

# VOLUNTEER ADMINISTRATION

Volume IV

Number 2

SUMMER 1970

# VOLUNTEER ADMINISTRATION

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

## EDITOR

Marvin S. Arffa, Ed. D.  
Department of Mental Health  
Wakefield, Mass.

## ASSOCIATE EDITOR

Robert McCreech  
Director, Institute for Advancement of Human Services  
Northeastern University, Boston, Massachusetts

## ADVISORY EDITORIAL COMMITTEE

Miriam Karlins  
Director, Mental Health  
Information  
Education and Volunteer  
Services  
St. Paul, Minnesota

Glenna B. Kent  
Coordinator of Volunteer  
Services  
Indiana Department of Mental  
Health  
Indianapolis, Indiana

Mary C. Mackin  
Staff Assistant for  
Program Development  
and Appraisal  
Veterans Administration  
Voluntary Service

Martha Moss  
Supervisor, Volunteer  
Services  
Rockland State Hospital  
Orangeburg, New York

Jane Phillips  
Chief, Volunteer Services  
Program  
Illinois Department of  
Mental Health  
Chicago, Illinois

Herbert Rooney  
Chief, Citizen Participation  
Branch  
National Institute of Mental  
Health  
Chevy Chase, Maryland

---

---

MANUSCRIPTS: Address all correspondence concerning manuscripts to the Editor, VOLUNTEER ADMINISTRATION, 15 Pleasant Park Road, Sharon, Massachusetts 02067.

SUBSCRIPTIONS: Subscriptions are \$5.00 per year. Checks should be made payable to VOLUNTEER ADMINISTRATION.

Published in cooperation with the Center for Continuing Education, Northeastern University, Boston Massachusetts.

ADVERTISING SPACE available. Write the Editor for further information.

# TABLE OF CONTENTS

A Two-way Rehabilitation Program . . . . . 1  
The C.A.R.V.E. Program  
JOSEPH N. PECK, R.N., M. Ed.

✓ Volunteers Are Where You Find Them . . . . . 6  
SUE HETHERINGTON

The New Look and Challenge of Voluntarism . . . . . 9  
MRS. ALEXANDER RIPLEY

Volunteerism . . . . . 13  
HARRIET H. NAYLOR

---

**NORTHEASTERN UNIVERSITY**  
Center for Continuing Education  
**BASIC AND ADVANCED ONE-WEEK**  
**WORKSHOPS FOR COORDINATORS OF**  
**VOLUNTEER SERVICES**

Fall-Spring Semesters, 1970-71

These WORKSHOPS, offered to coordinators of volunteer services, provide a series of educational opportunities to improve knowledge, creativity, and effectiveness of leadership in all areas involving citizen participation.

INFORMATION regarding these courses can be obtained by writing or phoning:

**PROFESSOR ROBERT B. McCREECH**  
Center for Continuing Education  
Northeastern University  
360 Huntington Avenue  
Boston, Massachusetts 02115  
Telephone: (617) 437-2600

---

## **A TWO-WAY REHABILITATION PROGRAM\*** **The CARVE Program**

by

**JOSEPH N. PECK, R. N., M. Ed.**  
Assistant Chief Supervisor of Psychiatric Nursing  
Department of Mental Health  
Boston, Massachusetts

An innovative, two-way rehabilitation program is currently in operation at the Walter E. Fernald State School and has been the forerunner of another similar program recently started at another school for the retarded in Massachusetts and has opened the door for similar projects throughout the nation.

This project is a unique experiment set up between the Massachusetts Department of Corrections and the Massachusetts Department of Mental Health in 1968 when a group of selected inmates of the Massachusetts Correctional Institution at Concord were trained to work in the direct care of the severely mentally retarded in the unit of the Walter E. Fernald State School where adult men reside and are given training and care. For the first time, convicted felons were allowed to work away from the physical confines of the prison; and for the first time, a sufficient number of trained personnel were available to help the severely retarded men at the School.

The program is called the CARVE Project, a name coined by the men who volunteered for the project; the initials stand for Concord Achievement Rehabilitation Volunteer Experiment. These prison volunteers provide an excellent and much needed service to an area where personnel are few in number and short in length of experience. They bring hope, programs, training, and recreation to an area which would otherwise be severely lacking due to the overwhelmingly large task to be handled by such a previous paucity of help. Volunteers in this project work in direct patient care, helping to meet the overall nursing, personal, social, recreational, occupational, and training needs of the resident retardate in a facility housing the profoundly and severely retarded individual.

Staffing a resident school for the retarded with good personnel is a difficult undertaking at best, but to adequately staff and maintain the staff in a unit housing the profoundly and severely retarded person has been an almost impossible task. Because of the extensive needs of those people and the difficult task they present in even caring for their most basic human needs, personnel soon get discouraged and worn out; and their task becomes hopeless and seemingly impossible. This area

---

\*Presented to the American Association on Mental Deficiency, Friday, May 29, 1970; Sheraton-Park Hotel, Washington, D. C.

soon becomes the human junk heap referred to in Dr. Burton Blatt's pictorial essay, *Christmas in Purgatory*.

As far as can be determined at this point, there is no indication of any similar project, past or present, going on in this country. In the past, and possibly even today, prison inmates have been used to work in hospitals and schools of this nature; but they have not worked in the realm of direct care. Inmates have worked in labor-type roles working around the grounds, gardens, and maintenance, laundry and food-preparation areas but never in direct care roles.

Before this program could be developed, considerable ground work was necessary, for example, to work through the theory of setting up the program, to help the parents of the students understand the value of such a program, to explain to staff members of both institutions what was expected, of what problems might be encountered, and to work through the daily issues of responsibility and logistics involved. Conferences involving the superintendents of both institutions, senior members of both departments, and other key personnel preceded the actual implementation of CARVE. Initially, eight men were assigned, Monday through Friday, for a full tour of duty at the Walter E. Fernald State School, including two officers, dressed as civilians. After several months, at the request of the inmates and the School, the program was expanded for full seven day coverage with eight additional men trained at the School.

To find the eight men to begin the CARVE program, it was decided that recruitment would be on a voluntary basis of those men living in the farm dormitory after a thorough explanation of the work involved at the School was given and after a screening committee had reviewed all applicants. Mr. Stephen Forrey, Assistant Director of Nursing at the Walter E. Fernald State School, spoke to the eighty-odd residents at the farm, going into thorough detail of the unpleasant and difficult task of working with men who had not developed basic controls and who were in dire need of training in all aspects of daily living, including toilet training, of physically mature men who might unpredictably strike out, and of the difficulties that would be encountered by unaccepting School personnel. After a lengthy description of the unpleasantness, fifty-three men out of eighty asked to be considered for the program. Screening of these original (and all subsequent) applicants has been done by a board consisting of the following:

Deputy Superintendent, Massachusetts Correctional Institution, Concord

Director of Treatment, Massachusetts Correctional Institution, Concord

Administrator of Mental Health Service Unit, Massachusetts Correctional Institution, Concord

Department of Corrections Social Worker  
Assistant Director of Nursing, In-Service Training Department,  
Walter E. Fernald State School  
Assistant Director of Nursing, Walter E. Fernald State School

Selection of the men was based on a review of the records, discussion of the man since his arrival at Massachusetts Correctional Institution, Concord, an in-person interview, and a follow-up discussion by the board. A rating was given from 1 to 4 with all scores totaled and the highest eight were chosen. The specific offense was not a deterrent, but the feeling of those doing the screening was that age would be considered. Length of time before discharge or eligibility for parole was considered. It was felt that a minimum of three months would be required to complete the training program and in order to have a meaningful and useful experience. Self-control, impulsiveness, and assaultiveness were felt to be major considerations of the screening. Previous experience working directly with people, a rare find among these men, was felt to be highly important. Interest expressed in possible continuation in such a program was also asked but not felt to be crucial. Consideration to involvement in various institutional programs while the man was at the Massachusetts Correctional Institution, Concord, and the man's reasons for joining or not joining such programs were felt to be reflective of his level of maturity and his motivation toward rehabilitation.

In order to be assigned to the farm dormitory, a man must have exhibited enough self-control to enable him to work outside the walls of the prison and often in settings with little supervision by the correctional officers. This does not mean that these men are "trustees" nor that they do not leave the institution without permission from time to time. Legal restrictions prevent men with outstanding warrants from being placed on the farm, and institution regulations do not allow men with histories of escape to be placed there. Screening for placement at the farm dormitory is made by the institution Classification Committee (composed of correctional security and treatment personnel).

The original eight men selected for this project were given an intensive orientation to the Walter E. Fernald State School and to mental retardation in general. The men arrived at 8:30 a.m. on Monday and were met by Mr. Peck and Mr. Forrey and brought to the institution canteen for coffee and doughnuts and a welcome. Many of the School personnel came in for coffee at the time the men were there and were introduced to the men. A general feeling of warmth and friendliness was conveyed from the staff to the Concord men. The men came in prison clothing, so civilian trousers and sport shirts were found for them to wear while they were at Fernald. Then we went to the conference room to discuss the assignment, answer questions, and talk about various aspects of

retardation. After this, we toured a building where mildly and moderately retarded boys resided and another building where moderately and mildly retarded girls resided. Then we went back to the conference room for a discussion of the areas they had visited, some of the residents they had talked to, and some of the programs provided for these people. We broke for lunch and continued the same pattern that afternoon. The approach of tours and discussions continued for the next two days until the men had visited all the units of the School in which the residents live and are trained and taught. By the end of the third day, the men, having had a thorough orientation to the School, were anxious to start their work with the retarded and almost pleaded with us to allow them to start their work assignment.

Their assignment was in the North Building. This houses 118 of the most profoundly and severely retarded men. For the most part, these men exhibit numerous personality problems and represent all types of retardation, physical disfigurement, and grotesque appearance. Most of these people were overactive and starved for attention. They were incontinent and denudative. Many could not feed themselves, and most of those who could did so in a way which was very primitive and were unable to use tableware. The staff was undermanned and were able to take care of only the most basic needs of this group. The building smelled heavily of organic odors and was in dire need of paint and repair.

Improvements became evident almost immediately after the CARVE men began working in the building. The general physical environment was cleaned and brightened. The odors disappeared, and the entire building flooded with interest and enthusiasm. The residents were cleaned and dressed and removed from the "dayroom purgatory" to go outside for a jaunt in the brisk, fresh air. For many residents, it was the first time outside in 2-3 months. Having their basic needs met, the residents became receptive to the help, training, and friendship of the CARVE men.

The cellar of the North Building was converted into a group activity room, and any activity from painting and coloring to rug braiding was initiated. The residents who stayed dressed and participated in these activities were rewarded with a coffee break with doughnuts, while listening to popular records, thus creating a pleasant and relaxed atmosphere in which more effective training could take place.

A training program was set up which was designed to acquaint the men with the School for the retarded, the needs of the retarded, an understanding of the retarded, and to develop knowledge and skills in the development of attitudes and approaches necessary for the effective care of the mentally retarded. The training program was given for one and one-half hours every day for ten weeks with supervision and assistance in the

training area. After the completion of the training program, the men were awarded certificates of training in the care of the mentally retarded.

The CARVE Project has developed into a most worthwhile undertaking which has shown positive gains far beyond our expectations. It has shown that there is a potential for further development of this program to include the adult offender and juvenile offender in most of our correctional institutions. Through this project, positive and effective training programs are being developed for the profoundly and severely retarded individual; and measurable gains in the mastering of self-help and social skills are being evidenced, opening up many areas from which research projects can evolve. It is felt that this project, along with counseling, will assist the public offender in making an effective adjustment to his future life, providing for his successful vocational development and markedly reducing the role of recidivism, another area ripe with research possibilities.

Notable among the positive results of this project is an indication that the CARVE men have developed positive feelings toward their fellow man. All the men who have participated in the project are now future oriented and are thinking in terms of occupations for the future, and most of them are in the health service type areas working with people in helping situations.

Assistance is being sought in order to assure continuance of the program and to develop its potential for rehabilitation of the societal offender. More inmates of correctional institutions could be included in this program, and a new program directed toward the habilitation of the youthful offender could be developed. While it is too early in the experiment to predict the degree of success achieved in the occupational and life adjustment of discharged or paroled offenders, there are indications that through such a program successful adjustment can be attained.

Due to the excellent performance of the volunteers from the Concord Program, several have been offered positions at the Fernald School, thus enhancing their parole possibilities and starting them on a new and rewarding career. Six men, graduates of the program, now on parole from the Massachusetts Correctional Institution at Concord are presently working at Fernald as attendant nurses; and all are making effective, worthwhile contributions to the care of our resident retardates.

## VOLUNTEERS ARE WHERE YOU FIND THEM

by

SUE HETHERINGTON\*

The volunteers for Goodwill . . . the beautiful people . . . who are they? where are they? what are they? and why are they? These are questions both volunteers and Goodwill professionals ask. And there are answers.

The volunteers are people interested in Goodwill; they are not paid to be interested. They may serve on the board of directors; they may belong to an organized auxiliary; they may be from various parts of the community, of varying abilities, ages, interests, and backgrounds.

The volunteers are where they want to be, doing what they want to do in the way in which they want to do it.

They are human beings, just like people who get paid to be interested in Goodwill.

Understanding and accepting why is the key to successful utilization of volunteers.

At a series of workshops this past year and at several committee meetings of volunteers and executive directors, comments which have been made over the years in the quiet of personal conversations have been examined openly with the hope that from dialogue might come better understanding.

The purpose of the workshops was to assist the volunteers and interested staff in understanding together the changing role of Goodwill as it continues as the world's leading sheltered workshop program, to assist attenders in exchanging ideas, to point out the changing role of the volunteer, and to give attenders the courage to bring individual talent, individual knowledge, and individual enthusiasm to Goodwill auxiliaries.

At each of the workshops, the programmer mentioned the need for every auxiliary to engage in a self study or self evaluation periodically to determine just what the members want to do and what they are capable of doing and to determine with the executive director and selected professional staff what Goodwill needs, wants, and is ready to use in the way of volunteer services.

The types of services and the effectiveness of these volunteer services are, of course, dependent upon a number of local factors. Because the National Auxiliary to Goodwill Industries is an affiliation of autonomous auxiliaries to local autonomous Goodwill Industries, the programs differ vastly.

---

\*Workshop Programmer, National Association of Goodwill Industries.

Among the successful projects are those in three primary areas: public relations; fund raising; and personal service. Activities which combine one or more of these areas are encouraged. But in all cases, what is done and how it is done is determined by the local volunteers and the executive directors of local Goodwill Industries.

Volunteers are used to conduct tours through Goodwill Industries, to speak in behalf of the handicapped in Goodwill, to entertain the press and opinion makers of various communities, to maintain booths and exhibits at fairs, industrial shows and other appropriate promotions, and certainly to talk and explain informally (person to person) the Goodwill way. Volunteers are used to promote the use of Goodwill bags and the placement of collection boxes; they help the plant become aware of problems that might arise when the box gets overloaded. We don't like to face that problem, but it is a problem! And the volunteers, of course, can communicate this situation to the Goodwill Industries.

In raising funds for local Goodwill needs, volunteers sponsor teas, coffees, lunches, brunches, dinners, dances, card parties, style shows, antique shows, bazaars, auctions, tours, musicals, book reviews—almost any standard—or unique—way in which women's organizations raise money for worthy causes.

Volunteers are used to assist in clerical work, to do comparative shopping, to maintain special boutique corners in plants and stores, to stock their own specialty shops, to promote the sale and use of special Goodwill greetings at certain holiday seasons, to teach pricing of special materials.

Volunteers serve by teaching enrichment classes, remedial reading, tutoring individuals in special areas. Professionally trained volunteers are used to supplement the staff in areas of special competence. And volunteers provide assistance perhaps in speech therapy, lip reading practice, group therapy. They may assist in recreational programs by providing transportation to special events or sporting outings, and by planning parties and activities.

Volunteers have picnics, special parties for clients, and in some cases visit the homebound. Volunteers sponsor Dolly Derbies, maintain nursery and settlement facilities in connection with Goodwill, subsidize summer camps, furnish equipment of medical or a dental nature, maintain special loan funds, prepare meals, equip libraries. Volunteers assist in keeping the channels of communication open between Goodwill and the community at large as well as the business, governmental and educational community.

One particular activity which is carried on widely among Goodwill volunteers is a Dolly Derby with its obvious correlation to Goodwill's rehabilitative program. Broken dolls are repaired at Goodwill, distrib-

uted to Girl Scouts, Camp Fire Girls, Y-Teens, other teen-age groups or pre-teen groups, to be dressed and returned to the Goodwill Industries. Usually, then, there is a judging and a display and these dolls are then sold in the Goodwill Industries during the Christmas season. In some Goodwills where doll repair is not done and I stress where doll repair is not done by a handicapped worker, volunteers assist in the repair of the dolls.

Volunteers have assisted with research projects, have scored and recorded evaluation reports, and have played a part in psychological studies of operant conditioning as related to severely handicapped.

Perhaps one of the greatest benefits from the use of volunteers in Goodwill is one of attitude and understanding. For as the community becomes more aware of the worth of each individual, the community is more tolerant of all individuals.

## THE NEW LOOK AND CHALLENGE OF VOLUNTARISM\*

by

MRS. ALEXANDER RIPLEY

Mrs. Alexander Ripley, President of the Association of Volunteer Bureaus of America, served as Chairman of the Committee on Volunteers of the National Assembly for Social Policy and Development and worked closely with Mrs. Patricia Hitt, Assistant Secretary of Health, Education, and Welfare, in developing an approach to the President's task force on voluntary action. A former president of the Junior League of Los Angeles, Mrs. Ripley is deeply involved with volunteer activity on both a local and a national scale.

The Junior League of today is faced with a rare challenge, a rare opportunity to serve and to give leadership in finding the answers to our nation's problems. As League members we must ask not only ourselves, but also our organization—are we relevant? Is our leadership available in those areas of greatest need? We cannot be all things to all people, but we can be prepared to do "our thing."

Never before has there been so much emphasis on the contribution that volunteers are making in the world of today. Never before have there been so many and so varied opportunities for volunteers. Why is this? Why are the jobs more meaningful? Why do we hear on all sides that voluntarism, citizen participation and involvement can be an answer to our nation's ills? If we are to answer these questions, we must look at our changing communities. What are the challenges they offer? Change is not new, but the rate of change seems to be steadily increasing. What is new is not new because it has never been tried before, but because it has changed in quality. The words aren't new, but perhaps they have taken on a new meaning and a new impact. Traditional agencies and programs are looking within their structures, asking, "are we in step?"

What are some of these changes that seem to be affecting the world of voluntarism?

We have had to learn a whole new vocabulary. Words such as: psychedelic, hippie, Medicare, smog, LSD, trip, dropout, sit-in, lunar landing, command module, space walk, etc. We can't give "his" and "her" presents any more, because we can't tell the difference. Alcoholism is a billion dollar national headache. In 1964 there were 40 million persons under 10. In the 70's one out of three will be in school. In the 80's the number over 65 will be doubled. Seventy-five per cent of the population lives on 1% of the land. In 1975 nearly 4 out of 5 will live in the major cities, and the center of the cities will be black. There are 30 million Americans who are poor by government standards. At least 10 other nations have a lower infant mortality rate.

---

\*Reprinted with permission from *Junior League News Bulletin*, Vol. 66, No. 1, Sept.-Oct. 1969.

Faced with these facts, we realize that we can't buy status quo. The needs of people haven't changed, but the ways to answer them have. As decision-makers we must be sure that our decisions are related to the needs of people. Yesterday's answers are not good enough for today's questions. And it doesn't do us any good to know the answers if we don't know the right questions.

Automation: what has the computer done to us? In 1951 there were 100 computers in the country; in 1965 there were 22,000. People need people. We are not fulfilled and happy if we spend our days punching a machine; we need to punch a person once in a while. In these days of signs and buttons, I saw a good one the other day: "I am a human being; don't fold, bend or mutilate." Automation has given us more leisure time and it must be planned for. We must find opportunities to put people in touch with people; help them to use their time in a meaningful way. The key is not to take man out of the system, but to make sure that he is involved in a meaningful way. People want to be involved where the action is. We are being forced to decide what we will do with our leisure time; to re-examine the purpose of our existence and ask what fulfillment really means. We must look at our human possibilities and evaluate the obstacles to their realization.

Today we are surrounded by gaps—gaps between youngers and elders, middlers and youngers. The young think that the world is against them. They are asking to be heard, to be included in the decision-making process when the decisions affect them. There are gaps between the black, the white, the brown and the yellow. We have language gaps; gaps between labor and management; men and women; government and those governed; the private sector and the public sector; the establishment and the non-establishment. We are living in an age of "gapitis." This, therefore, is our major obstacle in solving the problems that surround us. As I see it the only real bridge to these gaps is communication. With true communication comes understanding. Our challenge today is not to help people, but to understand people. We do a great deal of talking but very little communicating. We hear only those words we want to hear, those words that make us comfortable or that we agree with. Or perhaps we write into the words our own meaning and interpretation. Real communication is based on trust, an honest feeling for what the other person is saying. John Gardner said, and I quote: "... communication in a creative society must be a means of cutting through the rigidities that divide and paralyze a community."

What has all this to do with volunteers and volunteering? If we learn the art of communicating, as volunteers, we can supply the bridge of understanding. We can be the bricks and mortar that bridge the gaps. We can link the old and the young, the agency and the client, the community with the policy-maker, the black and the white. We have a new

breed of volunteer who is not satisfied to be a bystander, but wants to be a stimulator, a needler, and more than anything, an interpreter. In spite of the impact of science and technology on our culture, in spite of the communication revolution, there is still no substitute for honest, person-to-person talk. It isn't easy. We must first admit our fears, our prejudices. What do we honestly think about black people, white people, poor people, dirty people, rich people, the old, etc.? If we care enough and are honest enough about our fears they will melt away and bridges will be built. We must start with an honest appraisal, not of the other fellow, but of ourself, then test our ability to communicate across a gap. If we are to be communicators, we must realize that it can't be a dead-end or one-way street. If you offer your hand, it must be taken. What if the other person won't or can't? I believe there are four important considerations: (1) timing, (2) sincerity, (3) honest caring, (4) patience. Think of the excitement for volunteers as they become bridge builders.

Speaking of training, what's new in this area? The main thing that isn't new is that we must do it! What we are learning is that we must bring the people who are going to be trained in on the planning of the training session. Also we have to use new tools and new skills. People no longer want to be talked at, they want to participate. We must get away from this business of planning for people; we must plan with them if we are to get the right and relevant message across. We need some "come-on" titles. Recently in my community we had a very successful session called "Generation Mix," and it was just that: all kinds of mix; old, young, black, and white, sitting around small tables mixing their prejudices, their skills, and their goals. But in the process they got marvelous training in the art of communication. We too often give people irrelevant training. Eva Rainman gives the example of a youth leader who said to her, "Don't bother with the history of the organization, just tell me what to do with those monsters Monday morning." In Watts recently we offered a training session for young tutors and titled it, "Tutoring the Tutors to Tute." Often the people who do the training haven't done the jobs themselves and consequently cannot relate the training to the job. What was adequate and effective a year ago may not be what is needed for today's programs or, more importantly, for today's volunteer.

All wrapped up in this new look of voluntarism is the Nixon Administration's emphasis on voluntary action and the volunteer. President Nixon said before he was elected, "the next President must move consciously and deliberately to inspire those voluntary efforts that bring freedom alive. Only if we restore the spirit of voluntarism to its historic place can we heal the deeper troubles we suffer from. In people helping people, we can find the spiritual cement to put our country together

again, and to make our nation whole by making its people one." To implement this conviction President Nixon has established a National Program for Voluntary Action involving on the governmental side the departments of H.U.D., H.E.W., Labor, Justice, Agriculture, Commerce and O.E.O headed by Secretary Romney and on the private sector side, the Center for Voluntary Action headed by Henry Ford II. The President of this creative partnership is Charles Wilkinson. An important part of this program will be the development of a clearinghouse that will assist local communities in the establishment of volunteer programs that have been tested.

And so, you see, we are living in a time of change; none of it will be easy. There is no place for tranquil acceptance of status quo. It isn't enough to just change our programs and institutions; we must change as individuals. Eric Hoffer says, "drastic change generates a need for a new birth and a new identity. And it depends on the way this need is satisfied whether the process of change runs smoothly or is attended by convulsions and explosions." We have seen this search for a new identity, and convulsions have occurred. Now the time has come to act. We can no longer be shocked by-standers. Our goal is achievement, and there is no achievement without risk. I say that volunteers and voluntarism are worth the risks involved.

The new dynamics of voluntarism calls for a high degree of patience, tolerance, willingness to change, and an understanding on the part of both the old and the new order. Junior Leagues can point the way.

A wonderful Rabbi has said, "what you are is God's gift to you and what you become is your gift to God."

## VOLUNTEERISM\*

by

Harriet H. Naylor, Director of Volunteer Services  
New York State Department of Mental Health

A subject dear to my heart is also very important to you and we have some important thinking to do together, about volunteers and how staff can work with volunteers to make the best possible use of their talents and time. Volunteers can make a significant difference in the various agency programs represented here today.

First, I would like to throw out a new word and ask you to incorporate it in your vocabulary. Mr. Webster recognizes the word "voluntarism." A kind of corporate word, it means persons organized together to work toward goals which a group shares. I think that the new word I would like you to consider is "volunteerism" with two "ee's" in it. This, in contrast to "voluntarism," is concerned with the experience of the individual person active in voluntarism in a leadership role, in an administrative role or possibly in direct services to the clients or in supportive services to make program possible.

We don't speak of volunteer programs but of volunteer services in the agency program, unpaid man-power in the program of the total corporate body. There is unique value added by every individual who serves as a volunteer as well as a staff member. Just as voluntarism is essential for our social fabric and our democratic way of life, I believe that volunteerism is essential for the wholeness of the individual person, and that all persons should have opportunity to give of themselves on behalf of their fellowman no matter what their age or capacity. I am sure there are very few human beings who could not be effective volunteers in some appropriate function. Volunteerism must identify the best function for each individual at his stage of understanding and development. It is this process of identifying and providing the proper function for each individual which I would like to consider as administration of volunteer services, a profession with a basic body of knowledge I call "volunteerism."

### GROWING IMPORTANCE OF THE DIRECT SERVICE VOLUNTEER

This morning we are not going to concern ourselves about what volunteers do, because volunteers are doing every conceivable kind of task in one agency or another. There are administrative volunteers who serve on boards and committees. There are service volunteers who work in offices. We even have some in state schools for retarded persons re-

---

\*Presented at The Workshop on Volunteer Staff Relations, sponsored by The Volunteer Bureau, Federation of Protestant Welfare Agencies, Inc., February 25, 1969

pairing bicycles in a bicycle shop. Whatever the skill the volunteer has, I am sure there is some agency, somewhere, which can use it effectively and give him the feeling that he is contributing to a very important program. The volunteers, however, that I would really like to consider most intensively this morning are those who are in direct contact with our clients, whoever they may be and who are giving their service under the auspices of an agency which has a service to offer the whole community. The volunteer has to find an appropriate spot within the total service where he can do well and know that what he is doing is important and valuable to the people he serves.

We have a plurality of volunteers today which is very exciting and opening new vistas for volunteer services epitomized by the federal VISTA program, "Volunteers In Service To America." The new ideas and tremendous capacity for service must be channeled into areas where they can be used appropriately, and volunteers can enjoy their work. If volunteering is not satisfying, there is something wrong. Some new volunteers who have not had a long history of being volunteers have less unlearning to do, with the social revolution we are having today, than some old hands at volunteering.

There is one generality true of all kinds of volunteers today and that is that they are much more interested in action. Volunteers are doers rather than donors, in contrast to traditional patterns in which we always had a few people around who supported our programs with heavy financial contributions but did not really do much else. Support for our programs is less personalized today. Volunteer skills and aptitudes have a tremendous value throughout our programs, and we don't choose volunteers on the basis of their ability to support financially, but on the basis of their interest, abilities, and concern. We involve people actively in determining our service goals so that they will make service goals their own personal objectives, understand how their volunteer work is important, and stay with it. There is nothing more important to the retention of volunteers than their understanding that what volunteers can do affects the achievement of the agency's objectives.

Volunteers want to learn, want to do a good job, want to fit into the whole. They want to make creative contributions from their own standpoint to the thinking of everyone. They help shape the design for the program as they gain experience. What they think is taken seriously, goes into the hopper and influences the final plans of the agency.

#### **AVOIDING SOURCES OF CONFLICT BETWEEN STAFF AND VOLUNTEER**

None of us would be here today if we did not see volunteers as essential to our total manpower. It seems to me that my task this morning, then, is to be kind of brutal in pointing up some of the possible points of

stress when staff and volunteers try to work together so we can avoid or correct them. I think that we need to face frankly some of the basic assumptions that create misunderstanding. We need to put at rest some of the myths about volunteers so that we can have more real relationships, not masked by myths, no misunderstandings and polite rituals which prevent real communication. For this reason, we must recognize some of the differences of perception between the people who are on the payroll of our agencies and those who are not.

The first point of potential stress is the idea of prerogatives. The moment I hear staff or volunteers talking about "their" responsibility or "our" right, I realize that there has been some threat to the individuals involved so that they have become possessive of their functions rather than working in collaborative patterns toward shared goals. They need to be liberated for work together so that they don't worry too much about whose right it is to do what. With our eyes lifted to ultimate goals, we can work together in a flexible and creative way, encouraging each other's participation to accomplish our tasks. Identifying the common interest in agency purpose is a first step.

Another possible stress lies in the threat which volunteers sometimes represent to staff when they are competent and can do the work, and seem to resist control by the staff. Staff is concerned that they will take the ball and run away with it. Staff tends to feel that volunteers may be irresponsible. We constantly hear this word about volunteers. On the other hand volunteers may feel that some of the procedures or policies which they encounter don't make sense, and see the staff wedded to patterns of work which prevent creativity and are too rigid. I think this is particularly likely in casework agencies where the added mystique of the case worker-client relationship awes many volunteers, who then subside into spectator roles instead of active roles in casework services. Only recently are we beginning to involve volunteers with clients in casework agencies. For a long time they simply raised funds or carried on activities related to public relations or program interpretation to the public at large without having any contact with program activities. But, this is changing. Now we are finding that volunteers can be very helpful in service tasks with clients. There is a special contribution volunteers can make because they have freedom to act and time to give and a person-to-person interest in our clients, where they live, might work or have to go for needed services.

Another stress occurs when the staff is perceived as being so expert and so busy that volunteers don't dare ask for help. They feel that staff is inaccessible and does not give enough help for them to do their jobs. They are not told what resources are available and would like more training and help from staff. On the other hand, staff tends to worry about taking on new volunteers because they think the volunteers will need so much time to be helped that they will just add to the demands

on staff instead of easing the situation. I think it is possible for staff to spend time with volunteers at the beginning of the volunteer's service and in regularly scheduled contact so that the time required by the volunteer pays off many times over. Volunteer activities relieve staff of tasks and trips, free staff to do those things which only staff can do. And even more important, the service gets an added "human-to-human touch" which makes it more effective.

We have some situations in which volunteers are "used," with the negative connotation that the volunteers are exploited. On the other hand, there is a balance to be maintained between "use" and the other extreme: over-protection and under-placement of volunteers. Often we do not expect enough of volunteers, do not give them enough responsibility, don't delegate authority when we delegate responsibility. Then, they feel demeaned and underestimated by being given a stupid task. So why bother?

Another cause of stress is the feeling on the part of staff that volunteers may get over-involved with a client and his concerns and become advocates of the client against the staff's professional decisions in a kind of anti-establishment role which can be destructive. Some volunteers feel that the professionalism of the staff means they forget that the clients are people with needs which ought to be recognized. Again, these points of conflict are not true in most agencies but the fact that the possibility for them exists gives us some imperative in our administration of volunteer programs to prevent the poor communication which can grow up on such misunderstandings.

#### CREATING A POSITIVE CLIMATE FOR VOLUNTEERS

In a good volunteer setting, volunteers feel that they get more than they give and they seek a chance to grow and to assume important responsibilities. They do not reach this stage unless they have good working relationships with the staff with whom they work. Individualized, in an accepting climate in which to work, they are not pushed too fast, but challenged enough, and given real responsibility and real appreciation for what they can do. Very important in examining problems in communication, and stress between volunteer and staff is the fact that it often boils down to problems in communicating, and the fact that persons behave on the basis of what they believe, rather than what they may know. Our beliefs are sometimes not even expressed but they are stereotyped assumptions which determine our behavior.

One of the assumptions that ought to be examined is that all volunteers are irresponsible. The phenomenon of "self-fulfilling prophecy" means that people tend to act toward us the way we expect them to act. If we expect volunteers to be irresponsible they are likely to be irresponsible. People are honored and stimulated by high expectations and make a real effort to live up to them.

Another assumption which I think we need to look at is that the volunteers are happy where they are over long periods of time. We don't review volunteer jobs often enough, we don't check out feelings, we don't give people an opportunity to move about and have a variety of experiences. If one is doing a good job we tend to give our attention to someone else. Each volunteer deserves a chance to progress, to grow in responsibilities when his competence grows. Mobility and promotion are most meaningful forms of recognition.

#### IMPORTANCE OF SUPERVISION AND CONTINUING TRAINING

Service volunteers, to be effective, must be supervised by staff. Staff keep them informed about developments and steer them where they're needed. There must be the same mutual trust and respect to determine the service values which we establish staff to staff. A clue to this kind of mutual respect is the placement of the volunteers, matching abilities to assignments so that people are in the most appropriate position to use their talents and skills and available time most effectively. The appreciation which the staff and the other volunteers have of one volunteer's contribution is a re-motivating force which sometimes must be made explicit as well as implicit in trusting the volunteer with further responsibility. We have to guard against pushing volunteers into greater responsibilities before they are ready. Volunteer failure is a very painful and bad experience which does not end with our loss of the volunteer. Often embittered, his version of the experience becomes a negative interpretation of our program in the community. We want to be sure that changes and progression to greater responsibilities are freely accepted, as truly voluntary as initial placement.

An element which contributes to good collaborative relationships is an attitude of openness to learning in all persons. Volunteer or staff, we need opportunities to learn as relevant information is available. Some new roles for volunteers require new forms of learning, not just a classroom setting. Some adults find classrooms uncomfortable because of their past experience. We have discovered that we don't have such a thing as a "fully trained" worker, whether the worker is volunteer or staff. Too much happens too fast these days for anyone to stop learning. What we need is workers open to new developments and new ideas, willing to experiment, flexible about program, policies, and developments, and excited and enthusiastic about innovations in every part of an organization. It is equally important for a Board of Directors to accept the fact that an agency is a "becoming" organization, not a finished, polished, inflexible, crystalized organization. Volunteers can contribute from their perspective and insights to new developments and new forms of services important to the goals of the agency.

One device for learning with new volunteers is eliminating the classroom kind of orientation experience until the volunteer expresses a need for more learning. Plunged into apprenticeship roles very quickly, actually

on the job under the supervision of more experienced volunteers or staff, volunteers become aware of what their learning needs are before they join groups to learn with other people who have the same learning needs. A block to learning for volunteers is a kind of mystique around what the professional roles are. Volunteers want to participate and they can become extremely adept at reinforcing and strengthening and extending the professional roles as they understand them. A volunteer who has worked with a skilled professional is the best advocate of the need for professional staff. The respect and appreciation developed in harness with good professionals is persuasive in interpreting the need for adequate salary provisions and good personnel policies for staff.

Learning opportunities for staff and volunteers can frequently be shared as a new program emphasis is being developed by an agency. When staff and volunteers learn together about new priorities and implementation of new forms of service, we shake down in our complementary roles together. This kind of experience helps to develop the kinds of respect and mutual trust which have proved so important to collaborative relationships.

Essential to learning for volunteers is the kind of supervision they get in their work. Particularly important for the social work community is the difference from professional supervision. Ways of work in the field of casework, particularly, are not appropriate for supervising volunteers. It is not necessary to develop the professional self-consciousness in volunteers which the professional social worker seeks in professional supervisory relationships. One very wise psychiatrist remarked that he thought there was certain basic information volunteers had to have to work in a particular setting, but he pleaded that we not stultify creativity. He didn't want us to train the spontaneity and common sense out of volunteers because this was their particular unique value in the program. He did not want them to be second-rate professionals, but to keep their identity and perspective as volunteers.

Volunteers who stay with us are those who understand our ground rules and what we are trying to do. They want to participate in work toward our goals because they have internalized our goals. An important personal objective to them is understanding the goals we share. The kind of supervision that volunteers need must be the old-fashioned kind which social workers used to speak of as enabling. The expectations of the volunteer are made realistic, not freezing or frustrating about his work. We must expect to challenge, stimulate, and encourage the initiative in volunteers. A gradual induction process increases responsibility as they demonstrate readiness for it. If we give them too little responsibility they will be bored and feel demeaned by the process. If we give them too much, they will be overwhelmed. Again, the professional skill involved is a balance between two extremes.

Avoiding assumptions which determine our behavior without our being aware of them, in our work together we can control and very consciously develop explicit descriptions of our mutual responsibilities. Defining congruency, contiguity, and the outer limits of each set of responsibilities makes staff clear about what is expected of them and volunteers clear about what is expected of them. Both understand when they are supposed to be working together and when they are working independently. These areas may shift so we have to review and revise and renew these definitions periodically and be aware of the need to shift as volunteers grow in capacity. Program emphases may shift, too. Realistic expectations by each person of the work of the other will facilitate their collaboration.

It is essential for free communication between staff and volunteers to schedule regular opportunities for individual consultations, for mutual discussion, testing of ideas, redirection of efforts and adjustment of work loads. We are moving toward group supervision of volunteers because the group experience develops a sense of identity among the volunteers. The thinking of the whole group is valuable to all of the members in proportion to the degree each is given a chance to air concerns, share insights and solutions to problems. We remember best what we say at a meeting, not what we heard someone else say.

Another scheduled process should be an automatic review of the work being done, focussed not on the person in the job, but the work. Implications for the person in the job are there but it is much easier to readjust the work than to readjust the person. In the beginning, we worked with the person to develop common expectations which now can be used as a yardstick to measure accomplishments in a periodic work review. The work review may result in promotional opportunity for the volunteer, a regrouping of the tasks, cutting back some of the responsibility, or restating some of the objectives with new emphases as the needs are shifting and changing over a period of time. Review gives us the basis for real recognition of each person for his unique individual contributions, given through both tangible and intangible means.

#### **DECENTRALIZED ADMINISTRATION OF VOLUNTEERS**

As volunteer services grow, our administration may need decentralization. This means that the staff member responsible for volunteers will continue in the recruitment and orientation and in the development of volunteer opportunities for the volunteers. However, on-the-job supervision of the volunteer and the help which the volunteer may need as he carries this job, must be given by the people in charge of the area to which the volunteer has been assigned. The orientation becomes much more general, a ground rules approach to the field of service which the agency is engaged in, to the agency and its history and its ways of work and general policies. These may change from time to time and we may

have to bring volunteers back for reorientation as new services and policies are evolved. The actual job training, then, happens in the work area and is given as the need arises, sometimes individually and sometimes in groups.

Essential for the staff in the work area is skill in delegation, so that people are inducted into their responsibilities comfortably, experience success from effectiveness, and get some feedback about their worth early in their experience. They need satisfaction to grow and to build their capacity to carry greater responsibility. As time goes on this induction process will mean that the volunteer worker will need less and less close supervision. There will be a collaborative relationship with the people in the work area which can be very mutually satisfying.

The work review involves the supervisor in the work area, the volunteer and a report back to the Coordinator of Volunteers, stating whether this placement is to continue, the nature of any changes which have been decided on and the readjustment of the assignment if necessary. Overall recognition plans should be carried by the Coordinator and not decentralized. One of the best recognition plans I have heard about recently is the one in which the volunteers gave a recognition party to the staff who had helped them to enjoy their volunteer work so much.

#### **BROADER PARTICIPATION BY VOLUNTEERS**

You see, it is possible to get over some of the communication blocks and to develop patterns of work together which contribute to accomplishment of the agency's purposes and development and full self-actualization of the volunteers themselves. I think we are giving more and more recognition to volunteers who give service in direct relationships rather than to board members who used to get all the glory.

We are realizing the significance of volunteering as an expression of idealism in the volunteer. The vision which the volunteers have of how things ought to be is a measure for our services. We ought to tap this perspective as we evaluate our total services. Every day the newspapers feature the negative aspects of human nature. We don't read enough about the other side of human nature, in which volunteerism discloses human beings at their best, which makes working with volunteers such a satisfying job. I am very much concerned that we do not abjectly accept what newspapers say about people not wanting to be involved. They do, they just don't know how.

I would like to read to you from a book called *Reclaiming the American Dream* by Richard C. Cornuelle who develops the theory that the part of human nature which is motivated by ideals and concern for our fellow humans is not recognized in our social planning. He comments,

“The service motive seems weak only because we have failed to apply it to complex modern problems. We see it at

work only in simple 19th Century ways and this contributes to the illusion that the independent sector is unfit for modern responsibility."

"New vision in developing personal outlets for the service motive is desperately needed. Their decline sharply constricts the scope of the human enterprise, a man who only works and votes and pays his taxes is scarcely a whole man. 'Reverence for life,' says Dr. Schweitzer, in his persistent way, 'demands from all that they should sacrifice a portion of their own life for others.' But now, increasingly, we can help our fellowmen through middle-men, through remote political institutions. Lacking a direct outlet for our hunger to help others, to add the full dimension of meaning to our lives, we are frustrated and incomplete . . .

. . . The demand of the future is to release the idealistic will-power, as Schweitzer called it, which has been bottled up with such alarming human consequences. We need first of all to identify the force which can give direction to the untapped power of the service motive."

It is my firm belief that each of us here today represents an agency whose goals can be the force needed to give direction to the untapped power of the service motive. Thousands of persons need an opportunity to become volunteers, need to be givers as well as receivers in our world today, need some way of relating to their fellowman. Knowing that what they do makes a difference to persons and that it is important how they serve. If the agencies' services can be offered, they can play an essential part.

Each of us today has a responsibility to look at our own practices in the administration of the volunteer services in our agency, to be sure that every person who serves with us has a good experience, that he is working consciously toward our agency objectives, and that he has taken those objectives and made them his own. Together we can have the gratification of knowing that we have performed important tasks which supplement one another. The people who are performing those tasks each have a distinctive and unique contribution to make. We have to insure that these contributions are made available for our services.

#### **CHANNELING PROFESSIONAL AND VOLUNTEER SKILLS TOWARD COMMON GOALS**

As a social worker, I am concerned about the perspective which social work seems to have about volunteers: we take 'em if we have to, but not unless we have to. The parallel exists in other fields, and perhaps this example from industry will illustrate our situation.

One of the paper companies is aware that the process of making paper pollutes streams and the atmosphere around a paper mill. However, the company has a policy that it will conform with the laws and regulations as they are developed by the government, but it will not take any initiative about anti-pollution measures. This decision was made a couple of years ago and suddenly that company is waking up to the fact that the laws and regulations which are being passed by public demand are very uncomfortable for the paper industry because they are being made by people who do not understand how to make paper. If the company had been involved in the policy-making regulations, if they had embarked on their own research to find the most effective ways to control pollution, the means of control would be much more palatable to that paper company.

Our parallel in this as social workers involves the attitude of social work toward volunteers. The 1967 Harris amendments to the Social Security Act mandate volunteers in public assistance and child welfare programs which have never used volunteers before. The attitude of some of the people on those staffs is "if we've got to have them we will put up with them, but we will get just as little involved with them as possible."

The volunteers are going to be there and they are going to be concerned with what is going on. We will be much more effective in our total services if we "get with" the volunteers in our planning, thinking together on designs for services. As Mr. Cornuelle says, there is a tremendous power waiting to be tapped. We can either work with it or we can regard it as an outside force which we don't want to be involved with. The fact that it is powerful and it is going to become more powerful as time goes on is a fact of life today.

To me it is the hope of the future that volunteers are becoming more deeply involved throughout our programs. We are all going to benefit from what they can bring. We need this power source to solve the overwhelmingly serious and comprehensive social problems which we face today. Therefore, administration of volunteer services becomes the means we have for channeling this power, for directing this effort toward common goals rather than toward goals which will conflict with ours, which have been developed out of significant experience. It is up to us whether we will be with it or ag'in it and I think we had better be and are going to be, with it.

**SUBSCRIPTION BLANK**

**NAME** \_\_\_\_\_

**ADDRESS** \_\_\_\_\_

\_\_\_\_\_

\* New Subscription

Renewal

Payment: enclosed

please bill

**\*Subscription rate for new subscribers is \$5.00 per four issue volume.**

**Make Checks payable to "VOLUNTEER ADMINISTRATION"**

**and send to**

**Dr. Marvin S. Arffa, Editor  
Volunteer Administration  
15 Pleasant Park Road  
Sharon, Massachusetts 02067**