



VOLUNTEER
ADMINISTRATION

Volume XI
Number 4
Winter 1978-1979

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VOLUNTEER ADMINISTRATION is published quarterly by the Association of Voluntary Action Scholars (AVAS), the Association for the Administration of Volunteer Services (AAVS), and the Association of Volunteer Bureaus (AVB).

VOLUNTEER ADMINISTRATION was established in the Spring of 1967, founded by Marvin S. Arffa and originally published by the Center for Continuing Education, Northeastern University. It was later published privately by Marvin S. Arffa and then became a publication of AVAS. In the Spring of 1977, two other professional associations, AAVS and AVB, joined AVAS as publishers of the Journal.

The present editorial policy of VOLUNTEER ADMINISTRATION is to publish articles dealing with practical concerns, philosophical issues, and significant applicable research. The Journal encourages administrators of volunteer programs and volunteers themselves to write from their experience, knowledge and study of the work in which they are engaged. VOLUNTEER ADMINISTRATION is a forum for the exchange of ideas and the sharing of knowledge and information among those in the voluntary sector: administrators, board members, volunteers in social service and social action, citizen participants in the public sector, and members of voluntary organizations.

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Chestnut Hill, MA 02167

Association for Administration of Volunteer Services
P.O. Box 4584
Boulder, CO 80306

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801 North Fairfax Street
Alexandria, Virginia 22314

Inquiries relating to subscriptions should be directed to the business office:

VOLUNTEER ADMINISTRATION
P.O. Box 4584
Boulder, CO 80306

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MARKETING FOR VOLUNTEER SERVICE ORGANIZATIONS: A CASE STUDY.....	1
D. Martin Sparks William R. George	
TURMOIL AT THE TOP.....	8
Gretchen E. Stringer	
VOLUNTEER CAREERS AND SKILLS DEVELOPMENT.....	14
Herta Loeser	
SITUATIONAL RELATIONSHIPS BETWEEN COMMUNITY VOLUNTEERS AND MENTALLY RETARDED CHILDREN.....	18
Carol L. Patterson Frank J. Weed	
AMNESTY INTERNATIONAL.....	27
Kathleen Savan	
VOLUNTEERS ARE NOT A "PROGRAM".....	30
Patty Bouse	
A SELF HELP GROUP IN ACTION.....	32
Norma G. Feinberg, Ph.D.	
LETTER FROM THE EDITOR.....	35

MARKETING FOR VOLUNTEER SERVICE ORGANIZATIONS:

A Case Study

By D. Martin Sparks and William R. George

INTRODUCTION

In recent years, marketers have called attention to the fact that every organization produces a product of some kind and that all organizations do marketing. They advocate that marketing should be broadened to include non-profit/non-business organizations, in order to help these organizations to achieve their goals.¹ Thus, marketing has expanded to include not only the distribution of products and services but also the distribution of ideas, concepts, people and causes. However, little literature on the empirical analysis of marketing to attract volunteers is available. The authors present a case for marketing for volunteer service organizations. Specifically this case study deals with how marketing can be used to recruit volunteers for a volunteer program in community based corrections.

VOLUNTEERISM IN THE UNITED STATES

Volunteerism is a concept that can be traced back to the colonial era. Early volunteerism centered around one neighbor helping another. Due to major depressions

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during the first half of the 19th Century, assistance to the underprivileged sprang up in the form of soup kitchens, fund raising events, and the like. By the 1840's several cities had formed Associations for Improving the Conditions of the Poor. These organizations utilized volunteers who were "instructed to learn what had caused the poverty of the needy person, to point out his intemperance or drunkenness, etc., and to endeavor to reawaken his self-respect, to strengthen his ability for self support."² In 1851 Travelers Aid was formed to assist stranded persons arriving in St. Louis.

The early 1900's brought a number of volunteer organizations into existence. The Boy's Club, The Boy Scouts, The Camp Fire Girls, Goodwill Industries, and The Family Service Association, were organized nationally. In 1913, The American Cancer Society was formed. The first World War brought such organizations as the "War Chest", shortly followed by The Community Chest, now renamed The United Way. Many of these organizations depend to a significant extent on volunteers to provide their services.

In 1970, The National Center for Voluntary Action (NCVA) was founded. Through some 300 affiliated Voluntary Action Centers throughout the United States, NCVA offers assistance to volunteer organizations, in such areas as program development, volunteer training, recognition and the like.

The economic impact of volunteers is considerable. A study by ACTION in 1974, entitled *Americans Volunteer - 1974*, states that 33.9 billion dollars worth of organized volunteer services were contributed by volunteers. This figure doubles to 67.8 billion dollars when unorganized or informal volunteer services are computed and added to organized volunteer services. This includes some 35 million Americans over the age of 13 who participated in some form of volunteer work in 1974. The study also contained selected demographic data. Using this information, the average volunteer in the United States during 1974 can be described as follows: A married female between 25 and 44 years of age, living in the northcentral area of the United States, who has completed 4 years of high school, and is employed with an annual family income between 15,000 - 19,999 dollars.

How Marketing Can Help Volunteerism

One of the most important techniques for the volunteer service organization is market segmentation. Market segmentation is the process of separating a market into a number of different publics, e.g., clients, donors, internal staff, regulatory bodies, volunteers, etc. Each of these publics can be further segmented in order to enhance the likelihood of exchange. Each resulting segment is appealed to more directly. This provides a number of benefits for the organization. *First, marketing can be used to better screen volunteers by appealing to the "right kind of volunteers".* Marketing can be used to select the type of volunteer needed and thus reduce the number of volunteers who must be screened out. For example, teenage volunteers are not acceptable in certain adult volunteer programs. *Second, marketing can also be used to recruit appropriate volunteers.* For instance, black volunteers are more appropriate than white volunteers in some volunteer programs. *Most, importantly, marketing can help to recruit large numbers of appropriate volunteers. Thus, marketing can be used to meet the demand for volunteer services by increasing the organization's supply of volunteers.*

While this article concentrates on recruitment and on the image of the volunteer service organization, *marketing can also help the volunteer service organization to: raise funds, improve volunteer relations with staff, and improve relations with the community to name just a few.*

Barneby and Hills point out, "It is important for more groups to integrate systematically basic marketing practices

into social action programs."⁴ To do so, the volunteer service organization must have a competent staff who understands marketing. The organization should adopt a marketing philosophy so that the organization develops a marketing attitude as a way of effectively reaching organizational goals. In addition, the volunteer service organization must use marketing techniques that can be implemented within the resources of the organization.

A Case for Marketing Offender Aid and Restoration of Richmond (OAR)

Volunteers have been used for some time in correctional programs. The first volunteer in criminal justice was John Augustis, a wealthy Boston shoemaker, who in 1822 paid bail for a drunkard and returned him to a life of sobriety.⁵ Two now famous volunteer programs in criminal justice are the Boulder, Colorado Juvenile Court Program, and the Royal Oak, Michigan Volunteer Program. Both programs were started in the late 1950's and were instrumental in the development of programs such as OAR. The Royal Oak, Michigan program is a good example of the success volunteers have had in criminal justice. Judge Keith J. Leenhouts, of the Royal Oak Juvenile Court, developed a volunteer program that served as an alternative to incarceration for many minor offenders. The results were impressive. "In 1968, the Royal Oak court showed for offender cases studied, a 73% improvement and only 12% regressed versus an 18% improvement and 48% regressed in the comparative court." Further, through volunteer service, the Royal Oak court was able to provide \$300,000 worth of services per year on a \$17,000 budget.⁶

Judge Leenhouts now devotes his attention to establishing volunteer programs throughout the United States. Today, approximately one million Americans are volunteering in juvenile justice, crime prevention, victim assistance, courts, prisons and correctional policy.⁷ Still for many programs more volunteers are needed.

Offender Aid and Restoration of Richmond (OAR), established in January of 1972, is a private, non-profit organization which uses volunteers from the Richmond metropolitan area to assist adult misdemeanor offenders in OAR's jail, court and hospitality house programs. Nearly all volunteers work in either the jail or court program. Volunteers are assigned to the hospitality house on a special needs basis.

An OAR volunteer is required to meet with the offender an hour a week to discuss problems, set meaningful goals, and most importantly, be a friend to the offender. The one-to-one volunteer/offender relationship has proved to reduce the number of repeat offenders. OAR estimates its recidivism rate in the jail program at 15%. In 1977, the recidivism rate for misdemeanants was 73%.

The case analysis following demonstrates how marketing was effectively used to recruit volunteers and improve the image and awareness of OAR.

A Marketing Orientation for OAR

Much of the success in recruiting volunteers to work in OAR's program has been due to the adoption of a marketing orientation. Past efforts in recruiting volunteers centered around a product orientation. OAR assumed that since it had a good "product" to offer the potential volunteer, recruiting would be an easy task. This strategy worked well in the beginning as OAR was a new volunteer opportunity. General appeals to the public and speechmaking attracted new volunteers. Later, OAR adopted a selling orientation, after volunteer recruitment became competitive. Promotional efforts were increased, emphasizing the good volunteer program of OAR to attract new volunteers. *Finally, OAR adopted a marketing orientation to recruit the "hard to find" volunteer. This marketing orientation focuses on the needs of the prospective volunteers. By first considering the needs of the potential volunteer the organization then can appeal to these needs.*

One example of the marketing orientation adopted by OAR was to assess the time commitment necessary to complete OAR pre-service training. Where it once took one evening a week for five weeks to complete training, now OAR volunteers complete training in two nights (See Appendix 3). This was accomplished by assessing the training sessions, eliminating unimportant parts and providing the volunteer with a volunteer manual which has study sections that the volunteer can review at home. The results are beneficial to both the volunteer and OAR. Volunteers spend less of their valuable time at training sessions and OAR is able to quickly assign volunteers.

Another example of a marketing orientation is the number of training sessions offered for new volunteers. In the past, OAR offered three training sessions per year.

OAR now has doubled this so that six training sessions are held annually. In addition, five separate orientation sessions are held before each training session. Thus, the longest period a volunteer has to wait to personally get involved with OAR is no more than one month. The volunteer is free to choose any one of the five orientation meetings to attend. For those who cannot make an orientation meeting, OAR arranges a private meeting. The marketing perspective adopted by OAR has made it easier for potential volunteers to become a volunteer and thus more volunteers are recruited. *In essence, OAR has lowered the "price" of volunteering by reducing the pre-service training time requirements and by offering more training sessions per year.*

The Image of OAR

It is the author's opinion that the success of a volunteer service organization is to a great extent dependent on the image it presents to the community it services. Many volunteer service organizations are often perceived as "do gooder" organizations that make no real impact on society. These organizations are often misunderstood and thus lack credibility in the community. Often, little is known about these organizations; in fact, only a very small portion of the community is aware these organizations exist. Thus, awareness and credibility of the volunteer service organization are important if the volunteer service organization is to successfully recruit volunteers. OAR has communicated its value to the community by an active program of speaking engagements, guest appearances on television and radio talk shows, as well as other promotional efforts such as direct mail, public service announcements and the like. An attempt has been made to channel and manage word-of-mouth communications. As a result of these activities, there has been an increase in the number of volunteers being referred to OAR by colleges and universities, friends of OAR, correctional officials, and most importantly OAR volunteers. The positive image and the increased level of awareness of OAR have made a real impact on the effectiveness of the organization.

MARKET SEGMENTATION FOR OAR

A simplified segmentation approach has been integrated into the recruitment process at OAR. Staff members who supervise volunteers were asked to determine what

characteristics make up a good OAR volunteer. OAR has found that it needs more men than women, more blacks than white, more young volunteers than older volunteers, as well as more well educated than less educated volunteers. While this segmentation technique may appear overly simple to marketing practitioners in the business sector, it is relatively advanced for a small volunteer service organization and has served OAR well in recruiting greater numbers and more qualified volunteers. By combining the various groups, a more specific target market can be obtained. For example, the ideal OAR volunteer would be a well educated, young, black male. By using demographic data, these target groups can be pinpointed and reached.

OAR uses a number of approaches to reach different market segments: direct mail to black communities; guest appearances on black television and radio shows; and utilization of other black-oriented media, has resulted in a 30% increase in black volunteers over the past year and a half. Furthermore, through the use of proper promotional techniques targeted at the young volunteer, 38.2% of OAR volunteers are between 25 and 35 years of age. Thus, an increase of 66.8% has been achieved over the past year and a half.

The OAR Marketing Mix

Appendix 1 shows the OAR marketing mix. The marketing mix consists of those variables over which the manager has control. Product/service, price, place and promotion variables are commonly used to develop a marketing mix unique to each market segment. The major differences within the marketing mix exist for the promotion variable. Product offering, place and price of becoming an OAR volunteer are basically the same. The authors recognize the need for the elements of marketing mix to be prepared for each group. Due to resource limitations this has not been possible. However, the various promotional approaches do achieve differential marketing for OAR.

The OAR *product offering* centers around the total volunteer experience. Advertising messages communicate the benefits of becoming an OAR volunteer. Points stressed are involvement in the offender's life, community service, and an opportunity to learn more about the correctional system.

The *place offering* consists of volunteer work in either jail or court programs. For the volunteer who cannot accommodate the

jail visitor schedule, the less structured court program is available. Volunteers perceive this added flexibility as another benefit of volunteering for OAR.

The *price* of becoming an OAR volunteer has been held to a minimum. After attending an orientation meeting, volunteers complete a short training program and are required to meet with the offender one hour per week. The price of becoming an OAR volunteer is also stressed in promotional efforts by informing the potential volunteer of the training and weekly time commitments.

Promotion is a very important aspect of OAR's success in recruiting new volunteers and developing its image. Promotional techniques used most often depend on the specific target markets and include: television and radio; newspaper; house organs; church bulletins; group presentations; direct mail; and guest appearances on television and radio shows. Appendix 2 shows the various promotional techniques, frequency of use and results.

THE SYSTEMATIC RECRUITMENT SYSTEM

OAR has developed a systematic recruitment system to move the volunteer through the recruitment process in an efficient and satisfying manner (for both the volunteer and OAR). Appendix 3 details the volunteer recruitment system. First, the potential volunteer responds by phone or mail to an OAR appeal for certain kinds of volunteers. Second, the volunteer is then sent information about OAR and orientation dates. Third, the potential volunteer attends an orientation meeting and completes home training. Fourth, the volunteer attends two training sessions and is assigned to an offender.

The volunteer recruitment system enables OAR to follow the volunteer through the recruitment system. Also the potential volunteer knows exactly what steps need to be completed to become an OAR volunteer. Given the structure of the system, it is easy to plan, and allows OAR to train new volunteers six times a year.

The orientation meetings are very important to OAR. Not only do they give the potential volunteer information concerning the OAR program, but they give OAR a chance to sell OAR volunteer work to the potential volunteer. These meetings have been very successful in retaining the interest of the potential volunteer. At least 75% of those who attend the OAR orientation meetings

complete training. The information given allows those who will not be able to meet the demanding requirements of an OAR volunteer an honorable way to leave the program at an early stage.

CONCLUSION

This article develops a case study of how marketing can be used to recruit volunteers and improve the image of a volunteer service organization. OAR has been quite impressed with the results thus far. To highlight the major accomplishments of market segmentation, OAR now is recruiting more volunteers of the appropriate kind, and is particularly impressed with the number of young black volunteers working in its programs. Until recently, this segment has been difficult to reach. The marketing orientation adopted by OAR has resulted in recruiting some 160 new volunteers, as well as improving the image of OAR in the Richmond area.

This case study of OAR demonstrates how marketing can be applied to serve nonprofit, non-business organizations which utilize volunteers as a major resource in achieving their goals.

FOOTNOTES

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3. Harold Wolozin, "The Value of Volunteer Services in the United States". ACTION, Contract #75-043-1044, (October 15, 1975)
4. David J. Barnaby and Gerald E. Hills, "Marketing Volunteer Social-Action Programs," Atlanta Economic Review, (March-April 1977), p. 25
5. Carla P. McLendon, "Volunteers in Corrections," Paper for Policy Review Committee, National Institute of Corrections, (March 30, 1977, p. 1)
6. Paul L. Weston, "Volunteers in Justice, Observations On A Movement," National Association on Volunteers in Criminal Justice, Inc. (July, 1977), p. 2
7. Paul L. Weston, "Volunteers in Justice, Observations On A Movement," National Association On Volunteers in Criminal Justice, Inc. (July, 1977), p. 1
8. Classification Office, Richmond City Jail, January 3, 1978

Appendix 1

OAR MARKETING MIX

<u>Target Group</u>	<u>Product Offering</u>	<u>Place</u>	<u>Promotion</u>	<u>Price</u>
Black male and female volunteers	Service to community; ability to help an offender; opportunity for self-actualization; gain exposure in correctional field;	City jail and courts	Black oriented, radio, newspapers, direct mail to middle class, black neighborhoods; black oriented TV and radio talk shows	Short training session; one hour a week contact with offender
White male and female volunteers	Same	Same	Television and radio, newspapers; group presentations; church groups, civic associations; television and radio talk shows	Same
Well-educated volunteers	Same	Same	House organs; CPA firms; businesses; direct mail to corporation presidents asking for help in recruiting volunteers.	Same

Appendix 2

PROMOTIONAL TECHNIQUES USED BY OAR, FREQUENCY OF USE, AND RESULTS OVER THE PAST YEAR AND A HALF

<u>Technique</u>	<u>Frequency of Use</u>	<u>Results by response</u>	
		<u>Recruitment</u>	<u>Image</u>
Television	6	Very Good	Good
Radio	8	Very Good	Good
Newspapers	7	Good	Very Good
House Organs	5	Fair	Good
Church Bulletins	2	Fair	Good
Group Presentations	12	Good	Very Good
Direct Mail	5	Fair to Good	Very Good
Guest Appearances:			
Television	3	Good	Very Good
Radio	8	Good	Very Good

Appendix 3

OAR RECRUITMENT SYSTEM

<u>One to Six Weeks</u>		<u>One to Five Weeks</u>		<u>One Week (2 Nights)</u>	<u>Two Weeks</u>	
Potential volunteer contacts OAR	OAR sends information chart pro- gram and orientation meeting dates	Potential volunteer phones to inform OAR which meeting will be attended	Potential volunteer attends one of five meetings	Potential volunteer completes at home training in volunteer manual	Volunteer completes training	Volunteer assigned to offender

If volunteer
appears not
suited to
OAR program
then special
interview with
staff is
arranged

Individuals
screened out
are asked to
serve with
OAR in another
way or referred
to more suitable
volunteer work

Turmoil at the Top

By Gretchen E. Stringer

Have you noted the way many organizations are constantly losing very active women? Have you ever seen women who are normally friendly, thoughtful people turn into absolute termagants to each other? Have you ever seen a group, all of whose members are truly dedicated to the organization, split over an issue that does not appear to be basic to the organization? Have you ever heard a woman say, "I simply have had it with women's groups, they are impossible!"? If you can say yes to any of these questions and have wondered why - perhaps this might shed some light on the subject.

My thesis is that the sex-role stereotyping of a woman as only nurturant, non-competitive, emotional and peace-keeping-in-any situation, is antithetical to the health of the volunteer world. There are situations, especially when a woman gets into management and administration of volunteers, when conflict and dissent must be dealt with in a positive manner and many women cannot handle this without feeling they are becoming less feminine. An understanding of the strength that is brought to any volunteer organization by the differences of its members is necessary, along with the recognition that to be feminine does not rule out being comfortable dealing with conflict.

Gretchen E. Stringer has been a leader and teacher in Girl Scouts at the local, regional and national levels and received their highest award for outstanding volunteer services. She is also a member of her local school board.

I. THE DRAWING POWER OF THE VOLUNTEER WORLD

A. It will not disturb the traditional pattern of housewife and mother.

The drawing power of the volunteer world for a woman who is "at home" is enormous. It can be fit into her regular day, without disturbing the pattern of the housewife. It is the only undertaking that can be arranged to fit around the schedules of her husband and his work, her children and their school schedules, and other family obligations. And it has the added attraction of the understanding that if a family emergency arises the emergency will have first priority.

B. It is accepted almost universally as a valuable use of a woman's time.

Volunteer work is also accepted by her family and the community as a good and necessary thing. There is not much disagreement that a woman involved in working for her church or working for her children's school, or spending her time helping to develop a project of benefit to her community is being a good woman. Here is a world that can co-exist with her defined world as dictated by the role stereotyping, the feminine

mystique. She can be warm and nurturing, as well as being able to expand and grow mentally and psychologically. She can continue to be a good wife and mother and also to be an effective volunteer.

C. It can be a method toward personal growth for the volunteer.

Expertise and growth can be achieved. While our woman is accomplishing these wonderful things mentioned above, there are side effects that are equally wonderful. She is probably gaining some expertise in a variety of fields. She is recognizing that as a wife and homemaker, and mother if she is one, she has developed skills in the management of people, materials, time and money. Through her volunteer training she is probably adding to these skills the techniques of group dynamics and delegation. Her circle of friends will expand and she will learn different people's styles of accomplishment. She will begin to accept that a good friend isn't always a good worker, and feel OK about that, too.

All of these experiences in the volunteer world will be personal growth for the volunteer, and it will be non-threatening to the feminine image she has of herself. She will set her own limits and her own horizons. It is an exciting prospect.

She will also find the attraction of being accepted as herself. This may become quite important to a woman who has found that she thinks of herself in terms of her relationship to her father, husband, brother or other male in her life. To be treated as a person with a mind and feelings recognized as unique to her can be heady stuff and worth all sorts of time and effort to retain. If she belongs to an organization from which she gets warmth, a friendly feeling, support and occasional recognition, she will probably become quite involved with that organization. So what this all adds up to is, in the case of many intelligent and

educated women, an extremely strong commitment to the volunteer world. As she becomes more and more knowledgeable of the workings, aims and philosophies of the organization, she will probably be willing to take on more and more responsibility for the managing of the organization.

II. AREAS OF CONFLICT:

And HERE is where the problem starts. NOW the areas of conflict will begin to become evident. There are four specific areas I will explore.

A. The conflict between the learned exclusivity of home and career.

The work that the volunteer is doing now begins to take on characteristics of a career. There will be more responsibility involved. A mother might need to get a baby sitter to insure that her volunteer job will get done. A wife might need to forego an evening with her husband to insure that she get to an important meeting. A daughter might need to re-arrange a visit with her parents to see that a project is completed.

Now her acceptance of the sex-role stereotyping may begin to be perceived as a double-bind. This double-bind says to the woman: you can have a career or you can have a home and family. It says: you can be a cold and calculating female or you can be a warm and nurturing female. It says: you can not be both.

Betty Friedan recognized that strange discrepancy of our lives as women and the image to which we were trying to conform, the image that she came to call the feminine mystique. "I wondered if other women faced this schizophrenic split." (page 7, the Feminine Mystique).

There are some women who have made careers in the social science fields working as and/or with volunteers. These women have accepted the double-bind philosophy and find nothing schizo-

phrenic in the juxtaposition of their home career with their job career. They are also unusual and exceptions to the norm.

This double-bind conditioning has been accepted by most of the women who are now serving on various community boards of directors, and in other positions of management and authority in the volunteer world.

These positions are demanding, rewarding, frustrating, exhilarating and have all the other attributes of many paid management careers anywhere. What these positions do not have in common with paid positions is: *(1) no one ever needs to take these jobs; (2) no one is ever forced to stay with a job; (3) the time that one gives to these jobs is defined by the person themselves; (4) there is no pay check.* Keep these points in mind, particularly when I discuss recognition later.

B. The conflict between woman and woman.

The security that the volunteer is feeling in her career is becoming stronger and stronger. When she is asked to take a position involving management of a larger scope she feels comfortable in accepting. Now she knows she knows her job, but many times she needs to convince other women that she is able. Sometimes this can be quite difficult and sometimes impossible.

In a study done on "women's bias toward other women", Dr. Kiesler concluded that "women recognize other women once they succeed, but not their efforts to achieve - prejudice which makes achievement difficult".¹ And in a panel discussion on "whether women vote for other women", one panel member said "Women are not generous to women", while another remarked, "so few women are elected to public office because women prefer that a man be elected rather than another woman because it was not they themselves being elected".²

Many times women who become involved at the management level

in the volunteer world have more energy than most. The field of voluntarism has become a training ground for many intelligent, energetic women: women who have the ability to combine being a wife and raising a family with a life work of some magnitude. This knowledgeable volunteer, being a woman, has learned many behaviors which hinder her in the management field.

C. The conflict between woman and organization.

She knows her background and the skills and knowledge she has gained. She puts great stock in this knowledge and experience. But she has not learned that the competition between one person's ideas and another person's ideas is healthy; that the idea itself must be judged and not the person who presents it. And since she has the energy and the intelligence and the will to pursue her point, many times this very volunteer will become a "fighter". She will fall into the trap of the ignorance of certainty. This is the lack of information (in this case information behind another's idea) which makes one "bold to assert that we see the truth, pretty much the whole truth, and discard anything which is not the truth. It appears to be a human trait that our certainty is inversely proportional to our knowledge - that is, the thinner our information is, the surer we are that we're right and more viciously will we defend our position and the more fiercely liquidate deviationists...preferably with suitable torture".³

Another factor that will often add to the turmoil is that "the strongest element of commitment may not be in the end itself (which may be...wholly acceptable to any normal person) but in a belief in the efficacy of the means pursued".⁴ The insistence on one method over another method to achieve goals that may have been most harmoniously agreed upon can become ludicrous among any managing group who have not learned a tolerance for dissent.

And when the dissent becomes abrasive, the organization will lose its best trained, longest tenured volunteers. Because of the conditioning that has left many women unable to deal with conflict, they will resign rather than continue to "fight". To fit into the sex-role stereotype of a "nice girl" or a "good girl", female children are encouraged to share their belongings; urged that "nice girls don't fight" even if the fight is to protect an idea or possession that is dear to her. *"We women... are the mediators and placators in our society. We have been trained to avoid conflict at all costs".*⁵

Sometimes when the disenchanted volunteer leaves her organization, she may be so upset that her bad feelings extend to all volunteer organizations. So she takes a paid job and is lost to the volunteer world completely.

Sometimes, not only does the one disenchanted administrative volunteer leave the organization but she takes a whole group with her. She has been so persuasive in defending her point that the organization has split into factions. Then you have a complete shift in the organizational government. Then you have a management organization that has "come to the 'point of government by continual take-over'". This has led to the decay of their corporate political structure, which is needed to produce a growing organization."⁶ And you have an organization in trouble, not only now but in the future.

D. The conflict between the various concepts of business management and volunteer management.

Before I discuss some possible solutions to these problems, I would like to mention another conflict that I think is pertinent to this discourse. It is the difference in the concepts of business administration and volunteer administration. Although I perceive many likenesses (i.e. people work well if they are motivated properly; people work well if they are involved in the planning; people work well if they are rewarded appropriately...to mention

a few), there is one great and grave difference that needs to be illuminated. Voluntarism must accept the fact that volunteers will only volunteer as long as they are comfortable and pleased about what they are doing...and no longer. Volunteer administration rests on the fact of there being volunteers to administrate. If there are no volunteers, the field need not exist. And no one must volunteer.

Recall the four points of dissimilarity between paid and not paid positions listed formerly. That is why this problem is so serious. The solutions I suggest are basic to the field of volunteer administration.

III. SUGGESTED SOLUTIONS

A. Training in the skill of assimilation.

One solution is to be sure to include in the training of both the volunteers and the staff the skill of assimilation. That is the ability to put diverse theories and feelings together and the concept that differences of opinions and ideas are to be expected. The idea that disagreements in theories are strengths, rather than weaknesses to be hidden, is of paramount importance. "Far seeing sociologists even propose that multiplication of these disagreements contributes to stability of the overall enterprise".⁷

B. Recognition by administrators of volunteers of the deep strength of the volunteer's commitment.

Another solution is the recognition of each and every volunteer as a person of worth and integrity. If there is even a shade of feeling in an administrator of volunteers that the only person you can really count on to do a job is a person that is paid to do the job, that administrator will have troubles. A committed volunteer is absolutely committed. She can be counted on to do her job come what may. If an emergency arises, many times she will arrange to get help so her job can be completed. The recognition that this is an expected action is

a most important part of the solution.

C. Recognition by the volunteer of the validity of her own needs.

Recognition in the manner of awards, ceremonies, and gatherings of any kind honoring the volunteers is, of course, an extremely important facet of the volunteer world. This has been realized for many, many years. The point I would like to add here is that the recognition by the volunteer herself of the rewards that she is receiving from working in the volunteer world is paramount, especially when she has become a part of management. The fact that she, herself, is growing is, as I have mentioned before, of utmost importance. Added to the equally energetic and dedicated people she is meeting and the broadening of her personal horizons - these are the rewards that are available in the volunteer world. And the volunteer must be conscious of this and recognize the validity of her need for rewards for herself.

D. Retraining of volunteers in effective characteristics.

In speaking of personal characteristics that have held women back, a group of women executives when asked what they thought were women's chief hang-ups on the job answered:

*"general sensitivities, which women find harder to submerge than men
....emotion and jealousy"*

"over-sensitive reaction to situations, tendency to become defensive"

"many women are not tuned to delegate responsibilities"

"they feel they have attained their goals through sheer 'guts' and will not give up the reins"

"a false impression that speaking up or taking a leadership role will be considered unfeminine"⁸

Training in the recognition of these characteristics as ineffective and hindering to the development of administrative skills is extremely important as a solution to the problems with which this paper deals. So many of the problems that have been mentioned earlier are precipitated because of these characteristics.

E. The acceptance of the "continuous conflict" way of doing business.

I mention again the importance of the acceptance of the "continuous conflict" way of doing business as a major part of the solution. "Management must learn to set up an organizational scheme which will serve as a principal means for the articulation and protection of differences....This can be done by promoting free discourse in dealing with the strain and conflict involved in the shaping of management opinion.... Order in a free society requires that diversity and partisan differences be accepted as culturally legitimate".⁹

One national volunteer organization has at least three paid administrators trained in both the volunteer and business fields whose job it is to go to local organizations in trouble - defined by an immobilized board of directors - to help them out of their difficulties. This solution is a stop-gap. It is crisis management. Only when it is followed by the local organization accepting some of the above solutions can it be effective.

The initiation of a course in conflict management as a part of the complete training of an administrative volunteer is a definite must.

When the volunteer world can offer the same training to its management that the business world now offers to business management, we will find fewer and fewer cases of turmoil at the top.

FOOTNOTES

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- 3 The Ignorance of Certainty, A. Montagu & E. Darlin, XIV
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- 4 "Two Principles of Human Association:", Lon L. Fuller, p. 7
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- 6 The Innovation Ethic, Robert Kirk Mueller, p. 27,
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- 9 The Innovation, Ethic, p. 81

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VOLUNTEER CAREERS AND SKILLS DEVELOPMENT

By Herta Loeser

This article is on one particular and very utilitarian aspect of voluntarism, namely its usefulness for career and skills development by the volunteer. But in order to maintain perspective, I think it is important first to look at it with a wider-angled lens.

Volunteering's greatest assets are its versatility, flexibility and adaptability.

Many people volunteer out of a desire to serve others. As Albert Schweitzer put it: *"One thing I know; the only ones among you who will really be happy are those who will have sought and found a way to serve."* Nor is "service" in this sense a narrow concept. It includes such activities as advocacy and citizen participation and self-help groups.

Others volunteer to get out of the house, to meet people, to while away time. They may be satisfied to do "busy work".

Still others volunteer to learn, to better themselves, to acquire skills, preparatory to entering or reentering a career, paid or unpaid.

Volunteering is flexible, in that it allows the accomplishment of one or more of these objectives on a part time basis, or an intermittent basis between other major commitments, and in many different kinds of surroundings - inner city to exurbia, in an institutionalized environment or by solitary field work.

Volunteering is adaptable to the changing needs and moods of society and of individuals in it. It can be used for experimentation with new ideas, where other forms of untried activity might be wasteful. It can accommodate to economic and social cycles.

Volunteering offers virtually unlimited interactions and shadings of all of these (and many more) possibilities. The richness of its offerings is enormous.

I back off in this way from the topic, in order to be sure, first that no one has the idea that volunteering must be skills and career oriented, and secondly, to face the charge that so selfish and utilitarian a use of volunteering as is implied in the topic constitutes a misuse.

I personally believe strongly in Albert Schweitzer's link between happiness and service to others. But I have always recognized that this link is a two-way street: there is altruism in serving, and there is the selfish motive of seeking personal satisfaction through this altruism. Bluntly: the most noble and "unselfish" service volunteer gets a big payoff in personal satisfaction.

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I have been asked by volunteer directors what they should do with people who blatantly state that they are volunteering for career purposes of their own. Should they sign them on or send them home? I have no doubt when I respond: "By all means sign them up". In the first place, many of them are simply more honest than those who would rather not mention their selfish purposes. Moreover, they are likely to be motivated people who will perform well, given proper assignment, and good supervision and guidance. Who knows, they may like what they are doing and become veteran volunteers. But if they do not, the odds are the agency will have "gotten its money's worth" anyway.

Just as there are many paid workers whose principal reward comes from serving others, so voluntarism in its vast versatility can - and should without apology - accept the volunteer with purely personal betterment motives. The agency involved, in addition to getting free and competent service, fulfills a needed and useful societal function in training or retraining a person to whom that training is vitally important. We are passing through a phase where people strike more openly for personal goals and satisfaction. The pendulum has swung far from the idealism and radicalism of the 60s. It will swing back again, but in the meantime voluntarism must continue to be adaptable, and that means volunteer directors themselves must adapt to the changing nature of the available volunteer pool. Personal moral judgments are out of place.

With this perspective, I want to look at the use of volunteer activities for the purpose of developing the skills and career objectives of the volunteer. I have in recent years become very interested in this subject for a very practical reason, i.e., the large number of people, particularly women, who for economic or personal reasons must have careers, but who need a bridge experience between their years of homebound lives and the working world. Volunteering, properly structured, can be that bridge.

I will deal with the subject by describing in some detail PROJECT RE-ENTRY, a program which was carefully designed by the directors and the staff of the Civic Center and Clearing House in Boston to facilitate such transitions on the part of mature women, and which has proven its worth in practice. This specific experiment lends itself well to adaptation and it is possible to generalize from it to the many other, related ways of developing career skills by volunteering.

PROJECT RE-ENTRY combines individual and group counseling with field experience, principally volunteer internships. It is a strictly structured program for women over 35. We require a commitment by the participating women for a full academic year and a minimum of 20 hours a week. After two months of counseling, each participant is matched with a carefully selected volunteer internship. The women receive highly individualized attention and they have a rich variety of possible volunteer intern placements to choose from. A legal agreement must be signed between the intern and the "employing agency", to help avoid misunderstandings and possible exploitation.

Of the first 35 women, each of whom started out very uncertain as to her future, all but 6 are presently settled in new lines of endeavor. The majority are working in paid jobs, either part or full time. A surprisingly large number were offered paid jobs in their places of volunteer internship, a pleasant but unforeseen development. Six are volunteer professionals in a field of concentration that PROJECT RE-ENTRY helped them select. Of the 3 women training with hospital volunteer coordinators, one has since changed over to paid staff.

Laura R. had been a secretary, tutor and a librarian before she got married. Now her family is grown and she wondered what other kinds of jobs would be available to her. What could she do? Could she even find a job? When she joined PROJECT RE-ENTRY, she chose an internship handling consumer complaints in a bank regulatory agency. She discovered quickly that she could transfer her skills to an entirely new field with much more growth potential. As her self confidence increased and she proved herself to be an extremely effective ombudswoman, she was offered and accepted a permanent part-time job with the banking commission for whom she worked as a volunteer intern.

Fifteen years ago Mrs. D. graduated from the University of Iowa, an education major. Today teaching jobs are scarce. As a PROJECT RE-ENTRY intern in the community relations department of Boston's public transportation system, she gained up-to-date working experience in promotion and production, became an expert on bus scheduling and has since been

hired as a paid consultant in the field of her new expertise. She has been able to make the transition from teaching to business through a successful volunteer internship.

Mrs. J. last worked for a salary 25 years ago. Family circumstances were such that she needed to leave her many volunteer activities and find a paid position. She chose to do a stint in the function department of one of Boston's large hotels. As a direct consequence of her volunteer internship she has been hired by a hotel on Cape Cod for the summer season.

Mrs. G. had been a social worker. She was unclear as to how she could use her special training and skills in the corporate world. As an intern in the personnel department of a large bank, she has been able to adapt her counseling, coordinating and planning skills in a business environment. She, too, has been asked to stay on as a salaried employee to work on an Equal Employment Opportunity Compliance Review. Her new expertise is in great demand today.

Mrs. N. threw in the towel, mop and gourmet knives when she came to PROJECT RE-ENTRY for help. After years of motherhood, broken up with stints of volunteer work and endured with the creative stimulus of freelance writing, she decided she would rather work outside her home and came in search of new avenues in which to employ her writing and organizational skills. Mrs. N. commuted some distance to Boston where she enjoyed an internship in the advertising department of a large department store. She found this was a field in which she could be successful. However, the conflict of commuting and maintaining a home and family has proven very difficult in her case. Mrs. N. is reevaluating her decision to look for paid work at this stage in her life.

Mrs. T. now says she should have listened to her physician husband when he told her she'd be "bored stiff" if she didn't have any interests outside the home. Nearly 15 years later, the 35-year

old Sherborn woman is working in public relations at the Elbanobscot Environmental Center. The mother of two sons ages 8 and 10, Mrs. T. discovered she was "terrified" at the thought of their growing up and not needing her. Mrs. T. grew up in Cleveland and was married a year before she graduated from Western Reserve University with a B.A. in English. Her husband was a medical student at the university. She worked at different clerical jobs, but "there was nothing I liked doing, nothing I even wanted to return to". The birth of her first child in 1966 was followed by moves from Baltimore to Montreal to Boston, so Mrs. T., says she "never had a chance to really get established in one thing". She volunteered in schools for her children, and she played tennis and rode horses. But none of these outside activities really fulfilled her. Her husband and sons help her with meals and the household chores normally reserved for her. Mrs. T. is thinking of attending law school, and her husband has encouraged her to go. Mrs. T. says: "You lose your perspective when you're at home... you don't understand that people change jobs, have different careers and that you can go back to work."

The support which the women give each other is very strong and important. They come to regular PROJECT RE-ENTRY meetings while in volunteer internships, to discuss and evaluate what they are doing. We have hired one of our interns as a volunteer in our office.

"Volunteer Internships" are a very special kind of volunteer work. They require specific goals, careful structure and very close supervision both by the "employing agency" and by PROJECT RE-ENTRY staff.

A detailed 34 page report of the first year of operation of PROJECT RE-ENTRY has been prepared and is available on request (see footnote, p.17). In the report the content of the counseling sessions is discussed in some length, as are evaluations by staff members, supervisors and the interns themselves. It also contains a sample of the contract between intern and "employing agency". At present, no formal contract exists between interns and the Civic Center and Clearing House Inc.

To anticipate some other questions which may arise: 1) to-date we have encountered no problems, whatsoever, with regard to any unions; 2) occasionally interns locate their own internship either by serendipity or through personal connections, and interns sometimes put us in touch with good placements for a fellow-intern; 3) staff time is hard to measure. Both directors of the Civic Center and Clearing House spent considerable time getting the project off the ground and continue to keep in very close touch with its progress. At least two other staff persons spend the major part of their time and energy on PROJECT RE-ENTRY; and, 4) without doubt, non-profit organizations are most responsive to the volunteer internship concept. We often go to the top or to the most flexible person we can identify in a corporate setting. Small firms seem to work well with PROJECT RE-ENTRY interns.

PROJECT RE-ENTRY has been joined by a companion program for men interested in career change. We perceive a fast growing need among men, many of whom are profoundly affected by changes in our society and are consequently reexamining their work, their life-styles and their motivation for doing what they have been doing most of their lives. PROJECT NEW ENTRY is experimental. It remains to be seen whether society or the men themselves are ready to accept the volunteer internship concept as a useful tool to reschool and redirect men. The program is directed by a volunteer, a man who has himself retired early from a full professorship at MIT in order to gain some totally new experiences. We want to work with men who are employed or self-employed or unemployed. Hopefully they in turn - as well as our "re-entered women" - will become catalysts for much needed social change.

Volunteering offers infinite opportunities for enterprising individuals and for society in this time of re-appraisal of work and life-styles. Intelligent anticipation of the shape of things to come requires, in my opinion, that we look ahead to the future and think about opportunities for experimentation and innovation. Volunteerism can and should play a vital part in our efforts to work towards a "Future Without Shock".

NOTE: The report on PROJECT RE-ENTRY may be ordered from the Civic Center and Clearing House In., 14 Beacon St., Boston 02108. \$5.95 ppd. Checks must accompany order.

The report was written in the hope and expectation that others will want to adopt the program and adapt it to the needs of their community and constituents.

Situational Relationships Between Community Volunteers and Mentally Retarded Children

By Carol L. Patterson and Frank J. Weed

This study is about how adult volunteer workers orient and structure their interaction with children who for various reasons display the type of deviance that has come to be known as mental retardation. Mental retardation elicits rather extreme reactions from the average individual as well as engendering equally extreme social policies where society as a whole is concerned.¹ The average person's initial confrontation with children who display gross physical deformities and bizarre behavior is often one of shock or repulsion and the individual usually has little intellectual preparation for understanding the child's actions. Many of these children look damaged or deformed and their movements are sometimes grotesque. Sometimes speech is distorted or non-existent, so that interaction strategies habitually employed with children may seem out of place and uncalled for in this situation. Nonetheless, people do serve as volunteer workers in community-based school programs for the mentally retarded, and they interact on a regular basis with severely and profoundly retarded children.

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Frank J. Weed is an Assistant Professor of Sociology at the University of Texas at Arlington. His research has been primarily in the area of public welfare bureaucracy.

The purpose of this study is to examine how volunteers manage this interaction. The different interaction strategies which the volunteers themselves work out are identified and compared, and an attempt is made to judge the implications of these strategies for their relationship with the child.

Modes of Action for Volunteers

The volunteers are seen as formulating an image of themselves as volunteers, and then imputing to that image certain responsibilities. The process of formulating the image implies the utilization by the volunteers of various social orientations found in the school situation itself and also in the culture of the community at large. In trying to understand the social actions of volunteers, an attempt has been made to reconstruct their interactive role. The social role of volunteers is sufficiently diffuse and vague that individuals must come to grips with whatever expectations they think are salient and apply these to their actions so as to arrive at an interactive role of their own.

The volunteers' interactive role can be analyzed by attempting to ascertain the volunteers' (1) *action orientation*, i.e., the set of consequences the actor hopes to achieve through the activities in the situation (Stebbins, 1975:7); and (2) *role identity*, i.e., their imaginative view of who they are in the particular situation, and how they think others perceive them (McCall and Simmons, 1966:67).

The initial focus of the research was on the volunteer-child relationships in the school setting. It was not anticipated prior to the field work experience that the volunteers' relationships with others in the social setting would figure so importantly in their actions involving retarded children. It was found, however, that the influence of the retarded children themselves was surprisingly subordinate to the influence of other relationships which volunteers established and sustained in the situations. The variation in how volunteers learned to interpret their actions in the situation was classified into three different categories of interactive roles (see McCall and Simmons, 1966:67).

The first interactive role that is readily identifiable we have called the self-styled professional and may be observed in the volunteer's orientation to the professional community or staff as well as with the retarded children. The definitions constructed by volunteers are based on the social definition used by the professional community rather than definitions that might emerge out of the direct volunteer-child interaction. Interaction with the child is typically structured around pragmatic goals and academic/treatment rituals.

The second interactive role is called the altruist, and may be observed by their orientation to home and family and traditional humanitarian norms (sensitivity, high regard for the interests of children generally, kindheartedness). On the basis of this class of definition, more direct relationships are constructed with the retarded child himself.

The third interactive role, the community group member, may be observed by the individual's orientation toward their relationship to the community groups of which they are members. On the basis of this class of definition, more direct relationships are constructed with other community group members than with the retarded child.

These three categories of interactive roles will serve as a framework for a more detailed look at how volunteers reacted to specific situations with retarded children.²

Field Method and Research Sites

The present study evolved over a two year period in which the senior author participated regularly in organized volunteer work with mentally retarded children who were enrolled in either of two local

educational programs. Both these programs were pursuing accreditation (Accreditation Council for Service to Mentally Retarded and Other Developmentally Disabled Persons) during the course of this study, and therefore maintained the required schedule of volunteer service activities, coordinated by full-time staff personnel. In addition, the Accreditation Standards caused both programs to have similarities in activities and programs for the children.

Site One: The State School Program

This study began in a neighborhood school staffed by the nearby state institution to comply with the "least restrictive environment" requirement for the JCAH Accreditation Standards (1973). This particular school facility is located in an older residential area of the city. It consists of eight classrooms, averaging approximately 20 x 20 feet and groups around a set of central offices and an adjacent hallway. Approximately 50 students and 20 staff persons occupied these premises at the time the study took place. One of the expressed purposes of this new smaller facility is to make the school experiences of mentally retarded children approximate the school experiences of their normal peers, i.e., "normalization".³ Therefore, the school's fifty students circulate among teachers and classrooms for a scheduled series of structured academic activities.

Each student in the program is required to have an "individually adapted program plan," meaning that his day is divided into a series of academic, social, and physical skill development activities. It is necessary for many of these activities to proceed on a one-to-one basis, and here volunteers are scheduled to work individually with students on a specific task, or with small groups of students for group activities.

Site Two: The Local Community Program

The second school program is located in a larger facility not far from the downtown area of the city. The facility houses psychiatric, pediatric, and dental clinic offices, as well as the offices of two local volunteer associations, numerous classroom areas, meeting rooms, a board room, a small library, and an auditorium cafeteria. The "snack bar" occupies the heart of the complex, and is decorated like a tearoom. These students, however, accomplish the major portion of their

curricular tasks in one large classroom with one or two teachers, working various "interest centers" about the room. Their schedules include excursions to special areas of the building for physical or speech therapy.

The volunteer program at this school claimed at the time of the study approximately 275 persons. They were divided according to their preferred tasks into tour guides, teachers aides, and snack bar workers. One volunteer said she had heard that the school's snack bar was "the most prestigious place to do volunteer work in the city".

Volunteers that actually work with children tended to work regularly and with one teacher. When volunteers chose their classroom assignments they also chose to interact with a small group of children, and they identify themselves specifically in terms of these groups -- "bigger multiple handicapped kids", "the babies", "this nine year old group". At this school the volunteer was provided with a choice of clearly specified positions, as opposed to the simple invitation to "dive in" offered by the staff at the state school program.⁴

Self-Styled Professional as an Interactive Role

Volunteers that take on the perspective of the self-styled professional often have had professional or semi-professional experience in child care or child welfare programs. Sometimes their experience involved work with retarded children or children classified as "learning disabled," "neurologically impaired," or "emotionally disturbed". Some of the volunteers in this group had or planned to have degrees in special education, elementary education, psychological, or social work. However, this does not mean that educational specialization is a necessary prerequisite for having the self-styled professional viewpoint.

The action orientation typical of this group includes a view of the volunteering activity as an opportunity to develop "professional skills" that are conceived to be an inseparable part of the volunteer himself, and assumed necessary for his own personal well-being. Working in this capacity with retarded children, according to a longtime volunteer with a B.A. in special education:

...fulfills the need I have always

had to teach. And it's selfish I guess, because this way you get all the advantages. I get to take the good parts, the positive aspects, and leave the responsibilities of keeping track of attendance and milk money. So it feeds me.

Patience, persistence, and tough-minded seriousness are all valued from this perspective, and the development of these qualities are the focus of particular individuals. Professional staff themselves are characterized by the volunteer as placing high value on these attributes:

When I first came I thought, well, I'll just love them. But Margaret (a classroom teacher) told me, "You have to let them know you mean business and you're not here to just entertain them -- you're serious". They had to learn to respect me and learn from me. So I got a little tougher.

Volunteers identify themselves as competent and efficient in moving small groups of children through a structured sequence of curricular tasks. Some volunteers express the idea that they appreciate the staff "having things all laid out for me to do step by step". Other, more experienced volunteers, who have taken the responsibility for some particular portion of the curriculum, welcome the opportunity to personally structure a scheduled part of the children's academic program. This excerpt from the field notes is illustrative:

Margo has a degree in special education and thinks of herself as having professional skills. She does arts and crafts with the older orthopedically handicapped kids.... She likes this position better than the others because it's "less structured" and she is "free to experiment". She appreciates the fact that "the teachers give me free rein."

For the self-styled professional it is important to accumulate as much knowledge as possible from the professionals about each child -- their type of retardation and accompanying handicapping conditions, aspects of the pre-determined developmental plans, and the expectations which professional staff hold for the progress of each child. This knowledge of differences between children is perceived as being responsible for the personal rewards

of volunteer activity itself, because it allows the volunteer to see the effects of the program on the children's abilities. Furthermore, these perceived individual differences are taken into account by the volunteer when interacting with a group of retarded children:

I guess I've always been fascinated with the process of learning and teaching -- the infinite number or different ways kids learn. Some children really need firmness and others -- like David -- he'd fall apart if you said a harsh word. I guess it's the challenge, mainly, of getting through to so many different children in different ways.

Certain situational factors, specifically a sequence of events in which children fail or refuse to perform scheduled tasks, leads volunteers that hold this viewpoint to describe the situation as "frustrating". A child's non-cooperative behavior, especially when the volunteer knows that alternative behavior is available to the child, is interpreted as a test of one's patience:

I used to get mad when they do things over and over. Like Brenda, she will wash (her hands) and wash and lather her arms and the whole sink and then use ten paper towels and take forever. And she'll look at you like "I'm going to do this whether you like it or not". It used to make me so mad because she can't talk but she understands and she knows right from wrong. And John can feed himself (child with cerebral palsy) but it takes him so long to get the spoon up and then it dribbles all over him. Sometimes I'll say, "Look, John, look at Jamie feeding himself -- you can do that, too". And he'll try for a while but I think he would rather I do it for him. He'll be the last one if he doesn't have help and I think he knows it. He'll never be able to do that much for himself but he has to begin to learn.

The self-styled professional volunteer's perspective includes a particular view of retarded children. The child is typically identified as competent and capable of certain tasks, although their actual abilities and skills may differ from those of their normal peers. The retarded children are presented to an outsider as appealing in terms of what they can do, although slowly and with a lot of help:

Andy can (now) tell his right hand from his left and that's a real big thing. You have to learn that these children do learn, they do progress, their lives are not futile.

Within this self-styled professional viewpoint, retarded children are identified as children who are in need of, and who profit by, professional attention. The idea that retarded children could be made to perform better if more professional help was available is often expressed:

Robby is not verbal, and you can't do much with James, but Johnny has a brain and it's terrible to leave him that way...You could get Robby to do things though, he is aware of other people. If people had the time to spend with him.

In response to probes about what they expect from the children, volunteers say that these children will perform well in academic and treatment situations if they understand what the professional requires and if the professional lets them know he expects such appropriate performance. One of the expectations of this orientation is that the child, if left alone, would resist all opportunities to learn, therefore they must be taught everything.

The interactive role includes the volunteers' perception of what the children think of the volunteer. When asked, the volunteer thinks he or she is identified by the children as an authority figure with the power to require certain behavior and cooperation from the children. The volunteer believes that in the children's minds the volunteer is another teacher, specialist, therapist, one of the many other professionals on the scene:

They must think of me as some sort of authority because when I tell them to calm down or be quiet, they usually do.

Janice thinks the children see her "as a teacher". She doesn't think they have more than two categories for female adult -- teacher and mother. "They know I'm not their mother so I must be a teacher".

Volunteers often indicate that the professional attitude, particularly the task orientation characteristic of it, may appear callous to the uninitiated. Firmness and a persistent concern for the children's performance, however, is learning to care about what they learn.

These tiny ones have to be trained to work. Often their parents protect them. They often don't like it when they first come. Like Mark, he's new and a little fussy... He never wants to leave his mother, but he'll get used to it.

The role-identity, then, from this perspective involves a push for performance. The retarded child will be encouraged to accomplish certain specific curricular or treatment goals. These plans are justified by a concern for demonstrable change in the child's behavioral ability or handicapping condition. Resultant interaction based on this interactive role is likely to be structured interaction with the volunteer carrying out treatment plans designed by the professional staff, and the child's appropriate performance of these tasks is the criterion of successful interaction for the self-styled professional volunteer.

Altruist as an Interactive Role

Volunteers who espouse the role identity of altruist often tell of their long-standing personal involvement with and affection for children in general. They have always "loved to be with children", though the children to whom they refer are likely to be their own children or grandchildren or those of a neighbor rather than handicapped children.

Family activities of one sort or another seem to figure importantly in the orientation of volunteers in this group. Often the volunteer activity itself is to some degree a family activity, and husbands, wives, and children are involved as well. The approval of family and friends is highly valued in the context of this class of definition, and is considered both a source of pride and necessary to continued volunteer involvement.

Positive attitudes toward volunteer work with retarded children are expressed in terms of the value it has for the volunteer's relationship to his own family, and the appreciation they have for their own normal children. As one volunteer put it:

I was working with children a year or so older than Jim (her 5 year old) and I learned the sorts of thing he should be learning to do. I love my little boy but I love him most on Wednesdays. I can't do enough special things for him. I'm so thankful that he's all in one piece. He'll have problems but they're not of this type.

Warm-hearted tenderness, compassion, responsiveness, and sensitivity to children's affective needs are all valued from this perspective. Volunteers consider the staff to value these human qualities as well, although the staff is perceived as not having sufficient time to give to each child. The volunteer worker then, brings affective capabilities to the setting which complement professional expertise.

Role identities common to this group are that of a benevolent humanitarian or a kindhearted friend. Volunteers think of themselves as naturally affectionate, sensitive, and capable of supplying emotional support and sympathetic personal attention. Volunteers with this role identity are observed to be accommodating and non-coercive:

Chrissy toddled right to Martha (a volunteer) upon entering, a preference which was noted by the teachers and seemed to please Martha. Martha hugged and talked to her and got her busy with shaped block boxes. She seemed to be interested in letting Chrissy figure the puzzle out for herself. (field notes)

Volunteers think of themselves as more sensitive than most people, and as caring about each of the children individually even if they aren't the "most appealing" children around. As one volunteer put it:

Some of the profoundly and severely retarded kids we get can't communicate. That would stop some people. They say, "Here's a kid who's ten years old and can't read," and they just stop. Well, you just say, "So he can't read, and he can't communicate", and you just go on. You have to see the child and not the fact that he's got problems particularly. You just treat them like any other child. It takes a kind of sensitivity, but not more than average - - well, maybe a little more than average. I think you could work in the snack bar and not have much. They just want to make a contribution. But when you work with the kids you have to be sensitive.

Volunteers also seem to think of themselves as able to reach even the most difficult child with affection. The following field notes provide an example:

(The volunteer) talked at length about Marvin, a big husky boy who often wandered away and around and had to be reminded to sit down a lot. She said Marvin didn't openly demonstrate affection but that in the lunchroom one day he had pulled his chair over to sit next to her. Sometimes he would lean up against her or just put the side of his leg against hers, "like a cat", which she interprets as a need for physical contact and a demonstration of as much affection as Marvin is capable of. This response means a lot to her.

Certain situational factors lead the volunteer to believe that an especially sympathetic and tolerant approach is called for. Frequent suspicions about the amount of personal attention given children in their homes in comparison to their normal siblings seem to justify an extra measure of indulgence on the part of the volunteer when children cry, misbehave, or are demanding. This identity was expressed in several ways by volunteers participating in this study:

They need people more. They need extra attention, TLC that they possibly don't get at home.

They make you want to do more for them. You want to help them. And they seem to appreciate it. They want you to say something to them. They like for you to brag on them.

Included in the interactive role is the volunteer's perception of what the children think of him. These volunteers tend to think they are identified by the children as a personal friend rather than as a professional or authority figure. The appearance of the volunteer sometimes represents a respite from the formal learning exercises of the child's school day. Volunteers making use of the altruist perspective say the children think of them as a "playmate" or "someone to play with and talk to". Professional staff often support this view of the volunteer as an object of affection, to the obvious pleasure of the volunteer.

The volunteer, in a self-justifying fashion, sees himself as providing the emotional support, personal interest, and affection that all children, and specifically retarded children, are understood to critically need. The interactive role from this perspective involves non-authoritarian, non-coercive interaction often with one child at a time, or one small group of children. Whereas the volunteer making use of a self-styled professional definition of the situation comes to the setting to work with a

class of children which includes Bobby, Jennifer, and Scott, the volunteer using an altruistic definition of the situation comes to the setting to play with, visit with, or see Bobby, Jennifer and Scott.

Resultant action based on the above interactive role is likely to be less structured interaction, or interaction that derives its structure from the child's choice of activities. There are fewer restrictions established and the volunteer makes attempts to acknowledge his perceptions of the child's preferences, fears, and idiosyncracies.

Community Group Members as an Interactive Role

Individuals in this group often have been involved for long periods of time in the community activities of various civic clubs and service groups. A long-term plan for service activity is often contingent upon the placement arrangements made by the organization with whom the volunteer is affiliated. The organization's officers have the responsibility for deploying members to designated community programs. Therefore, future plans characteristic of this orientation sometimes involve volunteer work in programs other than those serving retarded children.

Community group members sometimes view volunteer activity as an opportunity to make compensation for the personal, social, and material success that they perceive themselves enjoying. For example:

Marion says the activity for her is a "way to give back" what has come easy for her. She feels that life has been good to her. She has a successful husband, plenty of money, three children she seems to share a lot with. She is convinced that the (retarded) kids give her more than she gives them.

This view of the value of volunteer work with retarded children as a medium of exchange or as a way of "balancing the ledger" was expressed in this way by another volunteer.

I see this as paying my rent. People have done kindnesses to me. Maybe I can do for somebody else.

Role identities common to this class of definition appear to be that of a concerned representative of the general public, with no particular special preparation or skills for working with retarded children except those learned in the volunteer situation

itself. However, enthusiasm, dependability, and organizational capability (i.e., resource and personnel management, public relations skills, contacts with influential persons) are all valued in this perspective. The following notes are illustrative:

Jan is an accountant by training. She says she had absolutely no background for her work here with the children. "I'm not special. I'm just John Q. Public." She said she never wanted to be a teacher, never had any education courses. "I never wanted to be responsible for a whole group of children, never wanted to be responsible for molding the character of young lives. I was scared at first. But when I had the opportunity for this placement I jumped at the chance -- to please him (father-in-law who founded the center) as much as anything else. And then it was the ego trip I guessIt's really an ego trip though because they (the children) -- see me and their faces just light up."

Volunteers employing this role identity do point out that working with retarded children is not a suitable volunteer activity for everyone. Volunteers relate experiences with other members of their groups who are not as successful with the children as they:

(The volunteer) said she had some friends who had tried it and said, "I'm sorry, I just can't do that". She thought they were "perfectionists and couldn't stand things to be out of place. This girl worked in the lunchroom and you know how that is". ...She said that many of the girls in the club with education degrees and teaching experience requested placements that didn't involve children and she couldn't figure that out since "that's where the greatest need is. It seems that if you have enough commitment to do volunteer work in the first place that you should go where the greatest need is."

These past definitions of situations and goals lead to an action orientation which differs from those of the self-styled professional or altruist classes. From the viewpoint of the community group member, their action orientations consist of carrying out scheduled plans, either individually or in a group. Sometimes these plans involve assisting in some way with regular classroom activities. Sometimes they consist of bringing

special treats (such as food or toys) to the children, or accompanying them on an outing. The plans often include the participation of group members who are less active in the school's volunteer program, but who are known to group members and staff as persons who may be counted on to help take the children on a field trip, or assist with a holiday party.

From this perspective, retarded children are identified as children who are disadvantaged by the limited opportunities available to them for fun and entertainment. Retarded children, in this context, are children who are understood to be less capable than others of organizing their own everyday experiences. Furthermore, for the community group members who work less frequently, the retarded children may be expected to behave in ways which pose problems of manageability and control. It is anticipated that the children will wander off, or get into trouble if they are not carefully watched, and continuously accounted for. Where younger children are involved, the expectation is that children need to be protected from "people who might not understand". Where older children or adolescents are involved, the issue of sexual behavior becomes important. One volunteer, for example, complained to the researcher on the telephone about the problems of organizing parties. She said the parties lasted too far into the evening, and that when it became dark outside couples were apt to wander away and sit on the benches in the dimly-lit courtyard. A more explicit expression of this expectation was provided by another volunteer, who said:

Well, they don't internalize the kind of restraints on sexuality that the rest of us do. They behave like animals. It was nothing to find a couple of them slipped off behind the building just getting it on, you know.

Included in this interactive role is the volunteers' perception of what the children think of them. The volunteer tends to think he is identified by the children as a fairly impersonal functionary, in contrast to the intimate friend or professional/authority figure identity particular to the other types of volunteers. The child is thought to view the volunteer as someone whose presence is necessary for either a special event or a diversionary bit of fun. This instrumental identity of the volunteer was expressed by one volunteer as follows:

I'm just a lady that reads -- they get to leave the classroom. Keith recognizes me as one who takes him out of class. I think they think it's fun to have someone else there. They get to do more because there are more people there.

The relationship between the volunteer and the child in this case consists of structured interaction by the volunteer as a member of one group (a civic club) to members of another group (retarded children). This involves the organization of things to insure that every child who is there, and therefore scheduled to participate, participates. Every child must be on the bus, lined up for refreshments, singing the song, playing the game, doing the dance, etc. Every child must get a balloon, a hat, a name tag, a badge, a ticket, a coke -- most especially, everyone must be in sight. As groups of children increase in size, community group volunteers will often arrange themselves around the outer edges of the group, calling out directions and encouragement to one another as the whole entourage moves along. Interaction with the children themselves is polite, or hearty, and terminated quickly. Smooth movement through the scheduled sequence of logistic challenges is the criteria of success from this perspective.

Conclusion

Our culture has equipped us with a conception of a suitable adult/child relationship. When mental retardation changes our concept of the appropriate mental capacities of a child, the dependencies involved in more normal relationships between adults and children are exaggerated to the exclusion of other aspects. The dependence relationship becomes a caricature of the usual adult/child relationship.

The interactive roles (*self-styled professional, altruist, community group member*) discussed here do not represent all the interactive roles that could be fashioned out of the situation. Yet each of these interactive roles is a discrete way of defining the retarded child as someone the volunteering adult does things for or to.

The self-styled professional uses an orientation that stresses the accomplishment of tasks and the development of skills aimed toward creating a marginally functional human. The child however, must be coerced in this process by the teacher and the volunteer. The child's mental retardation is seen as rendering him incapable of self-directed

participation in his own growing up process. The child's own actions are seldom seen as constructive and are at times interpreted as a hindrance to this development. Therefore, everything he learns must be systematically, programmatically taught. The assumption seems to be that if left to himself the child would learn nothing.

The presence of the altruist's perspective, on the other hand, indicates that it is possible to view the retarded child as capable of some tolerable degree of individuality or self-direction. However, the social definition of the retarded child as basically unappealing to the greater part of society narrows the usual dimensions of the adult/child relationship, and reimposes the interactive caricature. Mental retardation, from this perspective, renders the child incapable of getting acceptance, approval, and love. Therefore, love must be generated from sources other than the traditional network of one's family and friends. Love must be somehow manufactured and served to these children by volunteers like themselves.

Finally, the community group member, though useful to the school in terms of varying the program for the children, represents a relationship that approaches the zero point. They, more than any other group, express in their actions the larger community's mistrust of mentally retarded persons.

Each of these perspectives incorporates the view of mental retardation as a permanent deviance from which the child can never escape. Therefore, expectations for a normal future -- growing up, having a career, getting married -- are not operative in this adult/child relationship. This perceived lack of future effectively freezes the child in time and space, so that the volunteers' role may become that of a perpetual Peter Pan.

This research points up the volunteer/child relationship as one characterized by complex extremes in orientation. It is as if a concept of mental development and a concept of useful self-directed activity were polar opposites that cannot be naturally combined in interaction with the retarded child. The child's dependence seems to dictate that all his experience must be supervised, and every daily activity -- be it tying one's shoes or giving someone a hug -- must be artificially introduced by the adult. Yet to more fully understand the interactive roles of the adult/child relationship, more systematic research needs to be done on the elements and orientation found in these unique relationships.

Footnotes

1. Social reaction to mental retardation and the implication for labeling have been discussed by Dexter, 1964; Edgerton, 1967; Mercer, 1965, 1973a, 1973b; and Gottlieb, 1976.
2. The interactive roles of self-styled professional and altruist are analogous to Arnold Birenbaum's (1971) analysis of the orientation of mothers of retarded children toward instrument versus expressive behavior. Mothers tended to be more oriented toward expressive behavior (i/e/, "love the child, patience, accepting") with retarded children than with normal. In addition, Birenbaum found that they were more proscriptive in their treatment of the retarded child.
3. "Normalization" as a programatic term refers to the organization of daily activities for the retarded child which as closely as possible approximates that of his more normal peers. It is the expectation that the retarded child if treated more normally will act that way (see Nirje, 1976).
4. The three types of interactive roles identified in this research were found among volunteers in both research sites. In terms of numerical size the "community group members" were the most numerous. However of the volunteers that maintained a more regular schedule of participation the "self styled professionals" and the "altruists" were about evenly distributed.

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AMNESTY INTERNATIONAL

By Kathleen Savan

THE AIMS OF AMNESTY INTERNATIONAL

The primary aim of Amnesty International is to secure the observance of the Universal Declaration of Human Rights, which guarantees to everyone the right freely to hold and express his convictions. A "Prisoner of Conscience" is a person denied these rights. It is a pre-condition of "adoption" by Amnesty that the prisoner has neither used nor advocated the use of violence. The political, ideological, and religious views of the Prisoner of Conscience are not relevant, and normally an Amnesty Group works on behalf of a prisoner in a Communist country, a non-Communist country, and a "Third World" or developing country. Amnesty also works against the infliction of torture and the death penalty. No Amnesty member or Group works for a prisoner in his or her own country.

INTERNATIONAL AND NON-PARTISAN ASPECTS OF AMNESTY'S WORK

Amnesty works for Prisoners of Conscience in about eight countries, has National Sections in some thirty-five countries, and has supporters in many other countries. Amnesty members themselves belong to a wide range of nations.

THE ADOPTION GROUP

Amnesty International has between two and three thousand "Adoption Groups" around the world (in addition to individual members).

Kathleen Savan has been a volunteer with Amnesty International for seventeen years, and was previously a volunteer with the Society of Friends in China and India.

Each Group consists of about five to twenty-five members, who work for their own three "adopted" prisoners. On being allotted a prisoner, a Group receives from our International Secretariat in London, England, as many particulars as possible about the prisoner, and professional researchers in London constantly bring this information up to date. The "Case Sheet" for each prisoner gives, so far as possible, the following information:

*Name and country of prisoner
Status: adoption or investigation case
Date of birth
Occupation
Date and circumstances of arrest
Trial date (if any) and charge
Sentence, and under which legislation
Prison in which confined
State of health
Family and address
Language of prisoner, and any other language(s) which prisoner and/or of his or her family can read*

Background information on the prisoner's work and activities, the political and economic situation in his or her country, as well as the names and addresses of government officials and others are also given. The Group members start writing letters: polite letters of inquiry to officials concerning the prisoner's health and situation, pleading for his or her release or open trial. We also write to the prisoner and to his/her family. Of course, publicity about the case is also used, except where it is feared that this might harm rather than help. Groups rely on advice from the London researchers.

In addition to working for three prisoners, Amnesty Groups engage in campaigns on behalf of groups of prisoners in specific countries, fund-raising, publicity, etc.

HOW DOES AMNESTY INTERNATIONAL ATTRACT
VOLUNTEERS AND REINFORCE THEIR WILL TO WORK
FOR PRISONERS OF CONSCIENCE?

Most members are drawn to Amnesty International and its work by a humanitarian concern for those unable to help themselves - the many, many thousands of Prisoners of Conscience who are arrested, tortured, disappear or are killed. Many members are attracted by the non-partisan, non-political stance of Amnesty. It is concerned with human beings unjustly imprisoned and ill-treated, wherever they may be and whatever their political and religious beliefs.

A full-time professional staff member of the International Secretariat works on news releases, press relations and journal articles on Amnesty's work. He is assisted by several staff members. Many of the larger adoption Groups also delegate one member to maintain liaison with the press. Of late, Amnesty has received much favorable publicity - the Nobel prize, wide reporting in the media, and the Campaign Against Torture, among others. The press now accepts Amnesty reports as factual, rather than the protests of governments. Most governments, even the most repressive, would like to have a good public "image".

Feedback:

- a) Release of Prisoners. Nothing is so encouraging to an Amnesty member as news of the release of "his" prisoner. I personally have received a number of letters from released prisoners and their families. It is heartening to read of their joy at the prisoner's return home as a free man or woman.
- b) Improvement in conditions. Frequently, pressure from Amnesty has resulted in better conditions for the prisoner, permission for family visits, or termination of ill-treatment.
- c) Personal involvement. Amnesty volunteers take a real and personal part in helping prisoners. Through letters, they build personal relationships and learn about the problems of the prisoners and their families. It is a relief, for example, for a prisoner to know that his or her family is being helped financially. One young prisoner said it was wonderful to know that someone "outside" was concerned about him. This volunteer had sent a series of picture postcards of Canadian beauty spots, which the prisoner has put up on the wall of his cell.
- d) Letters from ambassadors and officials. These are helpful "feedback". The of-

ficial has responded; the prisoner is no longer forgotten. And we have evidence that such a response is often followed by better treatment of the prisoner concerned.

- e) Information from Amnesty in London. Amnesty members working for a prisoner get help and advice not only from fellow Group members, but also from our National Section in Ottawa and our international headquarters in London, England. One is not working alone and uninformed. As well as the initial Case Sheet about a prisoner, a staff of full-time paid researchers in London stand ready with information and advice. Members of adoption Groups sometimes visit the international offices when they are in London to talk with members of the professional staff. Occasionally, members of the International Secretariat visit local groups around the world.

Negative Feedback. No institution or group is perfect, and we do lose members from time to time. Sometimes this is temporary, due to pressure of work or similar causes. Occasionally, a member cannot accept that a country to which he feels an emotional attachment has been the subject of an unfavorable Amnesty report. For example, one Jewish couple left my own Group because of an Amnesty report on ill-treatment of Arab prisoners in Israel; one British member left because Amnesty published a report critical of the treatment of suspects and prisoners in Northern Ireland.

Amnesty is working to make torture as unthinkable as slavery. It is a sad fact that most countries use or have used torture. Some members find themselves unable to face the fact of the ill-treatment "their" prisoner suffers, and the first-hand information they may receive while working for him. Sometimes a long delay occurs before Amnesty members get replies to inquiries about a prisoner, and they can become discouraged.

OTHER AREAS OF AMNESTY'S WORK

Amnesty works not only for individual Prisoners of Conscience, but also mounts campaigns in aid of prisoners in a specific country and sends missions to observe trials. The International Secretariat offers an extensive publications and information service. It publishes reports on conditions in various countries, an Annual Report, and a monthly Newsletter. This last is reprinted by National Sections, and also includes local information. Many countries, including Canada, have Groups of Parliamentarians, doctors, etc. who can be of great help in bringing pressure on their opposite numbers in other countries by

meeting them at International Conferences and writing suitable letters.

TWO PRISONERS

I personally worked for a number of years for two prisoners. I have met one of them since his release, and still hear from the other prisoner, several years after his release.

One prisoner, a Frenchman, was arrested and kept in solitary confinement for two years in Rangoon, Burma, for the "crime" of having sheltered a friend overnight who had disagreed with Ne Win. We didn't know whether he was alive or not until we read of two young Canadian students who had been released from jail in Rangoon after being imprisoned for "part-time" smuggling. They had met our prisoner, just released from solitary confinement, and had great admiration for him. I met this prisoner in Paris after his release, and heard a little about his long ordeal. He's a remarkable person - he said he'd had "a hard time" but did not seem at all bitter.

The other prisoner is a professor in South Vietnam who was imprisoned for eight years and tortured on three occasions. He spent some time in the notorious "tiger cages" on Con Son Island off South Vietnam. Just before his arrest, he and his wife had adopted several children, whom they were bringing up with their own. His wife, a remarkable woman who has been ill for some years, managed to bring up all the children, some of whom have attended a university. I learned from this prisoner and his wife all the family news, and feel quite close to them. I heard about the wedding of their eldest daughter, who was not willing to leave her family and marry until her father came home, and about the birth of her little son. My own daughter had just married at the time, and this former prisoner wrote to wish her and her husband the traditional Vietnamese good wishes for a wedding: "A Hundred Years of Happiness Together." *Personal contact makes volunteers feel they cannot "abandon" a prisoner while he is still in prison and his family in need.*

STRUCTURE AND FINANCIAL SUPPORT

The governing body of Amnesty International is the International Council to

which representatives are sent from National Sections, and which meets annually in various countries. Between meetings of the International Council, a volunteer Executive Committee, which meets in London, England, and a full-time staff carry on the international work of Amnesty, both in research and administration.

Most countries with Groups have a National Section office to coordinate the national work of Amnesty. Each country also has a volunteer Executive Committee elected by its members through Group delegates to the Annual Meeting. There are also many individual members; Canada, like Australia, has a special problem in communication because of the vast distances across the country.

All of Amnesty's funds are provided by donation, in large part from Amnesty groups and individual members. The current budget for 1977-78 for the International Secretariat in London and its work across the world represents more than half a million pounds sterling. Much of the money sent by Groups to their National Section office is sent to London for the support of the research, coordination and development work carried out from and through our International Secretariat, a heavy responsibility. There were approximately 200,000 members throughout the world, and about 70 professional staff of researchers and administrators at the International headquarters. All members and groups depend on the Secretariat for the collection of information, organization of international publicity and missions, control of the Prisoner of Conscience Fund, and day-to-day information and advice concerning the Groups' Prisoners of Conscience. The relations between staff and volunteers (including those at the Secretariat) have always been most cordial. We need each other. Personally, I visit the London office nearly every year, and hear something of Amnesty work in other countries. Sometimes a National Section will support one of its members for a year or so, to work in the International Secretariat.

Through the International Council, an exchange of ideas makes for a consensus as to our aims and how we can best achieve them.

Volunteers Are Not A "Program"

By Patty Bouse

In December of 1976 I was hired by Nebraska Social Services to develop a volunteer program. With a background in direct service social work and administration of private agencies, I was really starting from scratch.

My predecessor had performed the ritual of 49 letters to 49 states, requesting information on volunteer programs in welfare. I read a lot.

The reasons for promoting or establishing volunteers in welfare have been documented by others in the past. They include: enriching current services to clients through added manpower; extending community awareness of welfare through the volunteer's acquaintance with it; relief of casework staff of routine tasks; provision for a new age group input; innovation and fresh ideas; and the allowance for disadvantaged groups to obtain work experience.

I met with local volunteer administrators. I called Harriet Naylor (HEW) in Washington (go straight to the top!). I looked at social service concerns and goals. I called individuals with my position in surrounding states, and set up an informal communication network with them.

Patty Bouse is a Resource Development Specialist at the Division of Social Services for the State of Nebraska.

Eventually, I came to an important conclusion which affects the way we approach our counties and regions in pressing for the establishment of volunteers as part of our services. That decision was to treat volunteers as one of many resources available to social service workers to perform their jobs, i.e., extend aid to clients. We have many service programs, such as day care, various services for children in protective services, alternative living situations for adults. Sometimes it is best to provide these services by way of social service staff members, sometimes by paid "providers" (such as day care home operators), and, volunteers are now officially recognized as a third alternative. They are considered an alternative, a way to extend the quantity or quality of services to clients in many program areas.

Volunteer usage is promoted and heralded as a great way to provide services, but it is not dictated. We cannot force a county or a worker to use volunteers. The original Harris Amendment to the Social Security Act has eliminated the necessity for states to use volunteers in Title XX programs (although they must mention them in their plans). Forced volunteers would meet great resistance, and would probably be ineffective.

In order to generate excitement and impart knowledge to our social workers, I designed workshops for county workers. These were held regionally. My first workshop was a rude awakening and a prophecy

for workshops to come. I hoped that I could generate excitement and pass on my own new respect for the possible accomplishments of volunteers in social welfare. I hoped that workers would react like the proverbial child set free in the candy store.

The basic content of the workshop included: defining "volunteers"; Title XX and volunteers; why volunteers?; a panel of county directors supportive of volunteers; program design; staff attitudes; maintaining standards; confidentiality; recruitment; orientation; welfare principles; job assignments; supervision and support; and assessment.

There were approximately 15 women at this workshop, all county workers. They aligned themselves quickly according to generation. One group of more mature, very experienced (I've been welfare in Jackson County since 1941) women and several groups of younger, more recent, additions to the staff. The young'uns got through their assignments quickly, with some enthusiasm. The more mature group demanded my constant attention, primarily to respond to their protests as to why they couldn't accomplish their assignments. By the end of the day this group managed to accomplish nothing, while taking all of my time and attention. I realized belatedly that my attention and encouragement would have been less wasted on those who were working, and who were open to new ideas. To some degree I decided after this experience to not use a great amount of energy in convincing unconvincible staff. The new staff that were interested would generate the amount of enthusiasm necessary to demonstrate the effectiveness of volunteers.

The results of the workshops were minimal. They did raise some of the county workers' consciousness levels concerning the use of volunteers. Very few went on to add volunteers to their services. I was somewhat discouraged.

A point often made by busy employees, "It's hard to think about draining the swamp when you are up to your ears in alligators", is well taken. To the distraught, overworked and frazzled social worker, I suggest they reevaluate their time and energy in performing their job. In the long run, would it be more effective if they used some time to add volunteers to their resources?

A new plan of attack was formed.

Specific new programs, staffed primarily or completely by volunteers were developed. In child protective services, parent aides were discovered and developed in five counties. As those connected with each program see the possibility for success, they become more open to the uses of volunteers. The basic concept of parent aides (carefully supervised volunteer parents who befriend identified abusive and neglectful parents) is easily translated to spouse abuse programs, foster parent programs, etc. We have many specific populations who would gain tremendously by receiving an experienced "buddy".

The success of these individualized volunteer programs in scattered counties is beginning to affect other counties. After one town has begun to use volunteers in a specific program area, the town over the hill hears about it and calls for information and help.

The pace of acceptance is excruciatingly slow.

Some of the typical problems have included: social workers feeling threatened; a feeling that volunteers are unreliable and take too much time; and some workers "tried using a volunteer, once, in 1943, and it didn't work out!" Some workers won't change their approach without a change in the Social Services Manual, which tells them they must.

I have been hesitant to develop formal materials, such as handbooks and manuals. They seem inflexible. I want service workers to consider volunteers every time they review resources for every client. I want energy to flow towards generating new ways of using volunteers. Too often manuals are taken too literally.

Although part of our apparent recent success in volunteer development comes from specific programs, I continue to look at volunteers in general as resources. I am, by title, a Resource Developer not a Volunteer Director. By developing volunteers at the time they have a resource problem with a client, the program cannot die. If I leave, the seed has already been planted. There is no volunteer program to destroy, and hopefully it will live on as long as those workers who have accepted the concept are employed by the State.

Research Translation:

*Edited by Dr. Florence S. Schwartz.
This article is an excellent example of
the rapidly expanding segment of
volunteerism encompassing self-help
groups.*

A Self Help Group In Action

By: *Norma G. Feinberg, Ph.D.*

Recently, several books have been published relating the individual reaction of writers and medical reporters to their own surgery for cancer of the breast. These books have been informative and have provided valuable research reports to the general public. But what of the woman who is not a medical reporter or a writer? How does she cope with her situation?

At Magee-Women's Hospital, Pittsburgh, Pennsylvania, it was believed by social service and medical personnel alike that this was a crucial time for women and that their needs oftentimes exceed the professionals' capabilities to offer service during hospitalization and post-hospitalization. It was felt that at this time in the adjustment process, dialogue with other women having similar experiences would be of great help. A woman first of all learns that she is not alone, she can learn from others' attempts at resolving their problems and she can benefit from the satisfaction that comes from being able to help someone else.

It was also believed that these women, supported by each other, would be able to increase the understanding of the leaders as to what the problems were that a mastectomized woman encountered, as well as the mutual aid phenomena of common concerns operating in their behalf.

*Norma Feinberg, Ph.D., of School of
Social Work, University of Pittsburgh.*

Initial planning efforts for the group focused on developing objectives for the overall group process. The first step was to formulate the goals of the group. They were delineated as follows:

1. *To provide guidance, support and information needed to adjust to their difficulties which include accepting the changes in their bodies;*
2. *To learn from others' attempts at resolving their problems and ways to deal with and accept their own; and,*
3. *To gain the satisfaction and benefit that comes from being able to help someone else - offering help so as to receive it in a reciprocal fashion.*

The aims of the group approach reflected the belief that the patient's integration into the group was central to a successful outcome.

Letters (N=25) were sent out to women who had mastectomies at the Magee-Womens' Hospital who had no evidence of metastatic disease following their surgery. All of these women were patients of the two cancer specialists at Magee-Women's Hospital.

The danger of encountering recurrence for this initial group was possible, it was realized by the group leaders, because of the long time span since the surgery. It was felt necessary to include these women, but, hereafter, new groups would only include recently mastectomized women. New mastectomies were included for the first few months, and some of the original members dropped out. The group then stabilized into a cohesive unit with eleven women meeting at the hospital every three weeks for a period of eight months.

By being a participant observer in the group, the researcher had the opportunity to share in the give-and-take and the positive and negative interactions with the group members. Observations of group process and tape recordings of selected sessions were used to gather data on various categories of positive reinforcement one member gave and received from other group members.

These data seemed to indicate that the group setting provided a therapeutic milieu in which women had the opportunity to compare experiences and express some of their fears and concerns. However, as was found from the responses from the questionnaire administered after seven months of meeting, a few of the women were not sure that the group was helpful to them and one felt that to her, it was anxiety provoking.

One may speculate, of course, about what a woman feels as she passes through phases of her career as a cancer patient. As a result of listening to these women express their feelings, the observer was able to hear certain specific themes consistently expressed. *The four major themes consisted of: 1) the woman's concern about her physical appearance and reaction of significant others to her; 2) interest in the disease and its treatment; 3) disappointment of their physician's lack of sensitivity, lack of time and their unwillingness to keep them fully informed; and 4) fear of recurrence.* These common experiences and feelings about themselves set the stage for mutual comfort and support.

The women were keenly aware of their physical appearance and many meetings were spent in discussing prostheses and the difficulties they posed. From the remarks that were being made and from the questions the women asked, it was evident that the cosmetic aspect of the surgery is not always well-handled and often not considered by professionals. Prostheses are an em-

barrassing subject, and the group discussed the insensitivity of the marketplace and the lack of training and support in this area. One member described her first shopping experience as somewhat less traumatic since she was fortunate enough to find a specialty shop with an experienced fitter who was understanding and helpful. The women were grateful for this information. Giving advice and seeking similarities were characteristic of the group in the initial stages of its development.

A beginning goal of the leaders was to help the woman feel that she was not alone in her struggles and to provide the reassurance, emotional support and the opportunity to share feelings and experiences with others "in the same boat". It was not intended to be as educative or informative as it turned out to be, but this proved to be an equally important need that was not recognized initially by the group leaders.

The women repeatedly indicated a desire for specific information about follow-up care. No one had given them this and, under the circumstances, they pressed the professionals for answers. The women themselves were the source of much of the information.

Breast reconstruction was a topic that appeared to interest the group. Most of the women were cognizant of the high cost of this surgery and that most major insurance companies still refuse to pay for such "vanity" operations. Only one group member had been prepared by her surgeon for this surgery. She was concerned that she would be denying her family by indulging herself. Other members disclosed fears of recurrence related to breast reconstruction. The women discussed their signs and symptoms, and as the meetings progressed, they began to search for guidelines in learning to adjust to their surgery. They sought advice from each other as well as from the professional group facilitators.

Although many of the meetings became educative-informative ones, and this seemed to meet the needs of the group at this time as indicated by their responses to the questionnaire, this was not the most helpful factor. *Rather, the members thought that being in close contact with other women who share common problems was most important.*

The group was asked to rank the ten most important items that they felt were most helpful to them. It is significant to add that the same items that were chosen first by many were the second, third, and etc. by the others. It was as if they were saying, "I joined the group to have close contact with other women who share my problems. I found that I am not alone in my struggle, but in the end I must take the ultimate responsibility for my adjustment no matter how much guidance and support I receive from others."

The support the members had for each other elicited their desire to do something collectively to improve upon a health system that gave scant attention to post-operative care. The women who were having complications solicited advice from other group members and pressed their physicians for more specific answers to their questions. One member gave recognition to the group for helping her to take the initial step in insisting on a bone scan to assist in diagnosing her symptoms. This experiment alerted other group members to demand more comprehensive and complete follow-up examinations, especially after the group was informed of her recurrence of cancer.

Conclusions

The most encouraging aspect of the study was that these women seem to be coping admirably with this fearful problem and were able to offer sustenance and support to each other. Discussions with other mastectomees seemed to provide the women with an opportunity to comprehend the trauma they have experienced and better deal with it in a supportive group setting.

The group's development initially went through a stage of orientation, with great dependency on the leaders, whose first task was to promote a feeling of security and a sense of purpose. The leaders explained that the group belonged to the members, and they were to determine the topics for discussion. As the group progressed, the co-leaders served as resource people, but if the meeting was slow in starting, they made suggestions, in the form of observations, to get the group session started.

After the initial reviewing and sorting of their experiences, the women were able to move to an examination of their

current feelings. Some who had passed the initial adjustment provided reassurance and understanding to those who were presently facing it. This developed into a trusting relationship where it was possible to verbalize their natural feelings and to specify some of their most pressing concerns.

Moreover, the strong marital and family relationships, plus other personal attributes in members, appeared to be a moderating force which helped promote successful adaptation for this group. Nevertheless, there was convincing evidence that physical discomfort, lack of medical attention, and fear of recurrence caused them considerable stress. This suggests that the impact of this experience was more than it might appear on the surface. The use of the group process permitted them to verbalize and use the combined strengths of the group to overcome weaknesses in coping with the psychosocial components of mastectomy.

It must be remembered that the women were at different stages of adjustment. All women who had surgery for breast cancer within a two-year period of time, without metastases, were invited to join the group. Even though it was reassuring for new mastectomees to meet with others at varying stages of improvement, it may have been less reassuring to identify with those who had a recurrence of cancer during the eight months' time period of group meetings.

It is suggested that future group planners consider these factors, as well as group size, group composition, scheduled meeting times and time limits. This type of pre-planning will avoid some of the problems, especially that of termination, which this group had encountered. If some of the women feel that they would like to be involved further with a group, they should be encouraged to organize their own groups* or be asked (after screening) to join new groups of recently mastectomized women to offer their insights and to demonstrate what they have learned from their group. In this way, they will not only be helping others but will be adding to their own strengths in sharing their experiences.

*The members were asked on the questionnaire if they were willing to organize similar groups of women and six responded "yes".

Finally, as in this group, the leaders should have the ability to develop rapport, and have the capacity for warmth and interest in others. They will have to be prepared to deal with the major needs of these

women, including understanding the medical aspects of cancer with its corresponding psychological issues, even though it is not clear if the knowledge gained is productive or anxiety producing for its members.

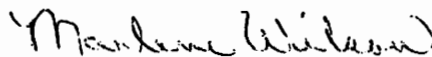
Letter from the Editor

With this issue, I complete my term as Editor-in-Chief of Volunteer Administration. I am gratified to be leaving it in the capable hands of Chris Dolen. I wish her every success.

It is inevitable that nostalgia becomes a part of leave taking - so I will indulge in it for a moment. Two and a half years ago, we set as our goals: 1) to establish a sound fiscal base and reliable publishing schedule for the Journal; 2) to substantially increase the readership; and 3) to enhance the Journal's value to the field by increasing the number of articles written by and for practitioners and volunteers. I am delighted to say we have achieved a measure of success in all three areas. It has at least begun to make a significant movement toward becoming the respected professional journal it deserves to be.

Many people have made sizeable volunteer contributions of time, energy and expertise to help this come about. The two Managing Editors who served with me, Carol Moore and Hilda Palm, deserve special recognition for their outstanding work. The support and effort of the Editors and reviewers of all three sponsoring Associations have been invaluable. And finally, you - the readers and authors, have risen to the challenge. I am indeed grateful to you all.

This has been a significant growth experience for me personally. I feel so fortunate to be in a field where we are all "learners on the way to becoming". I eagerly await the frontiers yet to be explored in the upcoming issues of the Journal.



Marlene Wilson



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