a semester course e.g., speech pathology with practice in a home for retardates or a semester of child welfare field work, up to several years experience as a school counselor, teacher, speech therapist, or similar professional work.

The practicum was planned, and is administered jointly by Dr. Brown and the Mid-Missouri Mental Health Center director of volunteer services, with the cooperation and assistance of staff members of Mid-Missouri Mental Health Center.

After an initial orientation which covers the concept and structure of the Center, treatment philosophy and information about the various programs to which volunteers are assigned, students are interviewed individually by the director of volunteer services and assigned to a service in accordance with the student's background, skills, interests, available time, and vocational objec-

tives, and the requests of the staff of Mid-Missouri Mental Health Center. Course requirements involve a minimum of two hours volunteer service a week and a written report including an evaluation of the practicum experiences.

In addition to the orientation and training session of the volunteer program and on the job training and supervision by staff, the students are invited to attend educational programs and seminars of the University of Missouri Medical Center department of psychiatry and of the Mid-Missouri Mental Health Center.

Reactions to the training and supervision was for the most part very favorable. Supervision ranged from very little on the adult wards to close supervision, frequent conferences, and a good deal of structure in the school. Most volunteers on adult wards indicated that they would have liked more information about the patients and a more structured program. The staff, however, felt this would have destroyed some of the volunteer's spontaneity and creativity out of which came some of their most valuable contributions.

Some typical responses from the students' reports follow:

"Of extreme interest and probably the most valuable experience for me were the orientation sessions at the Center. Discussions with the various professional personnel concerning their particular functions were very enlightening. The philosophy as disclosed in these sessions behind the establishment of centers such as Mid-Missouri Mental Health Center encompasses tremendous potential."

"- - - this meeting was a good question and answer opportunity for information on the general program and operational procedures for therapy on the adult ward. Of special interest to me are the techniques employed here of group psychotherapy and the emphasis on therapeutic activities for the patients outside the "doctors offices" and independent of the doctor. The latter makes a volunteer very integral to the general milieu."

"- - - at a specialized meeting I learned some of the background symptoms and treatment procedure for the children. I felt this was valuable because it gave some indication of how we were supposed to react to the children in accordance with the treatment program. I think this is valuable information, but I also believe I got along well with the children just by being interested in them and treating them as I would any other children."

"- - - a lecture by Dr. Krapfl on operant conditioning and one by Dr. Lindsley which made me aware of possibilities and greater use of operant conditioning and behavior modification - -. The lecture on prevention and treatment of mental illness in the school is more meaningful since we began studying this in class. These lectures made me aware of the part teachers play in prevention and, for special education teachers, treatment of mental illness."

"I wrote two magazine articles on the center and had a chance to talk with many staff members. They are all very willing

to answer questions and explain treatments if you take the time to ask."

"In the school I often consulted the teachers as to better ways to approach the children. The teachers were always in the classroom and gave assistance when necessary."

"Two activity aides have been my supervisors. They have directed me and encouraged me in dealing with the children and I feel I learned a great deal from them. I believe my comprehension of hyperactive and acting out children was increased by working with the children."

"At first my experience with nurses and aides on 2S was one of indifference on their parts. Later, however, as I grew to know the personnel better they seemed much more receptive. Supervision was satisfactory."

"I am generally left without direct supervision now, but do work closely with staff - - frequent consultations with the teacher. I write daily reports to the child psychiatrist whose patients I work with in study hall and also hold conferences with him on all problems concerning these patients. His help and advice is of maximum assistance and importance."

"- - - this meeting for volunteers in adult services, conducted informally with a small group, proved extremely valuable. Particularly helpful were discussions of specific patients that I had questions about."

"At first supervision seemed to be lacking. However, if enough interest is shown, the volunteer can get all the help he wants. While the head nurse is extremely busy, she will help if she can. The people whom I found most helpful were the aides; there were always a number around who were willing to assist you or answer questions."

Because of the wide range of interests and backgrounds among the students, volunteer participation covered a wide range of services. Although course requirements were only 2 hours a week, one student averaged 10 hours a week and most gave 3 to 4 hours weekly. Reports as follows are typical of how the students spent their volunteer time.

"Ten hours a week in children's service - organized and ran children's newspaper under supervision of Mrs. L. Taught in classroom for two hours and ran study hall Monday through Thursday evenings. Involves teaching, quizzing and running the controlled reader."

"Saturday mornings we take the children shopping."

"For an hour on Tuesday evenings we had a hootenanny for the children. I just helped lead the singing and kept the children participating. I also work two hours a week in the classroom helping the children with their assignments."

"I teach French on 2S (the adult ward) and in the children's school. Most often we lack people interested in French on 2S, so

I have spent my time talking and playing games with the patients. One patient and I made a crystal radio out of scrap radio parts that I brought him. We had one man from South America who didn't like to speak English. I was asked to communicate with him. We got along fine in French and Spanish."

"To one girl I suggested that she take a correspondence course to aid her in adjusting to a school situation and I now help her with the course."

"Activities I help with involve mainly adult male patients and include basketball, ping pong, pool, and volleyball. Several times I sat down with patients and talked about things that interested them. One afternoon I participated in a dance and on another we went on a downtown shopping trip. I received an orientation from a recreation therapist on a new program he is developing. I helped collect interest sheets from patients and will begin work on the project this week."

"I worked with the children in their recreational activity program. I tried to encourage the ones who weren't very good players. With all the volunteers working together at this we could see definite improvement in the skills, attitudes and confidence of the children which was satisfying for the volunteers as well as the children."

"Twice a week I work in the classroom assisting children on an individual basis with their assigned work, doing some teaching of basic subjects, especially

reading and arithmetic. I also played the accordion for several adult hootenannies.

"At the request of the teacher, I administered and scored several achievement tests. Infrequently I was asked to observe a particular child and record how many times he repeated a specific action (i.e., biting his hand.)"

Student response to the "practicum" as part of the courses was, without exception, favorable. The following quotations sum up the value of the experience to them.

"The opportunity for practical experience and observation at MMMHC is invaluable to a course of this kind. It has added to the understanding of what people are like who do have mental problems and has kept these people "real"--not just a series of dry case studies in a textbook. It supplemented the course very well. For me, it has provided valuable experience in learning to deal with more seriously disturbed children than what I have had in my own teaching experience. It has added to my knowledge of human behavior and has influenced what I will bring as a person to an elementary counseling position."

"The work I did acquainted me with the field I plan to enter. I feel that because of my experience in the school I benefit more from my education and special education courses, having seen some of the problems involved in teaching these children. I also feel working with the

children made such concepts as operant conditioning and the various disorders more meaningful through exposure to these."

"I am not a psychology major, but I have found this course extremely interesting and much of the interest was generated by the opportunity to work in a clinical setting - something I would probably never have found time for on my own. I will be unable to continue volunteer help next semester, but I will be doing a brochure for Mrs. R. on information volunteers should have."

"My working with, and not just reading about, mental disorders has helped me to better understand the part the community and interested people should, and do play in the recovery of this type of disorder. I gained much more from associating even for short periods of time with the patients than from reading a book about their problems."

"In my field of journalism I feel that this experience will be most beneficial. What you learn over there cannot be taught in a classroom. I feel that I now have a small working knowledge of a mental health hospital and because of the increasing realization of the general existence of mental health as a problem this issue will probably arise many times in my work."

"I have learned something of the utmost importance from the practicum this semester - treat the children as you

would any children. They need praise, love, understanding, guidance, acceptance. They have been lacking many of these essential aspects of life."

As a direct result of participating in this practicum, 18 students became part of the staff of MMMHC, several others sought employment in mental hospitals in other communities, many education majors have decided to go into special education or teaching the emotionally disturbed; several have decided to enter graduate school for psychiatric social work, mental health journalism, guidance and counseling.

This program has now been in effect for four semesters and has been so successful from the viewpoint of both the staff of MMMHC and the student volunteers that plans are to continue it as a permanent part of the psychology courses.

CURRENT PROJECTS

STUDENT VOLUNTEERS WITH TROUBLED CHILDREN

INVESTIGATOR: William E. Mitchell, M.A., Project Director, Hope Foundation, Montpelier, Vermont

Purpose: Demonstration project to assess weaknesses and strengths of having students from four different kinds of colleges work weekly in friendship roles with troubled children in a rural area
Cooperating groups: National Institute of Mental Health, Public Health Service, U. S. Department of Health, Education, and Welfare
Publication: Yearly reports and professional papers.

REHABILITATION OUTCOMES OF FORMER STATE MENTAL HOSPITAL PATIENTS

INVESTIGATOR: Donald L. Cohen, M.S.W., Instructor in Sociology and Anthropology, Pennsylvania State University, University Park, Pennsylvania

Purpose: To develop a set of strategies to induce highest likelihood of successful community placements for former state mental patients
Subjects: Teenagers and adults in three different community locations
Methods: College undergraduates serve as research assistants over a three-month follow-up check of recently discharged patients.
Findings: Tentatively it has been found that male teenagers fare more successfully on the average in semi-industrialized, nontransient hotel locations than adults (25 to 40 years) in boarding home situations
Duration: June 1963 - June 1965.

USE OF TRAINED LOCAL YOUTH AS COMMUNITY MENTAL
HEALTH AIDES

INVESTIGATOR: Lonnie E. Mitchell, Ph.D., Director,
Baker's Dozen Community Mental Health Center for
Adolescents, 1511 4th St., N. W., Washington, D.C.

Purpose: To test a new approach to the prevention
and treatment of mental health problems of youth
from disadvantaged backgrounds through utilization
of trained local youth from similar backgrounds
Subjects: 180 girls and boys, ages 11 to 16, from
the Second Police Precinct, Washington, D.C.

Methods: Nine trained local youth serve as group
leaders for two groups of children each, 10 in
each group. A variety of therapeutic activities
and discussions of the childrens' problems are
carried out. Youth leaders are under direct
supervision of a professional staff or psycholo-
gists, social workers, and psychiatrists

Cooperating groups: Howard University; National
Institute of Mental Health, Public Health Service,
U. S. Department of Health, Education, and Welfare

Publication: Manual, Training for Community Mental
Health Aides, Leaders for Child and Adolescent
Therapeutic Activity Groups, Institute for Youth
Studies, Howard University, Washington, D.C.

Duration: September 1965 - August 1969.

DEMONSTRATION PROJECT ON VOLUNTEERS

Purpose: To study effectiveness of volunteers in
group work and recreational agencies by testing
and evaluating which patterns of recruitment,
screening, placement, and training produce most
effective type of volunteers; to study volunteers
in different work situations provided by specified
standards and to explore specifically how differ-
ent patterns relate to a comparison of performance,

number and attitudes of volunteers. Also, to compare volunteers recruited by different types of agencies and by joint efforts through a central community volunteer office.

Subjects: Selected group work and recreational agencies in the Williamsburg community of Brooklyn, New York, and volunteers indigenous to this community. Study is limited to "service" volunteers involved in programs for 10-to 18-year-old youngsters.

Methods: Questionnaires to volunteers and to agencies. Exploratory interviews with agency officials. Process records of meetings, supervisory evaluations, processing of data, and statistical analysis.

VOLUNTEER COUNSELING

PRINCIPAL INVESTIGATORS: John B. Baldwin, M.A., Supervisor, and Walter G. Rest, M.A., Director, Youth Service Board, Karl P. Zerfoss, Ph.D., Director, Special Projects, Department of Social Welfare; Church Federation of Greater Chicago, 127 N. Dearborn St., Chicago, Illinois.

Purpose: To study effectiveness of volunteers who undertake to counsel with predelinquent boys. To determine what kind of boys can be helped, how they are helped, and nature of relationship between counselor and boy. Basically, interest is in discovering if the untrained person really can help certain youngsters.

Subjects: Sample, probably 50-60 boys, between 12-18 years of age, not seriously disturbed emotionally and not seriously delinquent.

Methods: Bases for selection of boys and volunteers defined. Eight hour training program for the volunteers established. Regular supervision is given volunteers.

Cooperating group: Wieboldt Foundation

Publication Plans: Results will be published.

Duration: 1958-61.

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