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Army Community Service: Another Kind of Volunteer Army

By Joanne H. Patton

In the tradition of most volunteer-using agencies, as we have known them, the acceptance of the volunteer staff member as a "peer creation" -- and usually only after some years of growing pains, as both sides learned co-existence. In this pattern, the Army Community Service, an agency supported by and structured within the United States Army, stands as a notable exception.

The "ACS", as it is known informally in the service vernacular, was born of real necessity. It was the evolutionary brainchild of human services professionals within the Department of the Army, stemming from an inability of available military community resources to cope with the "people problems" which had begun to escalate during the post-World War II and Korean Conflict eras. Notwithstanding, the sincerity of the United States Army's tradition of "taking care of its own", the problems of its uniformed personnel and their dependents already were becomming unmanageable. Increased troop strengths of the Vietnam period would strain existing coping structures even further.

Patton, Army wife and community volunteer for over twenty years, presently serves as National Volunteer Consultant to the American Red Cross and consultant for volunteer programs to Army Community Service, Department of the Army.

As early as 1963, a particularly dedicated army officer, the Deputy Chief of Staff for Personnel, Lieutenant General J.L. Richardson, took up the challenge and instituted initial steps toward establishing a full family services program for the Army. General Richardson appointed as his task force a WAC, Lieutenant Colonel Emma M. Baird, and an MSW social work officer representing the Army Surgeon's General's Corps, Lieutenant Colonel William Rooney. Both officers has experience in social services to military members dating back to Army Emergency Relief activities in World War II. They were therefore especially well qualified to accept the challenge of creating a plan for world-wide army operation.(Baird, 1979)

General Richardson and his team were well aware that without a cooperative streamlining of the mutiple and sometimes unrelated social service systems, there was certain to be, even beyond the inadequate response to a soldier's needs, an erosion of his military efficiency and a resulting negative effect on the whole military mission. Building their design on that earlier AER operation, the team planned to utilize community agencies which already functioned under various auspices on some army posts, and to create others where none had been identified. Early attempts at obtaining Department of Army senior staff support for establishing a centralized program of community social services had not been successful. Nevertheless,

this trio of planners persisted, convinced that by funneling the problems which a soldier or his family member considered to be "beyond the scope of their own resources" (Handbook, 1972) through a single channel, enormous waste, personal stress and duplication of effort could be spared. They sought to establish central points of contact and referral which would be conveniently placed, easily identified by the client, and of course credentialled by the official command. Located on posts with a reasonably large Army Family population and at overseas stations, the centers would offer both general information and specific referrals, as individual and local needs dictated. The users would not be limited to post or base residents. Since most army installations are able to provide only limited housing in comparison with the needing families, those living off-post in civilian commuities were also to be eligible. If no assisting program were available to meet a particular community need, the centers would be encouraged to provide them, if at all possible through their own resources. The aim was shortest distance between two points: the person with the problems and its solution or alleviation.

A social work core was considered essential to such a challenging operation and MSW-credentialled social work officers and trained enlisted social work specialists were to provide that. However, they were only expected to serve as "yeast" --representing the expertise needed for diagnosis and referral, but prepared to extend their service by training up a much larger volunteer corps to operate the bulk of the direct service programs.

The struggle to put Army Community Service into the military system finally bore fruit under the administration of General Harold K. Johnson. Long recognized as a "people person", the then-Chief of Staff of the United States Army charged his personnel staff and social workers with putting their ideas to work, later gave their final proposals a "go", and in 1965 approved the publication of the Army regulation which defined ACS, a document affectionately known as "AR 608-1". With it arrived the first credentialling of the "community volunteer" as a member of the Army Team.

From the beginning, ACS volunteers were <u>counted upon</u> to carry out the bulk of program development and delivery in the new service. As the original governing regulation stated:

> *"Major personnel support will be provided by organized volunteer groups of dependents" ... and*
> *"The organizational concept of Army Community Service assumes a foundation of a volunteer corps composed primarily of army wives or other adult dependents."*
> *(AR 608-1, 1965)*

In another agency setting, this might have created a serious problem. It is significant that the Army felt it could take such participation for granted -- correctly, as it turned out. As a measure of official recognition of the quality of that participation over the interim years, the latest revision of that military regulation reads:

"The foundation of an <u>effective</u> ACS Program is a Volunteer Corps." (AR 608-1, 1978)

The reasons for the Army's anticipation of voluntary support from the Army wife were several. First, there was tradition. Beginning with the frontier wife of the late 1800s (or even possibly her ancestress, the Revoluntionary War camp follower!), her military community was isolated by geography (and sometimes politics) from that a civilian citizen. Whatsoever the nearest civilian help-resource

might be (and for the border and Indian-fighting armies these were seldom within easy travel distance), the majority of the posts were obliged to help themselves. There are innumerable memoirs and journals which document Army life in the Indian territories, most of them written by officers' wives, by far the predominant distaff group on hand in the largely-unmarried Army of those days. (Custer, 1971) These women along with their "sisters", the courageous, camp-following laundresses (some, but not all, married to troopers) served as nurses, midwives, recreational directors, marriage counselors and all-round emergency samaritans, wherever they were. (DA pamphlet 608-28, 1971).

Although the following years, from the 1880s into the first half of the 1900s, brought military families into closer social contact with civilians, the basic national philosophy of separatism kept the two apart in human services. Indeed, the size of the married Army (except during shared World War II) in no way created the "spillover" of human social problems which proliferated to crisis stage in the Vietnam years with their attendant military population increases. Until that time, the "good Samaritan" wife-volunteer, coupled with the simplistic trio of "answer-men", the Medic, the Chaplain and the JAG (Legal Officer)" were supposed to cope, and presumably did. With Vietnam, all of that changed.

There were motives other than isolation for earlier Army wives to volunteer in their communities. In the "olden days", certainly the wife was expected and accustomed to play a certain role as her husband's mate. Her career was, in truth, <u>his</u> career, for even if she were inclined to independence, the transience of her life, the powerful social mores and the unavailability to her of employment within the military setting hardly encouraged an alternative. The wife who was a good helpmate to her spouse might not have helped him to promotion, but she might well have kept him from it in former times by insistence on <u>her</u> separate career which would dictate <u>their</u> lifestyle. Nevertheless, there <u>was</u> unquestionably a pervading service tradition, emanating from the early days, of "Duty-Honor-Country" -- a motto which served to inspire many a military wife living through the inherent vicissitudes of an often arduous military career to "do her part" as her inherited responsibility, just as her husband was supposed to do his. Was this "giving" at all self-serving? Because it was expected of her, perhaps; especially if she were trying to be the Perfect Army Wife. But there is no question that there was a frontier spirit of "the Army Takes Care of Its Own" at work, throughout.

A February, 1980 issue of an Army Wifes' publication speculates:

> *Why has the Army wife always been a volunteer? Perhaps because she really <u>is</u> special. Maybe she does have an inner resource which responds to the needs of others -- maybe she has a certain sensitivity which alerts her to service areas others overlook -- maybe she feels more deeply about her community and country because of her husband's vocation. Whatever the case, the Army wife has always been quick to say, 'I'll help' or 'I can do that' or just plain 'yes' to the familiar 'Will you?'(Leach, 1980)*

Whatever the reasons for the Army wife's participation, the Army Community Service rested on that as its strong base in 1965, and it rests and builds on it today. In 1980 there are 162 community services centers located on Army posts in the continental United States and at military locations overseas. In a very few are there substantial paid professional staffs. Even in the largest, the military social work

work oficer, his corps drawn down by the deminishing numbers of the post-Vietnam army and reassigned, for the most part to higher priority military medical facilities, has all but dis-appeared. Waning from a peak corps of 49 officers in the 1960s, there are today only 10 MSWs in the ACS program, almost all of those serving overseas. Civilian hiring has replaced some, but by no means all, and those only when local military commanders have been able to rearrange hiring spaces and available funds to accommodate their positioning. During fiscal year 1979, the worldwide total of paid staff numbers working in ACS was 611. The burden of the program's direct service effort has without question, fallen to the volunteers. Today, these number over 5600 in the United States alone. Most continue to be servicemen's wives, but the door is open to any community member desiring to serve. Just as civilian voluntary agencies are seeing changes in the face and person of the traditional volunteer and are preparing to accept her augmentation, if not replacement, by the <u>non</u>-traditonal one, so it is in the military community setting. The retiree from active duty (who often lives near a base in order to take advantage of its support services), the youth from elementary throught graduate-sutdent age, the off-duty soldier -- all of these are beginning to be a visible, positive statistic in ACS programs. In many ways, it is easier for the members of the service community to "come aboard" ACS volunteerism because of one distinct fact of their life: In the Army Community Service, the helper <u>is</u> the helped.

By definition of the ACS program, any member of its community is a potential client, as well as a potential helper. The client with a handicapped child being served in an ACS-sponsored recreation program, may be found serving as a trained budget counselor volunteer in the same agency. With a no-rank, all-ranks policy as to service given or received, the Colonel may well be a client; the Private E-1's wife the desk intake worker who greets him on his arrival at the center. Volunteer committees are formed and operate without correlation between level of executive status and a spouse's military position. The reason that the system works, even in a military environment, is that the programs are created to be responsive to <u>genuine needs</u> and both clients and staff generally recognize this. The door to the agency is so wide, with so many services or links to services behind it, that there is little, if any stigma attached to a person's walking through it. A client coming in may be seeking any of numerous services. Some are formally mandated by regulation. Traditionally these have consisted of Information, Referral and Followup Services (maintaining files on local military and civilian social services agencies, processing cases to and through these, and checking on their situation later); Financial Planning and Assistance Services, (budget and consumer counseling and education, debt liquidation programs, Army Emergency Relief Assistance); Relocation Services (temporary loan of household items to those in transit without their own, orientations and welcome information packets for newcomers to a station, information on other posts, and assistance to families with special moving problems); Handicapped Dependents' Assistance (information on local and world wide services for the handicapped, referral and placement assistance for handicapped family members, coordination with military authorities in directing assignment of the military member accordingly, and provision of therapueutic recreational services when they are not otherwise available).

Within the past few years, two additional required services were added to the ACS responsibility: The Army Child Advocacy Program (promoting the welfare of children

by locating resources, educating parents, indentifying, reporting and managing cases of maltreatment) and Child support Services (insuring the existence of adequate, quality-controlled community resources to provide child care, family day care and preschool facilities to meet the local needs, especially those of the single military parent, or both-parents-in-uniform families).

The scope of the required services is formidable. Nevertheless, they tell only part of the story of ACS. Optional programs which may be offered if local needs and resources are present often extend these. At most ACS Centers, one or more of the following may be found in addition to the essentials: Personal affairs counseling, "Hotline" 24- hour service, baby-sitting lists, volunteer language translators, emergency food locker supplies, emergency child care, and others. A large center will have many "extra services", a small one a manageable few. If providing sophisticated service is not possible locally but is truly needed, the ACS network comes into play, with communication and referral assisted by other centers, by mail or telephonically. In cases where critical services needed by a client family may only be found elsewhere, reassignment of the serviceman or relocation of the family may be expedited through Army Community Service channels.

Who are the volunteer managers "enabling" all these services? One might identify them at several levels of the military hierarchy. Surely the local or Installation Commander who interprets the military mission and over-all directs his ACS within it is the most responsible figure in his area of operation. His support of ACS is essential to its effectiveness. The ACS Officer (who may be a civilian, a second lieutenant or even a lieutenant colonel) is the person charged with the direct administration of each center, its staff and services. He/she, if funded staffing opportunities permit, may have a paid Volunteer Coordinator to whom supervision of the volunteer activities may be delegated. If not, his direct link with the volunteer corps is the next level executive manager, the Volunteer Supervisor, who serves without pay and oversees all the volunteer committees and their functions. In singling out "volunteer managers", one might even include the United States Congress whose "management" of the funds pipelined down the chain of military command frequently determines the extent of the services ultimately delivered!

Despite the layers of monitors, however, freedon of creative expression thrives in ACS volunteer programs and provides the lifeline and lifeblood to this community service. It is telling evidence that even the "hardboiled military" recognized the need for such creativity when one finds as the opening sentence of the officially published Handbook on Volunteers in Army Community Service, the following:

"Army Community Service (ACS) is a program that incorporates innovation." (DA pamphlet, 608-28, 1971) Heady language, indeed, for a military document! Nevertheless, there are countless examples of its sincerity, in creative programs sponsored by ACS in various locations, over the years. One of these was the formation at a Texas post several years ago of an ACS-sponsored group called "Parents, Professionals and Friends of the Handicapped". Operating from that broad, informally-associated volunteer base, it created a Child Development program which included worldwide information and referral for all handicaps, parent camaraderie and education, and a recreational panoply of offerings for the needing children themselves. Among these were bowling, swimming, Boy and Girl Scouts, ballet and art lessons, horseback riding, and of

course, the Special Olympics. The military establishment, the civilian neighbors (many of whose "special children" were able to share the recreational activities), and all aspects of the post community were involved. Specially-trained Girl Scouts provided baby-sitting for the handicapped youngsters when parents attended meetings at which professionals in the field were speaking; one retired officer created and donated a ballet bar to assist the orthopedically handicapped with walking lessons; two sergeants created special harnesses for the safety of disabled riders, while another built a ramp so that a young adult cerebral palsy victim could bowl competitively with just a flick of his wrist. A pair of married soldiers, assisted by an adult university student with severe locomotive disabilities, directed a softball team. A company Army of engineers referbished a building for the children's indoor activities. Eventually, the chairmanship of the all-volunteer program passed from the wife of a General to the wife of a Sergeant, but the program continued to thrive.

At another ACS location, this time in Germany in 1977, the young wives of enlisted servicemen, searching for ways to make their United States pay dollar stretch in the disparate currency climate dominated by German mark, were encouraged to contribute handmade items to an ACS-sponsored "boutique". There, sold as gifts, they earned their creators tidy sums. In addition, the women operated a free one-for-one exchange shop, where anyone could donate one item and take home another of like value -- or even better! In addition to the regular budget counseling, nutrition and sewing lessons, and classes to assist the young couples in avoiding culture-shock in the new environment, these "extra-services" introduced them to the "caring" side of the Army, and to each other, as well as to volunteering. The young women began to share some of their activities with a group of senior citizens who lived with their military sons and daughters. The seniors engaged in "parenting" the soldiers' wives while they concurrently received the welcome attention of the brides! Although both groups were under ACS sponsorship, they became, in time, their own "Enabling Volunteers".

The motto of Army Connumity Service is "Self-Help, Stability and Service", and all-encompassing but realistic goal. Despite the turbulence of the world in which the program operates and the transiency of its personnel which must be accepted as inevitable, it is succeeding in its purpose. As a key contributor leaves an area, a program necessarily is modified, but it seldom folds, particularly if the departing leader has been able to train successors. In 1980, the volunteer who leaves her post, not because her sponsor's military orders dictate but to go to work for pay, is an accepted fact of modern life. With ACS experience she often becomes employable in a related human services agency or field, albeit civilian. In this way, Army Community Service as a point of contact and referral stretches its resource network and, in addition, educates a larger public to its identity and purpose. Sharing of programs and knowledge can result, with both communities the richer for the exchange. In a recent paper on volunteers, in a section entitled "Looking to the Future", Harriet Naylor writes:

> "The most crucial problem facing volunteers in the future may well hinge on economic realities. Service organizations may come to consider volunteers as primary-care givers."

ACS, of course, has always considered them that.

What about career development

possibilities for volunteer managers in Army Community Service? Because ACS as a career field is not a military specialty, few Army officers remain with it steadily throughout their service. The volunteer leader therefore has the greater potential for advancement within ACS itself, as it is almost always available to her as she moves from post to post. Increasingly, she is being encouraged by the military command to develop her potential and extend her role within the organization. Since funding for military social services undoubtedly will always be more limited than the human needs dictate, there is a conscientious effort on the part of the Army to husband monetary resources by stretching personal ones -- in this case, by improving the leadership training of the volunteer at all levels. These days, executive ACS volunteers may be found sharing studies with paid military and civilian staff colleagues at the intensive Army Community Service Course conducted at Fort Benjamin Harrison, Indiana, and in both the Basic and Advanced-level Workshops in Volunteer Management held at the University of Colorado's Boulder campus. In addition, as increasing number of both paid and volunteer ACS staff members are seeking professional credentialling as Volunteer Managers under civilian auspices and with the blessing of the Army. As the volunteers, in particular, become better educated in their management skills, they are beginning to "write their job descriptions" for greater responsibility and are receiving greater trust from their superiors in the official Army network. Army Career Service volunteers are beginning now to make connection with civilian colleagues in the human services fields whose only thought when hearing "ACS" until now has been "American Cancer Society". The "connection" is long overdue. A 1978 comprehensive history of Americans as volunteers, (Ellis & Noyes, 1978) which devotes several paragraphs to examples of volunteer gives no credit to any of the armed services for "in-house" community or family service, although each, in fact, has had for a number of years a program relative to ACS. Surely, social services enterprise saving the taxpayer as many thousands of annual dollars the recent fiscal year's 773,502 ACS volunteer hours represent would have been worthy of mention, had the authors known it existed! Moreover, the potential problems spared the civilian sector because of preventive or curative programs administered to the soldier's family <u>before</u> they leave the service should be reason for citing, if not encouraging, the military efforts in this direction.

In 1967, the late and well-respected United States Army leader, General Creighton Abrams, was quoted as saying, "Service is an affair of the heart". Although he was reflecting on his own military career whose hallmark was "devotion to duty", the same most certainly applies to the service of the ACS volunteer. In fact, General Harold Johnson, the Army's Chief of Staff in 1966, referring to the red heart superimposed on a gyroscope symbol in the brand new ACS logo, indentified it as representing the volunteers, "the heart of ACS". Perhaps the time will come when the general American public as well may discover that one of the greatest assets of the Volunteer Army today and in our country's future, is its corps of Army Community Service volunteers.

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Utilization of Volunteers in Cultural Institutions

By Miriam Johnson and Paul Kane

Like social service and community agencies, many if not most of our cultural institutions started essentially as volunteer enterprises. As they grew, their staffs became more professional and volunteers were excluded gradually from meaningful activity. But in the last ten years, with a combination of social and community trends and needs - and the current fiscal crunch - volunteers are very much in the picture. The management of these volunteers is becoming more and more professional. In New York City for example, we have over 100 cultural institutions and about 58 per cent of them use volunteers - over 3,300 individuals who contributed 436,000 hours during 1978. Almost 80 per cent use a paid professional coordinator or an employee who, as an important duty, coordinates the volunteers.

Johnson is the VOLUNTEER COORDINATOR at the AMERICAN MUSEUM OF NATURAL HISTORY in New York. She started as a volunteer in 1964 and joined the regular museum staff in 1968 in volunteer administration.

Kane has been a volunteer at the American Museum of Natural History since 1977, with assignments in the "up front" as well as "behind the scenes" areas. Now retired, his business career was in corporate management of automotive and business equipment manufacturing, and as a consultant in personnel policy, organization development and planning, employee benefits communications, employee training and allied areas.

Most volunteer programs involve just a few people. (Two-thirds of the New York cultural institutions have less that twenty-five). But at every level of participation, the need for planned management of volunteers becomes more apparent.

We believe that the principles of volunteer administration are essentially the same whether the institution is a cultural or social service agency. There are differences in emphasis if the institution is a natural history museum, an art gallery, a historic home, national monument, botanical garden or zoo rather than a hospital or community organization. These differences are important in the way they shape the responsibilities and the managerial skills needed by a Volunteer Coordinator.

The present volunteer program at the American Museum of Natural History started in 1968. We are relative newcomers compared with Social Service volunteer efforts. In the New York area we have had a organization of Directors of Volunteers in cultural institutional since 1974. It meets three times a year and has been invaluable. We have been able to take advantage of the pioneer work of the other institutions. For example, our system for keeping track of volunteer hours and assignments was adapted from that

of Bellevue Hospital where a well-administered volunteer program has existed for a number of years.

We see the differences between the way we as a representative cultural institution operate compared to other types of volunteer programs in three areas:

> Emphasis on volunteers as the principal contact the Museum has with the visiting public, thus forming the first impression.
>
> The need for screening and induction procedures rather than recruiting. We seldom need to recruit actively since we usually have as many volunteers as we need.
>
> Attention to training of volunteers because of these two factors.

These differences make for an easier job in some ways, compared to other types of volunteering, and for a most interesting and challenging effort in others.

To illustrate the differences, some discussion of the details of the American Museum of Natural History (AMNH) Volunteer Program will help.

AMNH was founded over 111 years ago. It is among the largest and most prestigious institutions of its kind in the world. The museum welcomes over two and a half million visitors a year. Its Education Department - the largest of any American or European museum - serves hundreds of thousands of school children and adults in pre-arranged classes, lectures, gallery talks, concerts and demonstration. Its educational activities are part of the New York City School system.

The Museum employs about 600 full time Curators, preparators, teachers, exhibit specialists and support and administrative people. It also has about 300 term employees. These are people on grants and funds here for specific studies and projects. They are treated as employees but do not receive employee fringe benefits. Coordinators will recognize this category as "soft money". We also have a group of "Research Associates" who are in the Museum to study, write, assist with the collection. About 100 of these Associates are listed by name as Staff Members in our annual reports. We also are host to Visiting Scientists who belong to their home institutions but who may be here for weeks or months for special study or research.

Woven into the fabric of the Museum is an average of 390 volunteers. In 1979 they contributed over 96,000 hours. We have seasonal patterns. In May and June of 1979 we had 530 volunteers, many of whom were "Facilitators" for our major exhibit on Pompeii. In August of 1979, we used only 235.

On weekends our volunteers tend to be mid-career business professionals. Summer volunteers tend to be younger - usually college age.

Over 40 per cent of the volunteers are male and over 59 per cent have college experience. We do attract retirees, as do most volunteer programs, but they represent only about 11 per cent of the total. Of the young people who volunteer, about 20 per cent go to school. Some of these people are so young that they need New York State working papers and are restricted in the type of assignments they can undertake.

THE ASSIGNMENTS

The Museum provides a wide range of assignments, from very elementary tasks that can be performed by people with learning disabilities, to highly technical assignments performed by volunteers who may be renowned within that specialty.

There are two general classes of assignment: "BEHIND THE SCENES"

that in 1979 involved 52,000 hours, and "UP FRONT" assignments that used 40,000 hours. We provided 4,000 hours of training for the volunteers who worked with the public.

BEHIND THE SCENES ASSIGNMENTS

The Behind the Scenes assignments are those in the scientific and support activities and Departments. Most often these are one-person assignments, such as for textile restoration. But we also have group activities such as the project to reproduce a Triceratops (a huge, prehistoric reptile) skeleton for sale to another museum. A small team of volunteers has restored, very painstakingly, an ancient Chinese wedding chair that will be exhibited in our soon to be opened Hall of Asian Peoples.

Ornithology volunteers camp at Gull Island, a Museum field station for a continuing study of Terns. The living conditions are primitive. This type of assignment attracts college students but one of the volunteers is in his 70's.

Volunteers in the Photo Collections refurbish sales stock, help process and catalog slide acquisitions and do the clerical work related to a Nitrate Film Conversion Project. A number of people are sorting and reclassifying records of early field, laboratory and research work in animal fossils since 1891 for the Vertebrate Paleontology Department.

Anthropology uses the largest number of volunteer hours. Dozens of men and women work on a variety of temporary projects and permanent assignments of varying degrees of sophistication. For example, some people translate writings by South American archaeologists from Spanish to English. Others classify pre-historic weapons. There is very little turnover of volunteers from the Anthropology assignments and there is a volunteers waiting list for any opening.

Of course clerical skills always are in demand. The placement problem lies in the fact that volunteers with clerical skills often are volunteering to excape from daily clerical responsibilities.

"UP FRONT" ASSIGNMENTS

Volunteers are the Museum's prime link to the visiting public. Except for guards and cafeteria employees, they are usually the only contact that a visitor has with a Museum representative while seeing our exhibits. It is important to us that this contact be favorable. Our "Up Front" assignments vary from duty at the Information Desks, to teaching volunteers in the Education Department. Projects such as demonstrating Origami techniques at holiday time, hosting at Receptions, and serving Museum Highlights Tour Guides are carried out by volunteers.

Information Desks: We have three Information Desks staffed by volunteers. These people have perhaps the most demanding and interesting assignment - one that requires an extensive knowledge of the Museum, its staff, collections, history and policies. They also answer questions about transportation, tourist attractions, and neighborhood restaurants. They explain the layout of over 27 acres of floor space, about half of which is behind the scenes libraries and laboratories, offices and support functions. They know which of these areas require security passes, and they know the names and faces of the key people of the Museum organization. They wear badges indentifying the languages they speak, for special assistance to foreign visitors.

These volunteers must be aware of present and future exhibits and often are questioned about artifacts that were displayed during a visitor's distant childhod visit. They also sell merchandise and

enroll new members.

The Museum has several major sales areas staffed by paid employees. But our satellite sales areas at the Information Desks generate over a hundred thousand dollars a year in sales of merchandise and enrollment of new members. Volunteers must know how to handle these transactions and operate the electronic cash registers.

All of these responsibilities of the Information Desk people mean that training is very important.

Information Desk Volunteers also are used as "Pool" from which they can be assigned to any temporary project that comes along. These projects range from wrapping fish specimens for shipment to another museum for study, to playing host for a members' reception in the evening. Most volunteers accept these assignments as a chance to become familiar with areas of the Museum or to have variety in assignments. Some like to stay on tap just for these casual assignment and do not want regular duties.

Museum Highlights Tour Guides: Our Education Departments' professional staff conducts classes and tours for hundreds of registered classes and groups that visit the Museum. But we identified a need for a tour of Museum Highlights designed for the casual visitor and for informal family groups. These people want to get an idea of the scope and nature of the institution in a short time. One of our volunteers developed a tour that in an hour traverses the four floors of exhibits, visits six of the most interesting permanent halls and typical galleries and even notes the fossil shells in the stone of the hallways of our building! These tours have become very popular. Started only two years ago, they attracted over 49,000 visitors from 98 countries in 1979. The groups usually include about 25 people.

To be a guide for these tours requires thorough and continuing study that we will discuss later in this article.

TURNOVER--A FACT OF VOLUNTEER PROGRAMS

As all who work with volunteers know, turnover is a fact of life. We have a solid core of volunteers who stay with us for months and years and provide continuity. Others move in and out of the system. We encourage them to stay for a long enough time to fulfill our role as interpreter of the institution to the public and require that they give us a working schedule commitment. We need four or five hours each week. Most of the "fringe benefits" of volunteering come after 50 or more hours have been contributed.

The turnover is not a negative factor. The volunteer group is forever being renewed and enlivened by new blood. It enables many students to become acquainted with a great institution. We encourage the colleges in the area to refer students to us as volunteers. We even plan some activities and projects for times during which students can give us hours or days. The opportunities and problems created by this turnover are many and are centered around selection and training - both continuous processes here.

SCREENING AND SELECTION

We generally have no trouble attracting volunteers. Our impression is that we resemble other cultural institutions in this respect. At times we have more volunteer applicants than we can use. When we do need to recruit, it is for special exhibit and the Metroplitan Museum of Art gave us its list of volunteers who had helped with "King Tut". We also used many of Educational Televisions' (Channel 13) volunteers. These sources provided an unusually interested and knowledgeable group

of people.

Several factors attract volunteers to cultural institutions. The artifacts and exhibits are an attraction for many with a lifelong interest in one or more areas, or a potential career interest. Also there is the chance to meet professionals in particular disciplines. The large scale of our volunteer effort affords additional opportunity for developing personal friendships.

Over 30 per cent of our volunteers apply here because they know other volunteers. Even more come from schools and colleges in our area. Many schools now require community service as part of their programs. Our Curators who teach in local universities encourage students to volunteer for experience in collections management or ment or in the labs. Several of our Departments schedule special projects during vacations so that students can have some experience while we can use their muscles and enthusiasm. For example, a group of students moved an anthropological collection to a new location during a Spring vacation break.

Community referral agencies account for perhaps five per cent of the volunteers. We have been pleased with the results of some of the young people with learning disabilities in some behind the scenes tasks. With careful supervision they can make very real contributions in return for gaining work experience and confidence.

Our participation in community and national organizations concerned with volunteer management pays off in many ways. Not only have we been able to profit by the experiences of others but even more important are the referrals. As volunteer organizations get acquainted with and learn about each other's needs, they refer potential volunteers with special interests and skills. Some of our very best people have come to us by that route.

Ease in acquiring volunteer applicants makes it very important that we screen and select very carefully. A danger is that we can develop a group that is ingrown, too homogenous and a "clique". Our visitors represent all elements of the world community - every race and culture. Our local community is multi-racial and multi-lingual. Our volunteers need to represent as much of the range of the racial, language and ethnic elements as possible. In fact, at Information Desks, our qualified volunteers wear badges showing what languages they speak - and have plenty of opportunity to use those languages.

We reach out in several ways to acquire applicants who will give us the variety we need. Museum Member publications often discuss volunteers and their activities. We participate in the Mayor's Awards for volunteers. This gives welcome publicity and all volunteers appear to be pleased by an award to one of their number. We have sent letters to members of the Museum who live in the immediate neighborhood to point out needs and opportunities for volunteering.

The results of this selective acceptance of volunteers is quite visible. Although some of the behind the scenes assignments are most attractive and are prized by the college age volunteers, a glance at any of our Information Desks will show an interesting mixture of age, race, sex and languages - of people obviously enjoying their work and the company.

One important point: The Museum does not accept everyone who applies as a volunteer. The screening is careful. The benefits of the Museum experience to the college or high school students heading for a scientific or art career mean that we can concentrate on the most highly motivated. The Museum staff, being educators and

scientists, is quite conscious of the educational value to the volunteers and one notices a great amount of counseling and on the job teaching.

We do not retain volunteers who prove to be unsuitable. All volunteers are on a three month probation period before they receive their permanent Museum Badge. After that, our termination procedures are much like those of other responsible employers - and they are applied.

TRAINING

Even though the mixture of volunteers make for a very interesting group, the real key to success of the volunteer program is TRAINING. We train in a number of ways, formal and informal. Some of the training is very challenging, even tough, with much followup to insure retention of the training. It is carefully planned for the different occupations the volunteers will follow. An indication of the importance we give to training is the fact that in 1979, volunteers working with the Public attended one hour of training for every ten hours of service.

WRITTEN INFORMATION

Everyone who is accepted receives a copy of our volunteer policies guide at the time of their first interview. The policies make clear the relationship of the individual to the Museum. They give notice that we can and often do ask for references and discuss requiremtnts for Working Papers for students under the age of 18. They establish termination procedures if and when assignments are not available and also the fact that termination for cause is possible. We discuss Identification Badge requirements and other security arrangements - very important in a museum.

We detail sign in and out requirements, reporting absence or tardiness, removal of Museum property, dress codes, telephone calls - all of the things one would establish with paid employees. We also discuss benefits. These include discounts at Museum shops, lectures, members programs and employee activities. We treat volunteers as employees and not as a separate group.

The policy statement is given to the volunteer before he or she actually starts work and implies acceptance of the conditions and committment to the Museum. Each individual also receives a booklet that tells some procedures, how to handle certain problems such as requests for identification of artifacts, how to locate certain offices and laboratories, and other facts he or she may need. Volunteers who work at the Information Desks read a clipboard that details the daily and weekly schedule for all Museum activities that concern the public.

Volunteers must sign in an sign out so we place notices at the sign out area. A Museum Newsletter designed for employees is sent to all volunteers and discusses volunteer activities along with employee news. NATURAL HISTORY magazine is distributed to volunteers. Thus we try to insure that they have the opportunity to read everything that can help them understand Museum policies, procedures and plans.

But our main emphasis is on a more formal training. Those who work behind the scenes usually bring technical experience or formal study to the assignment, with the immediate supervisor responsible for evaluating the skills and knowledge and designing on the job measures to fill in the gaps. All other volunteers attend formal traning sessions.

MUSEUM HIGHLIGHTS TOUR GUIDES

One of the most interesting aspects of our formal training activity is the Museum Highlights

Tour Guides program. It has taught us much about the limits and the responsibilities we can impose on the volunteers. It is a tough program with strong requirements for factual knowledge and continuing accuracy in a number of scientific and anthropological areas. The investment of time and energy in the guide training requires that we have and enforce high standards of attendance, responsibility, extra study and outside reading.

We have found that the volunteers who are invited to become guides appear to welcome this tough approach and contribute more than we actually demand in reading, research and "hall study'. (Hall study is reading labels of exhibits and relating other printed information to the displays).

Any individual invited to become a guide already has completed the basic orientation for all "up-front" volunteers and has worked at least 20 hours at an Information Disk. He or she also has taken a Museum Highlights Tour. There are 12 hours of formal training concerned with the details of the contents of six major exhibit halls as well as with the history of the Museum, its buildings and its collections. While this formal training is being conducted, the volunteer must spend at least three hours a week in hall study. During this formal training only one absence is permitted and that absence must be made up.

When an individual completes for formal sessions, he or she is expected to spend an additional 12 hours in hall study. At the end of four to six weeks, the trainee must take the tour supervisor on a sample tour of three halls. At the end of six weeks the tour is of all six halls. Only after this training do the volunteers conduct tours for visitors. After three tours, a supervisor will monitor the tour. There is constant monitoring, formal and informal. We encourage interested Curators to drop in on tours and give us feedback. Sometimes a guide will tape a tour so it can be reviewed.

INFORMATION DESK AND POOL VOLUNTEER TRAINING

Typical of the basic orientation for Information Desk and Pool Volunteers was the series we conducted in February, 1980. The students met in a class room two afternoons a week for four weeks. The formal part of each meeting usually lasted about 30 minutes, followed by a tour behind the scenes. At the class room portion a Curator, Administrator, or Museum staff member explained his or her area. For example, Building Services, Maintenance and Security Manager explained his cluster of responsibilities and the responsibility of Desk personnel for issuing passes for behind the scenes visits by messengers as well as visiting scholars. The Curator of Education and key members of his staff explained their programs. The Membership Secretary explained how volunteers can help process memberships and participate in the Members Receptions and behind the scenes tours that are so important of our members activities. Each session included a tour behind the scenes to parts of the Museum that visitors do not see but that volunteers must know about.

This type of training is interesting but is physically tiring but few ever drop out. The Museum is so vast in scope that without this training and the long walks volunteers would have difficulty in grasping the full picture. At the same time the training is so interesting that it has been used as a reason for becoming a volunteer.

Volunteers participate in skills training where it is appropriate. The introduction of new electronic cash registers for example, required training as did a special survey program that involved inter-

viewing.

One measure of the acceptance of volunteers as an essential part of the Museum is the fact that they are included in regular staff training. Currently, volunteers are attending human relations workshops along with the paid staff.

SUMMARY

Cultural Institution Volulnteer Coordinators will notice that we do not use the word "docent" to describe our teachers, instructors and gallery tour guides. Most are staff members in the Education Department. Only about five per cent of the volunteers time is in our Education Department.

Nonetheless, the volunteers are the principal means we have of shaping the visiting publics perception of the Museum and its "personality". The work at the Information Desks, with the Highlights Tours and with other "up front" assignments has great impact. Careful selection, sound training and businesslike follow-up of those selected makes the difference.

Many coordinators will envy our ease in attracting a more than sufficient number of volunteers and also the very wide variety of assignments that we can offer them. We attract volunteers because we are so well known. Also the fact that we are a cultural institution gives us a certain amount of glamour. But the wide range of assignments and the way our volunteers are accepted as an essential part of the organization is due in great part to the training and the attitudes the training encourages. Our volunteers have very strong support from Museum top management - absolutely essential to any volunteer program. This support results from a management that is pleased with its experience with well-selected and well trained volunteers.

Our experience with the intensive training, the extensive follow-up and refreshers required for the Museum Highlights Tour Guides, along with the strict attendance and other requirements leads us to generalize that volunteers are not scared off by difficult assignments and requirements for training and attendance. We sense that very often this is welcome and develops a very positive attitude.

We acknowledge the value of cooperating with other volunteers organizations. We welcome the experience of those who manage volunteers in the other than cultural organizations. They have struggled and found solutions before we, with the newer programs, had identified many of the problems.

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Church Volunteer Administration - Part II: Several Programs Under One Roof

By Janet R. Richards

In a previous article (CHURCH VOLUNTEER ADMINISTRATION: Similarities and Differences--Fall (1978), a discussion was presented on how volunteer programs in churches are both different from and similar to those in other agencies. As other writings have circulated under the heading of religion and volunteering, I began to recognize the wide variety of views which were being expressed about this segment of volunteer administration. It is both exciting and confusing to hear writers talk about church members as change agents in the community, talk about the clergy as enablers, and still others call for more church members to become involved in specific community needs.

At the same time, my efforts to get a handle on all the volunteer efforts in Gloria Dei Lutheran Church (where I have been Coordinator of Volunteers for three and a half years) gave me the feeling of looking through a kaleidoscope. The picture kept shifting, each picture as fascinating as the one before and never repeating itself. I tried to cope with finding enough people to count the offering on Sunday morning and getting people out for the Blood Mobile and finding people to drive a member to the hospital for therapy. Mixed in with it all was the effort to complete a survey to indentify needs and available skills. Dealing as it does with the joys and sorrows, successes and failures in the lives of its members, the church staff sees the whole spectrum of life unfold in the process of its ministry - a never ending series of events with humor and paths intertwined. The church's mission is a true kaleidoscope with every color in the rainbow surfacing and then merging with the others. This kaleidoscope effect then, becomes a part of the volunteer program in the church where the body of volunteers and clients is one and the same.

Gradually as I worked with the picture, certain patterns emerged and it became apparent that volunteering in churches can be divided into at least five categories as listed below. Recognizing this fact made it possible for me to decide which direction to move first. It also helped us to understand that some of those categories might never be a part of the volunteer program at Gloria Dei.

I. TRADITIONAL: This is listed as No. 1. because in my personal experience it has that position of primary importance. Coordinating the many needs of the church with the widely varied skills of its members is an ongoing process --- one which provides the most meaningful use of the volunteer

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Richards is the Volunteer Coordinator for Gloria Dei Church in Philadelphia. Previously she coordinated volunteers for a drug rehabilitation center and for a day care center.

efforts while enhancing the internal programs of a church. Without volunteers, churches would have a difficult time surviving even a month. The traditional functions of the church are under this heading (singing in the choir, ushering, teaching Sunday School, helping with mailings, etc.) and represent the myriad of ways by-which church members express their personal ministry within the church. For the most part, people have been recruited for these services by the Pastor.

I have a large concern for the multiple roles usually carried by the Pastor. He is expected to see that everything runs according to plan and on schedule. He is expected to be God's spokesman, and counsellor for the sick and troubled, a confidant of the wayward, a manager of whatever staff he has, a fund raiser and overseer of the budget, and, sometimes operator of the mimeograph and occasional handyman. In other words, the view held by many church members is that the Pastor must manage to be all people - view that is shared, also, by some Pastors themselves.

To relieve a small measure of that pressure, a Pastor might consider the delegation of responsibility for coordinating the volunteer services of the membership within the church. The coordinator, either one individual or a team of two or three, would systemetically indentify the interests, skills and availability of the membership. With this information the coordinator is then able to help people accept responsibilities which they find challenging and satisfying. The net result is that this kind of information is processed and organized into a file system to which any one has ready access.

Many people sharing responsibility creates a stronger, healthier church. An office with the responsibility for this coordination and for recording this information is a major step in that direction.

II. CONGREGATIONAL CARE: This second category of church volunteering is one which may be viewed as an extension of the pastoral care. In many churches systems have evolved for involving persons in reaching out to the needs of the membership. Some churches have been doing it for so long that it's as natural as breathing. In other churches it is a process that may have been overlooked.

Pastors place a high priority on the care of hospitalized members or bereaved families. However, once the immediate crisis is passed, other crises capture the pastor's attention. The hospitalized person goes home or the funeral service is completed and it is assumed they no longer need the attention of the church. In reality it is at this time that they may need the most care, support and comfort.

A coordinated congregational care program would identify and train individuals who would be willing to continue the church's outreach over an extended period of time. Such services would keep the church aware of additional needs that might develop or, at the very least, help the individuals feel the ongoing concern of the church.

A program of this sort requires ongoing training and support for the church volunteers serving acting as visitors. A thorough recordkeeping system is also necessary to continually update the congregational needs. It thus becomes a total program complete within itself. As of the first of the year at Gloria Dei, we have hired an Assistant Coordinator of Volunteers whose sole responsibility is Congregational Care. Though not all churches have a multiple staff situation, the principles work in churches of all sizes.

III. THE CHURCH-AT-LARGE: A third form of coordinating the church's volunteers is in service to the regional and national body of its denomination. Church boards and committees utilize many non-salaried personnel. We mentioned above the identification of skills, interests and time available for the church membership. This important resource could be tapped to make referrals to those denominational boards and committees as requested. There is always a need for new persons and new thinking to promote the church.

IV. THE COMMUNITY: Agencies in the community frequently turn to the church as a resource for volunteers. It is a time consuming job for an agency to send speakers to churches for recruiting purposes. The assumption made by many agencies who hear that I am a coordinator of volunteers in a church's membership for service in community agencies may eventually become a goal for some churches. At the present time it is generally a catch-as-catch-can process, and is likely to remain so in view of the fact that churches are just beginning to recognize the need for developing a better coordinated process for internal volunteer services.

V. ADVOCACY: This final category is a highly individual one. The role of advocate is very apt to require confronting a controversial subject. For example, in the tumultuous 60's and early 70's some churches were torn asunder over the Civil Rights Movement as their members held widely divergent ideas of the role (or stand) the church should take. A congreation united behind a cause can be a powerful force but it requires a highly skilled coordinator to provide the direction for that force.

The role of advocate is very apt to require confronting a controversial subject. Churches in which the members can be united behind a cause can be a powerful force. An individual with community organization skills to coordinate that force can provide the impetus for that church to be an effective resource to the community.

SUMMARY: These then are the readily indentifiable categories into which I feel the coordination of church volunteers can be divided. This offers a variety of directions for consideration by churches which may be contemplating the employment (paid or unpaid) of a volunteer coordinator. Each category (with the possible exception of III) can evolve into a full time job when the professional precepts of volunteer administration are applied.

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Women and Volunteering: Perceptions, Motivations and Effects

By Mary C. DeCarlo and Roberta M. McConochie

Introduction. In this paper we review research on women's volunteer roles, motivations, rewards, satisfactions, and other volunteer outcomes; and, we consider societal forces, particularly the feminist movement, that support women's returning to the marketplace and to institutions of higher education, forces which can be seen as antagonistic to traditional concepts of women's volunteering. The literature raises two questions concerning women's current attitudes towards volunteering and also concerning a number of conceptual and methodological issues, which we attempt to address in a survey reported in this paper.

Background literature. Research and stereotype describe women as the mainstay of the volunteer movement. According to the 1974 study, Americans Volunteer, one woman in four has done some volunteer work while only one man in five has done so. When Anderson and Moore (1974) sampled volunteers, they found that 79 percent of their sample were women and only 21 percent were men.

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The United States Department of Agriculture (1977) reported that 67 percent of the volunteers in the 4-H youth program were women. According to Americans Volunteer 58 percent of all the women surveyed had done some volunteer work between the ages fo 28 and 55. While these findings consistently suport the notion that women volunteer more often than men, they also reveal inconsistencies and issues concerning just how much more often and how to appropriately measure how much more volunteering. These methodological issues are discussed below in the context of our own empirical work.

Women assume a variety of roles as volunteers which may vary according to life stage (Coppack, 1977). According to Eberly (1977) young people volunteer as part time activity contributing an average of eight hours per week (for 14 to 17 year olds) and eleven hours weekly for 18 to 24 year olds. Women from 25 to 44 years of age accounted for 30 percent of respondents doing volunteer work according the Americans Volunteer.

While date from the 1974 study indicate an overall decrease in volunteering during retirement, a 1976 evaluation study of 70 Retired Senior Volunteer Program (RSVP) projects indicated that 76 percent of all RSVP volunteer are women. There of course could by many reasons for this finding. Generally, however, when volunteering is

viewed from a life cycle perspective, there are associations between the number of hours of volunteering activity and the type of activity and the life cycle stage, relations which may not be of the simple linear variety.

In considering the impact of women's volunteer experience, one must examine the volunteer activities themselves as well as the volunteer roles. There are several different approaches to the definition of these concepts. D.H. Smith (1972) has identified five major classes of voluntary activity: (1) service-oriented voluntarism; (2) issue or cause-oriented voluntarism; (3) self-expressive voluntarism; (4) occupational or economic self-interest volunteering and (5) philanthropic voluntarism. Coppack (1977) discribes leadership roles, support roles, and expressive roles. Anderson and Moore (1974) identify administrative service tasks including a tremendous range of activities from leadership to typing and direct care or client service. Ekstrom (1977) has categorized volunteer functions such as administrator/manager; financial or personnel manager; researcher; fund raiser, etc. The Volunteer Career Development Program of the Association of Junior Leagues (1978) has related volunteer roles to career interests in terms of these categories: Business; education; industry; service repair trades; science; health care; art; design and performing; social/public service and communications.

A volunteer function identified by Eva Schindler-Reiman (1975) is that of "Diagnostic Fact Finding," an accountability or evaluation function. The League of Women Voters has pioneered in this area, for example, through their work in determining compliance with citizen participation mandated by General Revenue Sharing (VanMeter, 1975). Another example is the concern of the National Council of Jewish Women with "due process" in court proceedings. Attempts to classify volunteer roles appear to confound motivations and interests of the volunteer, the level of responsibility associated with the activities, the prestige of the volunteer position, and outcomes resulting from the volunteer activities.

Regardless of which category system we use, we cannot help but observe that activities associated with women's volunteering have not been accorded the status, prestige, or power of those associated with men's experience.

Loeser and Falson (1977) have documented that women are grossly underrepresented on the governing boards of not-for-profit organizations despite the heavy reliance of these organizations on women's volunteering. A recent survey of non-profit organizations in Boston found that women constituted only 23 percent of all board members. Forty-five of the 100 organizations surveyed had no women officers and nine had no women members of the board at all. Given the lack of prestige associated with women's volunteering, it could be seen as somewhat surprising that women are generally satisfied with their volunteer experiences. Coppack (1977) found that there was a "consistently strong sense of agreement that the work being done constituted an important accomplishment." A recent study by Conroy (1978) indicated volunteers' "willingness to give more that was required in terms of hours" thus implying satisfaction with the volunteer activity. Smith explains this apparent disparity between status and satisfaction: "one specific type of reward which may be sought in volunteer work is enriched self identity for wife/mothers." Smith, however does not make it clear whether women who

work (the large majority of women eligible to do volunteer work) also seek enriched self-identity, or whether his explanation is relevant only to presently nonworking women, an emphemeral category since most women are gainfully employed at some point in the life cycle.

D.H. Smith (1973) found that the greatest impact of volunteer experience was on individuals who were in programs of "total involvement" and gave a full time commitment to volunteering. There is evidence to support this theory. The career potential of the returning Peace Corps Volunteer was studied by DeCarlo (1976). Peace Corps Volunteers described their Peace Corps experiences as having enhanced their career potential and as having contributed to their individual maturity. These findings are suported by Eberly's (1977) research on the Program for Local Service. In light of these findings concerning the status accorded to volunteers and the satisfaction experienced by volunteers, it seems appropriate to underscore the distinction between the two sets of variables related to the volunteer experience: first and ascribed or earned status accorded to the volunteer or to the volunteer role (regardless of who assumes it) and second the feelings of the volunteer concerning the experience, which might include a number of variables from satisfaction with the volunteer experience to reports of accomlishments and skills acquired.

Political Perspectives. The views of the National Organization for Women on voluntarism appear to have implications for both the prestige associated with volunteer roles and the attitudinal outcomes of the volunteers.

In 1971, the National Organization for Women addressed the lack of prestige associated with women's volunteering and the exploitation of women in the non-profit sector. NOW described two types of voluntary action: Change directed and service directed, advocating from former and discouraging the latter. Concerning change-directed volunteerism, NOW criticized service-oriented volunteerism: "This seeks to complement insufficiently funded social services with nonpaid labor in order to alleviate social ills. In addition, it blunts the pressure for a more equal distribution of the nation's wealth." A national debate regarding volunteering ensued. Much of the defense of service oriented volunteering had to do with the relation of volunteer experience to career development: according to a 1977 issue of Council Women voluntarism is the smoothest stepping stone to paid employment a woman can find if that is what she is seeking.

"Hard" data that support the hypothesis that women have made a transition to paid employment via their volunteer experience are difficult to obtain. The most relevant studies were completed by Mueller (1976) and Hybels (1977). According to Mueller

> It is hard to imagine a social institution which provides more cheeply in terms of start-up costs equivalent opportunities for making a variety of useful contacts and for testing aptitudes and interests. An analysis of a survey of 295 women ten years after they had attended graduate school found that both the skill level of the volunteer job and the desire on the part of the worker to return to the market work significantly increased the number of hours of volunteer work done by these women.

Hybels found that skill development was given as a motive for volunteer work by a sizeable number of women in all education groups.

The work of Hybels and others is more directly relevant to the motives of volunteers concerning potential career development than to the actual correlation between volunteer experience and later vocational experience.

The recent phenomenon of women's self help career groups suggests that the relation between volunteer acquired skills and employability may be indirect rather than direct. The link according to some may have to do with the important translation of volunteer skills into attractive, salable resumes, or into academically creditable knowledge. However, relevance of the volunteer experience to professional and academic status continues to be the responsibility of the individual. Publications by Ekstrom (1977) and DeCarlo (1978) document the recent growth of resources to help the volunteer bridge the gap between activities in the volunteer sector and careers and continuing education.

Our review of literature raises a number of important questions and issues. One concerns an appropriate method by which to estimate the frequency of men's and women's volunteering. The studies yield inconsistent estimates of rates of volunteering. Our explanation of these inconsistencies is that both the population sampled and the way the question is asked make a difference in the responses and therefore should be reported and discussed in research program. A second issue has to do with the need to carefully conceptualize, rather than confound, a number of variables including to motivations of the volunteer, the responsibility and prestige associated with the volunteer position and ascribed to the volunteer in that position; and the products, results or outcomes of the volunteer experience including the satisfaction of the volunteer. In conceptualizing volunteering it is possible to view the same variables at different times in the volunteer process, in terms of inputs inputs (including role definition and role prestige, volunteer motivations, for example), activities (including volunteer and organizational functions), and outcomes (for example skills, individual and institutional change). Viewing volunteering from this process model, the issue of the relation between volunteer experience and career, for one example, can be seen as addressed at all steps of the process, by input motivations, by relevant activities, such as meeting the right person on a day to day basis, and outcomes such as specific skills.

The empirical study

We attempted to address some of these issues and to keep all of them in mind in our small scale empirical study the goal of which is to explore women's (and a contrasting group of men's) definitions and experiences of volunteering. The focus in our study is on the perceptions of the volunteers, their definitions of terms, their input motives, their activities, and their experienced outcomes. We did not attempt to study from organizational or societal perspectives. The latter are obviously areas needing further inquiry.

For our study we interviewed a total of 42 persons, 23 women and 19 men, whose households were randomly selected from an urban neighborhood diverse in ethnicity, economic status, educational background, and age. From this small sample, we intended to raise hypotheses, to explore methodological issues, and to question and critique extant research finding. We did not intend to generalize beyond the sample findings to larger populations of volunteers or urban

neighborhoods. In earlier pretest work we had experimented among different approaches to asking whether persons had ever volunteered. In pretest discussions, when we started by asking the question of who had done volunteer work providing a terse general definition, typically about 50 percent of respondents reported that they had volunteer experience. When we started by inviting members of the group to discuss their volunteer experiences, after hearing several such examples, about 70 percent of the persons realized that their experiences could be considered voluntary action. Thus, we felt at the outset, that we would not have to sample volunteers to discuss volunteer experience, that we could merely draw a sample of households and expect to discuss volunteer experiences with respondents a large proportion of the time. We felt too that it would be preferable to maximize the respondent's ability to discuss their own experiences in terms of voluntary action, that they might be inclined to adopt too narrow a definition of voluntary action at the outset, and we were interested in hearing views about a variety of volunteer experience. Therefore we adopted procedures which can be seen as correcting persons' tendencies to think narrowly or incompletely about their volunteer experiences. In our questionnaire, we therefore followed a grounded approach to questionnaire construction, anchoring the respondents in their own experiences at the outset by asking them to give a few examples of volunteering, then asking them to judge whether they felt that several more examples which we provided, representing an intentionally diverse group of activities, were volunteering, and then finally asking the respondents for their own definitions. In this way, we felt that we could elicit a thoughtful definition of voluntary action from respondents thus extending our own research perspectives rather than simply confirming them, and also providing a "reality" check on the way researchers and theoreticians have conceptualized the field of voluntarism.

Definitions of voluntary action

Conceptually, one can view volunteering as having to do with activities that are free from formal organizations (something that is different from work); or one can see volunteering as different from individual helpful behavior and therefore more formal than simply helping out. Women and men in our sample used different reference points to describe volunteering.

In response to the question: "what does it mean to volunteer?" men responded in terms of a contrast to paid work. Sixty eight percent of the men reported that volunteering meant doing work or activities for no pay in contrast to 23 percent of the women.

In response to whether specific activities "were volunteering," however, women and men appeared to use the underlying definitional continuum differently. In response to eight different examples of activities, in seven out of eight, women saw the activities that represented institutionalized instances of voluntary activity as more representative of voluntary action than did men. Although many of these differences are quite slight, the consistency of these differences in seven of eight cases as indicated on Table I is quite apparent.

Table I. Perceptions of Activities as Volunteering by Men vs. Women

Do you consider the activity below volunteering?	Percent of respondents who say YES, this activity is volunteering?		
	Women	Men	
1. Teach Sunday School?	87%	84%	(Institutional)
2. Help a neighbor?	61%	74%	(Noninstitutional)
3. Little League coaching?	91%	84%	(Institutional)
4. Donate to charity?	65%	63%	(Institutional)
5. Participate in a community association?	83%	79%	(Institutional)
6. Shovel snow with a neighbor?	64%	58%	(Noninstitutional)
7. Solicit funds for United Way?	91%	68%	(Institutional)
8. Lend your car to someone for an emergency?	70%	79%	(Noninstitutional)

Men appear to ground the meaning of voluntary action in contrast to the most formalized organizational situations and women appear to ground voluntary meanings in contrast to the informal activity. It would be interesting to explore the relation between individuals' occupational categories and attitudes and the ways in which they define volunteering. Such relations may obtain across sex--or may not. When we asked the general question, why do people volunteer, women more than men mentioned motives of helping others, career related reasons, meeting people, and self fulfillment. Men more than women mentioned serving the community keeping busy, and doing something for a good cause. Results are shown on Table II.

Table II. Responses to "Why Do People Volunteer?" by Women vs Men

	Percent giving this response	
	Women	Men
1. To help others	41%	32%
2. To serve the community	5%	11%
3. To keep busy	18%	21%
4. Career related reasons	5%	0
5. For a worthwhile cause	0	16%
6. To meet people	5%	0
7. Self fulfilling reasons	27%	21%

When the question of motive was asked more specifically: "why did you volunteer?" more men than women reported that they had volunteered in order to help or to give to others (46 percent of the men as opposed to 35 percent of the women) whereas women more often than men said that their voluntary action was in response to a request; 41 percent of the women said they had volunteered because they were asked. Does this finding mean the women volunteer because they are asked more frequently than men to volunteer, because they cannot refuse a request, or both of these and other reasons? These questions might be a good starting point for future research. The present results show that different motives are mentioned depending upon whether the question is asked generally or specifically, and differentially so for men versus women. When asked about general motives for volunteering, only women mentioned career motives as possiblities and only a small number did so. When describing their own reasons for volunteering, small numbers of both women and men report having done so because of career reasons (9 percent of the men and 6 percent of the women). Thus the general attitudes of women and men, particularly men, do not link voluntary action and career development. Specific motives to volunteer show a slight link between volunteering and career development for both men and women. The relevance of volunteer experience and derived skills to career development gives a picture different from the lack of association between motives to volunteer and career development.

Experience of voluntary action

A large portion of persons in our sample report that they had volunteered. Overall, 79 percent of our sample report they have volunteered and equivalent numbers of women and men report this experience. Eighty-three percent

of the women reporting having volunteered versus 74 percent of the men. We asked specifically whether respondents had done particular kinds of volunteer activity to follow up our general question of whether they had volunteered. Responses to the follow up questions show different patterns of volunteer activities for women versus men.

Table III. Type of Volunteer Activity by Women vs. Men

Type of Activity	Percentage of Persons Who Have Done This	
	Women	Men
Political canvassing?	45%	61%
Coaching, tutoring, teaching?	70%	72%
Community, church	90%	78%

More men than women report having done political volunteering (canvassing or campaigning in an election for example); more women than men report being involved in church and community related activities; and about equal numbers of men and women report involvement in teaching, coaching, and tutoring.

Our data show that women are <u>more</u> involved in <u>more</u> activities in <u>the</u> volunteer <u>sector</u> than are men. Of the women who volunteered, 94 percent have been involved in four or more activities where only 64 percent of the men were involved in four or more, and 84 percent of the women volunteers have been doing volunteer work for seven or more years, whereas 56 percent of the men have been involved this long.

When we asked persons about the benefits of having volunteered women, consistently more often than men report that gains have been helpful. (See Table IV). For a range of outcomes (professional skills, people skills, management, personal growth, and others) women say the results of volunteering as extremely helpful, more so than did men. These differences are consistent across six items, and substantial in the case of three areas: skills in working with people, professional skills, and management/administrative skills.

Table IV. Skills Acquired from Volunteering for Women vs. Men

Type of Skill	Percentage of Persons Who See Volunteer Experience as "Extremely Helpful" for This Skill	
	Women	Men
• Skills in working with people	63%	43%
. Professional skills	42%	25%
• Skills in administration and management	37%	21%
• Skills in working with objects	16%	13%
• Personal growth	42%	40%
• Skills in working with abstract systems	21%	20%

Viewed from the perspective of the outcomes or benefits of the volunteer experience, women do associate volunteering and career development. However, when respondents view volunteering from the perspective of motives (inputs to the process) there is only meager association between volunteering and career development. One possible explanation for these differences is that the initial sterotype of voluntary action as a leisure time activity prevails at the input stage of the process; but the social change/professional growth view is closer to describing the attitudes at the outcome end of the process.

In light of women's tendencies to volunteer in response to a request and to disassociate career development from motives to volunteer, but to see career development as a benefit of specific volunteering, some action implications are clear to women's advocacy groups. These and other implications are discussed next.

Conclusions and Research Needs

Our research and the extant findings in the field barely scratch the surface of documenting and evaluating the impact of volunteering on women. The research question is a challenging one that requires descriptive approaches as well as quasi experimental. Given the importance of voluntary action in a democratic society, and the frequency of volunteer activities in people's lives, it seems important for us to rise to the challenge and do a better job of describing the entire volunteer process--inputs, activities and outcomes. And more research is needed on the patterns of volunteering as a part of life stages.

Most women do not volunteer with the intent of developing transferable skills. However, when women are specifically asked about their volunteer experiences and the impact on career development, they admit that it has been relevant or helpful to educational and occupational mobility.

The development of a "career plan" in light of personal/professional goals and objectives may provide a rational framework for individuals to plan volunteer activities. There is a great need to help women of all ages to take the initiative to develop a plan to program voluntary activity into their life stages and to do it in a way that enhances their own goals career and otherwise. According to Hybels, women in well planned programs of voluntary social action can be in positions of significant leadership within two years. Such rapid progress may not be possible for women in the occupational realm where direct rapid progress career ladders are not widely available to them. More thought and research are needed on the most effective ways to transfer volunteer skills and volunteer prestige to non-volunteer sectors.

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The Self-Image of a Mentally Retarded Volunteer

By Elaine K. Hollander, Ph.D and Hedy Peyser, ACSW

Work can be a way for the mentally retarded to feel useful - to be contributing members of society. Individuals work to fulfill economic, social and/or psychological needs. The mentally retarded have long been deprived of their human rights, including the right to work. Mentally retarded individuals are able to benefit from a systematic and structured environment designed to improve and develop their abilities and work skills. All too often the normal channels of the rehabilitative process, e.g., vocational rehabilitation, fail to provide adequate services for the mentally retarded. This paper examines and presents another avenue designed to serve the rehabilitation and normalization of a mentally retarded adult.

We will explore the development of a full-time, structured work plan for a mentally retarded volunteer, who performed meaningful work and established mutually beneficial relationships with elderly residents and staff in a long-term care facility. In the rehabilitative process, Miriam's self-esteem was enhanced and she gained greater independence in activities of daily living. To examine Miriam's normalization process, a case study approach will be used. Further, her responses to a questionnaire regarding a volunteer's role perception and self-image will be compared to responses obtained in a research study of 144 non-retarded volunteers.

The Hebrew Home of Greater Washington, D.C., a structured community living environment for the elderly, served as the setting for the training model. This training model is unique in that it serves individuals with a variety of handicaps as well as normal individuals. It also provides a variety of work opportunities so that volunteers can experience choice and a degree of responsibility.

In October, 1975, a telephone call was received by the Director of Volunteers of the Hebrew Home from Miriam's sister-in-law inquiring about the possibility of Miriam, then age 43, doing volunteer work at the Hebrew Home. A meeting was arranged with the brother, sister-in-law and Miriam for the purpose of evaluating her potential for volunteer work.

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During the interview it was learned from the family that Miriam's first three years of development were "normal." At age three, she had mastoiditis with very high fever, and after surgery, a marked slowdown was noted in her ability to learn. Endocrine tests showed nothing abnormal. She attended special classes in the New York Public schools until age 18. She learned to read, write and do simple arithmetic, but her reading comprehension lagged.

At age 25, her family placed her in a job program for the retarded, but the training was minimal. During a five year period she worked intermittently and part-time, first in a candy factory placing chocolates in boxes, and later in a jewelry factory placing rhinestones into pins. Both factories closed, and Miriam never earned a salary again.

We were informed that Miriam's parents believed her ability was even more limited that the school psychological testing indicated. She was sheltered and never allowed any signifacant independence. She occupied herself by watching T.V., occasionally knitting, but was not encouraged to do household chores. Her parents made every effort to protect her against disappointments, and she developed many irrational fears. At age 43, after her parents' deaths, Miriam's older brother and his wife brought her to Washington, D.C., and assumed total responsibility for her.

Initially, we had doubts about Miriam's ability to perform meaningful volunteer work. She seemed nervous, excited, distracted, and it was difficult to keep her focused on any one subject. She appeared insecure, had a limited attention span, and her affect was mechanical and flat. She told us how much she liked old people, but seemed aloof when introduced to some of the residents.

However, moved by the family's sincere desire to help her become more independent, the situation was view as offering a meaningful challenge as will as being potentially beneficial to the residents of the home. We began with a three-hour orientation involving the family, including a tour, introductions to staff and a review of rules and regulations. The family agreed to reinforce the learning that has taken place during the orientation and to work together with us. The family's goal was to help Miriam attain as much independence as possible... to use public transportation, maintain her own apartment and do her own shopping.

SUPERVISION

A fundemental principle in training the retarded individual to function is that the training must be accomplished in short, methodical steps, to include the following:

1. Orientation, observation and assessment.
2. Settling in, or adapting to the surroundings.
3. General training.
4. Detailed, practical training.
5. Actual work itself.
(Lennig,1978).

In essence, these training stages were incorporated in our plan to integrate Miriam in our volunteer training program. We began with an orientation period involving extensive on-site supervision. One of our most capable and qualified volunteers, a member of the Retired Senior Volunteer Program (RSVP), agreed to undertake the supervision and training of Miriam. Miriam became an honorary member of RSVP since she was too young to join. She attended the meetings and eventually was provided with free transportation. As part of the general training, Miriam accompanied the senior volunteer on her daily rounds, visiting residents and escorting them to and from physical therapy, clinic and various activities.

It took Miriam approximately five months to feel secure enough to function on her own. Building on her phenomenal ability to memorize names and room numbers, combined with her abundant energy, the detailed, practical training began. We decided she could escort residents to and from their appointments in the physical therapy department, a job involving long periods of waiting. In one week, Miriam demonstrated that she was capable of handling the work and was asked to extend her volunteer activities to three days a week. A few weeks later Miriam was taught to collate printed material and deliver bank statements and weekly schedules to the residents.

During the final phase of actual work training we were able to provide Miriam with a highly structured and supportive environment. She had daily conferences with the Director of Volunteers. Staff (department heads and nursing aides) were consulted in order to analyze and evaluate the appropriateness of her assignments. Miriam's strengths and weaknesses were evaluated on an on-going basis, and she was encouraged to express her interests and job preferences.

DEALING WITH PROBLEMS

When Miriam first started her work in physical therapy, she was relatively quiet and reserved. As she became more secure, she began to talk incessantly, often in loud tones, constantly saying, "I know," and frequently interrupting the staff. She served as a "one-woman grapevine," conveying all the news to us, and once had to be reprimanded for discussing privileged patient information. Miriam's verbal excesses became very annoying to the staff and many conferences were held to find ways to deal with this problem. It was decided that each of us would speak to Miriam privately, firmly, but kindly, aware that she was anxious to please and fearful of rejection.

We were assisted by the other volunteers who also reminded Miriam that she was talking too much. She would usually quiet down for a few days, but then we would hear, "See, I have stopped talking so much," of course interrupting staff in order to say this. However, with constant reinforcement, we had moderate success.

After Miriam was with us about four months, her family provided her with an apartment a few blocks from their home and taught her to do her own shopping. Miriam was on her own for the first time in her life and, of course, problems developed. For example, her personal grooming had been supervised by her family; now her hair was oily and she had an offensive body odor. Constant reminders and demonstrations of proper body care proved futile; Miriam insisted that she showered twice daily. The family was called, and with our help launched a major educational campaign. An endocrinologist was consulted and ruled out hormonal problems. Constant reminders, positive feedback when her hair looked nice, and the fact that the RSVP volunteers brought her lovely clothes, all helped in our attempts, and Miriam began to take pride in her physical appearance. She was especially proud of her volunteer uniform and identification pin.

Close contact with Miriam's family was essential and provided the basis for our success. Matters discussed, and reinforced by them, included clothing, grooming and excessive talking. Miriam visited her family weekly and they provided her with an allowance. It took Miriam's brother three years of paper work, lost forms, phone calls and personal visits to the Social Security Office to secure for Miriam a $180 per month Supplementary Security Income. Her family still subsidizes her financially.

RELATIONSHIP WITH STAFF, RESIDENTS AND FELLOW VOLUNTEERS

Miriam has proven to be a most reliable volunteer. She is always punctual, and during her three years as a volunteer she has accumulated over 2000 hours of volunteer service. The staff deeply appreciates this devotion.

Her relationships with staff and residents are excellent. Miriam, always friendly, greets everybody at least three times a day. She shares many details of her personal life with us. When she received her volunteer certificate, she told everyone at the Home about the award. Although at times she is definitely a nuisance, her work is view as valuable contribution. The staff realizes that a non-retarded volunteer would be bored with the routine which is often tedious, monotonous and lacks challenge. Miriam, on the other hand, never complains and gives every indication of enjoying her work. Indeed, for her it is a challenge.

Physical therapy and other departments accept Miriam as a member of the team. She has lunch with the staff in the employees' cafeteria; they buy her gifts; she shares in their personal lives; and they named a plant after her. She developed friendships with many of her fellow volunteers and a few even visit her apartment.

The residents have accepted Miriam although they recognize she is "slow." Even our more alert residents, who often snub each other, are very fond of Miriam. The explanation may be that Miriam is no threat to them, makes no demands, acknowledges them by name, is friendly, does what they ask of her and is someone they can mother. She is affectionate and nurturing with the residents and manifests a strong sense of responsibility in her relationship with them. Initially, she suffered a deep sense of personal loss when a resident died, but was unable to verbalize her feelings. She is now demonstrating growth in her ability to talk about, and deal with her feelings of loss.

REFERRAL TO MANPOWER TRAINING AND VOCATIONAL REHABILITATION

We referred Miriam to Manpower Training (a Federal, state and locally funded agency) for possible training as a nurse's aide. We thought it would be an ideal situation; however, Miriam failed the exam. A referral was also made to Vocational Rehabilitation. Miriam was sent to three jobs; two involving child care for which she was unsuited, and a government clerical job which she did not get.

SUMMARY OF PSYCHOLOGICAL EVALUATION

Miriam was tested in 1976 at Vocational Rehabilitation. She responded impulsively to verbal items and showed little patience with non-verbal tasks. Her responses were often expressed in apologetic terms and her self-references were self-reproachful. She was anxious to please and be accepted, but gave the impression of anticipating disapproval.

A WAIS full-scale I.Q. of 64 was attained, based on a verbal I.Q. of 73 and a performance I.Q. of 57. Miriam is functioning in the mild retardation range of measured intelligence. The psychomotor rate was relatively high. Pronounced deficits were indicated in visual perception, visual motor coordination and perceptual-motor integration. Her drawings show orientation errors and perseveration, two qualitative errors that suggest developmental lags.
Miriam's word recognition skills were comparatively good. Responses on the Sorting task showed signs that Miriam was experiencing feelings of inadequacy with respect to working out her problems. No serious psychological problems were indicated.

SELF-IMAGE

When Miriam first came to us as a volunteer, her self-image was poor and she was very dependent, and documented by psychological testing. After three years as a volunteer at the Home, Miriam was functioning independently and there was a great improvement in her self-image, particularly as it pertained to her volunteer work. For the first time in her life, Miriam felt she was needed and capable of performing useful and productive functions.

Miriam's enhanced self-image can be substantiated on the basis of her written responses to a questionnaire which was part of a research study involving 145 male and female volunteers in the Hebrew Home. The motivation, self-image and commitment of the volunteer in this extended care facility for the aged was examined.

To the first item on the questionnaire, "Why do you do volunteer work?," most of the respondents stated they wished to help/serve others, including Miriam who said, "because I like to help people who are sick..." For the second item, Miriam wrote, "A volunteer is someone who is helpful to take care of the sick." Similarly, the other respondents indicated the volunteer was consistently viewed as someone helpful. The volunteer responsees were overwhelmingly positive to the question, "How do other people (family, friends, neighbors, etc.) describe volunteers?" While not responding directly to the question, Miriam wrote, "They are glad for me to do it." In terms of the question, "How do the residents see your role as a volunteer?," Miriam replied, "They like the work I do and they kiss me and compliment me for the work I do." Again, her reply was consistent with the positive perception given by the majority of volunteers of how the residents view them. The final question, "How do you think the staff of the Hebrew Home see your role as a volunteer?" elicited a generally positive staff perception of the volunteer, echoed by Miriam who replied, "They like me."

The findings of the study indicate that a volunteer who is highly motivated and has a positive self-image is more likely to be committed to his work. Most of the volunteers in the sample were found to have a positive self-image, a high level of self-esteem, and a volunteer work tended to reinforce their positive self-image. Like Miriam, a repetitive theme was that as volunteers they feel useful, fulfilled and satisfied. Volunteer work offers them a sense of accomplishment, pride and good feelings about themselves and was overwhelmingly reported as being enjoyable and pleasurable.

SUMMARY AND FUTURE PLANS

Miriam herself has best summarized her experiences with the statement, "I have grown a lot in the past three years. I appreciate life. Life means more to me now." In fact, Miriam has demonstrated much growth and maturation and her self-esteem has improved. Her attention span has increased and she is not as easily distracted. As a result of Miriam's improved level of functioning, additional vocational training is currently underway with a goal of paid employment at the Home. Miriam is presently participating in an in-service nurse's aide training program where she is learning skills such as making beds. In addition, under the direction of a senior volunteer, she is learning how to feed the more impaired elderly residents. Further, under the supervision of a social worker, she spends one-half hour daily with one of the confused elderly residents and is paid by the family for her services as a companion.

With the cooperation of the administration at the Home, arrangements were made for Miriam

to obtain low-cost housing adjacent to our facility.

The success of the rehabilitation program for Miriam in the Hebrew Home, a setting similar to a sheltered workshop, was in many ways dependent on the high degree of cooperation and coordination, as well as collaboration, between members of the staff and the family. The positive responses from the professional and non-professional staff and the elderly residents have provided the impetus for a grant application to replicate and expand the volunteer department vocational training program for other mentally retarded adults.

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Abstracts for

Volunteer Administration

The avid subscriber might find on her or his desk, in any month or quarter:

---up to six or eight journals in our field; for example, VOLUNTEER ADMINISTRATION, VOLUNTARY ACTION LEADERSHIP, SYNERGIST, the JOURNAL OF VOLUNTARY ACTION RESEARCH, the VOLUNTEER LEADER, the VIP EXAMINER, and several others.

--- a flow of newsletters often containing longer articles of general national interest. Include here:

--Newsletters regularly published by national organizations such as ACTION, the Alliance, ASDVS, AVA, AVAS, AVB, NAVCJ, NSVP, the RSVP ASSOCIATION, VOLUNTEER, and others

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This is a core part of a growing periodical literature which reflects the maturity of a profession. At the same time, no single one of us can hope to identity, procure and study all or nearly all of this material. Therefore, a literature abstracting service is one valuable thing a professional association can do for its members. An abstract enables you to decide wheather or not you need to look into the longer original, and where you can locate that original. Otherwise, you will at least have the gist of the longer article.

As Editor in Chief, I have asked Ivan Scheier to take responsibility for developing this service, in his role as Association Editor for AVA.

At best, the service will not evolve towards reasonably complete status for at least a year, and it will be a purely exploratory basis at first, beginning with the fall issue of Volunteer Administration. Everything depends on the extent to which we can develop a widely shared volunteer responsibility for preparing abstracts.

Basically, we need volunteers who will regularly select nationally relevant articles and abstract them. With enough volunteers, each person will need to cover only one or two journals or newsletters, presumably ones you regularly read anyhow. All the better if you are an editor or writer for this journal or newsletter. Your work will be recognized as preparer of the abstract. The journal or newsletter with address and subscription or other procurement information, will also be noted in the abstracts section, but mainly you will be making a significant contribution to the development of our field.

It is up to you now. The service may never even get off the ground unless enough of you write SOON covering any or all of the following points on an initial interest basis. You will not be firmly and finally committed until

you receive in return from us, guidelines for the abstracting service, and you then agree to participate. In your letter, please address any of the following points relevant to your interest.

(1) A list of at least one of preferably (in case of duplication) several journals or newsletters you might be willing to regularly abstract for _Volunteer Administration_. Indicate titles clearly and completely.

(2) Whether or not you are interested in being on the alert to indentify and abstract articles from general magazines outside our field, such as Readers Digest.

(3) Whether or not you are interested in participating in other ways; for example:
    Seeing that the abstracting service receives a regular complimentary copy of a journal or newsletter, or
    Helping to organize the service, e.g. with suggestions for an appropriate system for classifying abstracts.

(4) What general suggestions do you have for developing the service.

Please write soon to:
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