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by Anne David

Help Yourself by Helping Others

A Guide To



With a foreword by Arch McKinlay,
former Vice President of the
National Center for Voluntary Action.

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Help Yourself by Helping Others

F. General Text

**A GUIDE TO
VOLUNTEER SERVICES**

by Anne David

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An Original Book

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Foreword

There's a story from another decade about a jury that had vainly deliberated for 36 hours. Finally, the jury returned to the courtroom and the judge solemnly asked the foreman:

"Has the jury reached a decision?"

And the foreman said:

"Yes, your Honor. We've decided that we'd rather not get involved."

It's a story from another decade because the 70's should be a period when just about everyone will want to become involved in something—particularly something to do with improving the quality of life in America. The day of what John Gardner called "The Sophisticated Dropout" is over. For this reason alone, Anne David's "Guide to Volunteer Services" is a most timely document.

In the 70's, people will probably:

- spend proportionately less time with their personal lives and more on the larger problems of the day;
- immerse themselves less in their specialized professional fields and more in the larger community;
- engage in activities designed to save a society

that previously might have been thought of as being beyond saving by individuals.

In short, the *in* thing of the 1970's will be personal involvement in making an imperfect society work better.

What Mrs. David has done in this book is to instruct on how to take the first step into personal involvement and the satisfactions that go with it. After the first step, there are many other steps that can be taken. But a person has to make that first commitment. Mrs. David describes how to do that. She tells us how to make a beginning.

Her book is all the more timely because we are entering a period of renascent voluntarism. With so much news about government action, it's easy to forget the great American tradition of non-governmental action. For a century and a half, most public problems were solved by people acting as individuals or in informal combination with other individuals. Doing their own thing, people built not only churches, but schools, operas, hospitals, bridges, canals. You name it and people found a way to do it.

Then, as the nation entered a century that was to feature technology—and the problems left in technology's wake—people increasingly turned public problems over to government. This was especially true during the depression of the 30's. But government can only do so much. In his inaugural address, President Nixon said: "We are approaching the limits of what government can do alone. Our greatest need now is to reach beyond government, to enlist the legions of the concerned and the committed."

In addition to the President's encouragement of voluntary action, there's a growing awareness that public

problems are everybody's business—not government's alone. A person would have to be an expert in self-hypnosis to avoid knowing that government by itself has not completely solved the problems of jobs, poverty, farms, medical care, crime, cities, the elderly, pollution, air, water, noise, education, culture, recreation and segregation. A close look at public problems is to see personal responsibility staring us right in the face.

Beyond the American tradition of voluntary action and the obvious need for personal involvement is the demonstrated ability of Americans—in the last third of the 20th Century—to solve public problems. Some of these are detailed in this book. Others would include what private citizens are doing to reduce crime, ameliorate the drug abuse problem, improve housing, upgrade educational systems, and help solve just about every other public problem imaginable. People are becoming increasingly aware of the fact that they can take meaningful action as individuals. All of a sudden, it seems people have become aware that they are not merely numbers in a computer waiting to be programmed.

The mood of the country has perceptively changed in the direction of a personal problem-solving orientation. There's a kind of if-I-don't-do-something-about-the-world-around-me-who-will attitude that is generating result-getting action and that is good for all and all for good.

The ingredients for an Involvement Generation are all there. For the person who wants to join the generation by involving himself or herself in the problems of the day, Mrs. David has written an important book. For those already involved, Mrs. David provides a refresher course. For those who enjoy the real experiences of a

real person, Mrs. David has provided a lively and highly readable book.

Arch McKinlay
Former Vice President
National Center for Voluntary Action

PREFACE

HOW I BECAME A VOLUNTEER

This book is a direct outgrowth of my own volunteer experience. I would not, and could not, have written it if I had not personally worked as a volunteer. I am not trying to say that one has to be a volunteer to write about volunteers, or that writing a book is the usual result of volunteer work. But a book is one possible result—and it could happen to you, if it happened to me. My point is that the everyday services given by volunteers *can* and *do* open up new avenues of challenge while strengthening existing skills and unearthing new ones. These challenges, and these skills, are then ours to make use of, for ourselves and for others.

Each of us who has taken a survey and then helped to collate the facts, or written monthly minutes for an organization, or been the treasurer and kept records of dues and expenses, or answered telephones or made telephone appeals, or typed material for school programs or lists of names for voting records, or chaired a meeting, or tutored a child has gained confidence and skills that can help him or her to compete in the commercial world when and if the opportunity or need arises.

In the meantime, most of us remain in volunteer services because it's convenient, it fits into our families' schedules comfortably. We can choose what we do, when

we wish to do it, and for whom and where we want. We can vacation when our husbands can get away or when school is closed. And we meet people who have similar interests and goals in terms of making a contribution.

Many people feel intimidated about offering their services—because they feel they are not skilled at anything or have little to offer, or quite simply, because they just don't know where to begin. That's why I'd like to tell you a little about myself, in the hope that by using my personal experiences I may be more successful in explaining just how one gets involved in volunteer services and how easy and rewarding it is to do so.

When I was in school I decided I wanted to be a teacher; in order to be able to go to college, I took various part-time jobs to help pay for my tuition. I found, early on, that the jobs I liked the most involved working with people.

When I finally did become a teacher, most of my interest centered on helping to develop the personalities and work habits of my students. It seemed most important to work in this area so that, as these students came in contact with a less protective world, they would be better equipped to cope with it.

Marriage and the eventual arrival of our two sons changed many things for me. When our first son entered school, I joined the PTA. I found it good to be with other women who were also interested in the local school and their children. Gradually, I accepted responsibilities on various committees, usually those involved in working with people.

When our older son was eight years old, I became a den mother for the Cub Scouts. This meant programming and supervising a weekly session with ten boys. It must have been as much fun for them as it was for me, because

we stayed together for the entire three years until they were ready for the regular Boy Scouts.

Before I knew it, both my sons were in school all day, and I was free. Of course, there were the usual household responsibilities, but I had no plan to make that a career in itself. That was how and why I attended my first League of Women Voters meeting. I felt quite shy and awkward and really very stupid. However, I liked the women I met, and the subjects that they discussed made me realize I had a real stake in my government and that it was about time I knew more about it. Gradually I learned how to research a subject and how to contact my various governmental representatives when I felt strongly about something.

The important point is that I was learning and broadening my horizons. I met new people with whom I shared a common interest, and at times I had the great feeling that I was making a real contribution. Bringing any project to its natural conclusion is exciting, but in the long run *all* the learning that goes on is of tremendous value, for you also learn about yourself, how you relate to others and they to you.

There's something else a volunteer learns . . . the value of the telephone. Frankly, I can't imagine anyone heading up a community drive of any sort without the use of a phone. It is the most efficient means of keeping in touch with co-workers; developing a good "telephone personality" can be very important, for often it is your only contact with prospective donors, etc.

New volunteers, and prospective ones as well, should know that that first phone call they make—the one to commit themselves to an organization—is probably the toughest. After that, it becomes easier and easier. I learned this rapidly—as editor of the weekly school column for our local newspaper, as a committee member helping to alert

voters to exercise their rights, and as chairman of numerous community drives.

Can you see how the individual's interests begin to weave a pattern of commitment? It's a gradual process. First, you get to be known as a good worker in this or that area. Sometimes the job you do is tiny and may seem to mean very little, but doing it is like keeping in condition for some more involved or interesting task that may come along. If you keep yourself open to new ideas, the opportunity to experience something great and wonderful is bound to come your way. A perfect example of this is the preschool eye-screening program that I am most proud to have been associated with. It was the first time I took charge of something and organized it, and nothing has given me greater pleasure. Someone else may well have done it better, but I did it . . . and I am happy that it continues successfully under the leadership of others. In fact, it is a growing and expanding program—a good example of the complete dedication of countless volunteers.

In the course of writing this book, I have met some very wonderful people. It has been a thrilling experience to be able to meet and exchange ideas with experts in various fields of volunteer service and to absorb some of their enormous enthusiasm. I hope I have been able to convey some of their knowledge and enthusiasm in the pages that follow.

For myself, compiling the material by talking to the directors of many volunteer organizations and by reviewing my own experiences and that of my friends and then writing the book has been an exciting and personally rewarding project. If volunteer organizations can one day soon cease pleading for workers, I will have made my point. And in the meantime, I've had fun exploring a new challenge.

Introduction

WHAT IS A VOLUNTEER?

In the past, the word *volunteer* often conjured up the image of a “lady bountiful” carefully picking her way through the poorest sections of town to distribute the Christmas basket—the annual good deed. But changing times have changed that image as they have changed the reality. In today’s world, the needs of the community can often only be met by citizens willing to contribute their time and energy to make things better, just as in the political arena the civic interests and concerns of each voter can be expressed and furthered—and changes thereby brought about—by volunteer service.

Today, a volunteer can be anyone who has a few free hours a day, a week, or a month. A volunteer can be a man or woman of any age. It can be you.

Being a volunteer only requires a frame of mind—the desire to do something, with no financial reward, for someone else who could not receive that service unless *you* do it with him or for him. The volunteer has in him or her a genuine wish to make another human being’s life more pleasant, more fruitful, more bearable, more comfortable, less lonely or even less hopeless—in short, to prevent human waste. The volunteer is someone who enjoys contributing to another person’s welfare—or to the welfare of

the community at large—by giving of himself, contributing his energy, his time. Often a volunteer gives to another what the receiver does not have. A volunteer can be the eyes for the blind; the legs for someone whose own legs can no longer be depended upon; a pair of strong arms or nimble fingers for someone who can't claim that wealth. A volunteer can be someone who knows how to do something another cannot do. Above all, a volunteer has to be dependable.

A volunteer needs to care about himself and about society in general. He has to have a cause, a conviction, a belief; he doesn't need great wealth or education or training. A volunteer is anyone who tries to make things better for one person—or for many.

Being a volunteer is a very personal thing.

Perhaps you have found yourself puttering around the house, waiting for the children to come home from school, waiting for your husband to come home, waiting for someone else to arrive and fill your day for you. Life is pleasant and relaxed, but the hitch is that you want to do something, you want to go somewhere, you want to be with someone.

Or perhaps you have a good job in an office or a shop. It pays well, the hours are regular and convenient. Nothing is really wrong, except that the emotional kicks are missing. Every day is predictable. You've settled into a dull routine and you get little personal gratification from your daily duties. Each evening you return home to an emptiness; not feeling tired, just lethargic. Maybe what you need to think about is giving an evening or two of your time to a local agency that needs volunteer help.

Perhaps you have only yourself to take care of—and you increasingly find that that isn't very satisfying. Maybe you can expand the boundaries of your life by taking part

in volunteer activities that help other people—and indirectly help you.

Perhaps you have an unused skill or talent; maybe you are retired from steady employment and today seems like yesterday. Did you ever think about giving some of your free time to an organization that depends upon donated services?

Maybe you don't have any special skills and you feel you have nothing to offer as a volunteer. Did it ever occur to you that this simply isn't so—that you have talents you may not even know about and abilities that can be put to good use? And maybe in the course of volunteering you will sharpen these talents and *gain* skills.

However, if you have any doubts about committing yourself and your time, a wise thing to do first is to take inventory. Ask yourself: What are my talents, my likes, my interests, my strengths, my assets—everything positive. And, to be completely realistic, make a list of things you'd absolutely hate to do. Also add things that you know you're just no good at. This negative list can be very constructive, for it means you've taken honest stock of yourself. But it's not enough. Now, list your obligations and commitments to your family, to your employer, by days, duties and hours. Are certain hours on certain days each week empty? Empty can mean a nothingness. While every hour in every day needn't be visibly fruitful, the question is whether you could share some of your free time. And if so, how or with whom? Ask yourself what you would enjoy doing.

If you are serious and you honestly want to give your free time, then you are definitely ready to join the millions of volunteers throughout the nation. There are charitable organizations, civic groups, and social service agencies that need your help very badly. In fact, most of them could

not function without some volunteer help to augment the professional staff. Costs have risen so high and the number of persons needing services has increased so rapidly that the only way most agencies can attempt to maintain their effectiveness is by seeking volunteers' assistance. And, of course, some organizations employ *no* paid workers, depending entirely on volunteer help.

Even if you can't get out of the house at regular intervals—if you've a young child at home, or someone too ill to leave, or if you are physically unable to get about easily—you can still be a volunteer. There are various essential tasks that can be done at home.

Whatever your situation, your talents, your interests, on the following pages you will find ways to help yourself and others, and to serve your community as well.

CHAPTER 1

The Volunteer in a Changing World

Throughout the ages, society has constantly been undergoing change, but the last decade has probably been the fastest changing one ever. Along with the rapid scientific advances there has been more emphasis placed on education, and the growth in the social services has been tremendous. In both education and social services has the role of the volunteer been made increasingly important. Yet the potential of the mature adult in our society as student, educator, volunteer—as a thinking, contributing person in the mainstream of life—has not yet been sufficiently explored.

In ancient times organized education was for adults, not for youth. The great teachers in history, Confucius, the Hebrew prophets, Aristotle, Plato and Jesus, devoted their energies to the mature mind. This is not the case today, and yet *today* is where the need is. The current adult generation represents the first generation faced with managing a culture different from the one transmitted to them. More knowledge has been discovered during the lifetime of this adult population than existed at the time of its birth. The well-educated youth of yesterday is today's obsolete man; the well-educated youth of today may well be the obsolete man of tomorrow. The society that

stresses education for children and overlooks the adult is building-in its own obsolescence.

Technological changes require adults to adapt to new methods of work. The increasing need for mobility has forced the population to learn new patterns, values and ways to achieve personal identity. The growth of suburban communities outside of large cities has contributed to the changing living-patterns of thousands. As families have left the inner cities for the suburbs, the adults have had to find new ways to occupy their time. They want to be more involved in life; they want to keep pace with change. And they must. None of us can function adequately in our constantly evolving society without continuing education and adaptation. Thus, adult education has become a central concern to legislators and policy-makers, and also to the volunteer.

“Adult education” means training for anyone after he is a youth. Learning does not have to depend on formal courses. It can be a process based on the interaction of individuals and groups with real life situations. It can increase an individual’s capabilities to live and work in the total community. It aims to meet practical needs and social evils. It can give new meaning, greater depth and more dimension to living. It is a way of meeting life and making the most of it.

Change is all around us. In many areas there have been enormous strides. We have so much. . . . What *do* we have?

With the many advances and improvements have come problems hitherto unknown: science has prolonged life, but society has not yet coped adequately with caring for the handicapped or helpless older person or even for encouraging the senior citizen by continuing to utilize his skills and abilities; drugs have

eased the pain of illness and operation but, misused, have destroyed many lives—and as yet only rudimentary steps have been taken to arrest the problem and to care for its victims; we live in a world of miracle products and labor-saving gadgets, yet industrial wastes are destroying our natural resources, indeed the very air we breathe; medical advances have eliminated the hazards of childbirth and reduced infant mortality, but now we are faced with the problems of overpopulation; our agricultural productivity is the envy of the world, yet many Americans are hungry and malnourished; free education is available to all, yet many remain uneducated; and in our cities, the skyscrapers—America's architectural contribution to the world—now stand guard over vast slums, as more and more large urban areas succumb to blight and decay.

Certainly no one person or group can solve all or any of these problems, but it is equally true that only an interested citizenry can begin to move in the right direction to cope with the many problems of our times—an interested citizenry willing to *volunteer* time and talents with no return other than the satisfaction of trying to help change their surroundings for the better.

That this has been recognized on a national level is evidenced by President Nixon's support of a newly formed group, the National Center for Voluntary Action. The group has several purposes: one, to publicize the successes of voluntary organizations in dealing with various social programs, and secondly, to place citizens "who want to help" in contact with voluntary groups and services that interest them. It will act as a clearinghouse, supplying information on volunteer services in various communities as well as suggesting ways in which similar programs could be set up in other communities.

On a local level, several cities have good centralized

volunteer organizations. The first and one of the most outstanding is the Volunteer Coordinating Council of New York City, set up in 1966 by Mayor John Lindsay.

The volunteers of today are generally better educated and better motivated than those of a generation or two ago. Various factors contribute to this. Today people have shorter work days and weeks than ever before. We live longer, healthier lives and so reach the age of retirement in much better physical condition than ever before. The youngsters among us are generally more concerned and involved in society, and their education tends to feed their interests. Schools have begun to incorporate service to the community in their curriculums.

The housewife and mother of today tends to seek out activities beyond the home and family. First of all, with today's large refrigerators and home freezers, she can market for food once a week or even less. Moreover, she has to spend much less time cleaning and doing laundry, thanks to modern inventions. She is more likely to be aware of events in her community, whether it's in an urban or suburban area, because her schooling prepared her and television keeps reminding her that the "world out there" is actually very close. She is inclined to think more seriously of the effects of developments in science, politics, and education as they relate to her loved ones. Now more than ever before, the housewife tends to have completed twelve grades in school, and she has either become skilled in a job before marriage or has sought additional schooling at some point. Today it is accepted that women work outside the home, either to add to the family earnings or to escape boredom. Finally, the mother of today is younger when her children become independent.

Children, on the other hand, seem to be striking out into the world sooner, throwing off the trappings of paren-

tal supervision. Today's young people seem to be more critical, to question more—striking out for emotional and intellectual independence. They tend to be more idealistic and are more inclined to become involved and committed.

Also different in today's world is the minority-group citizen who is now more than ever willing to volunteer his services to help others like himself. He has seen the promise ahead—if not for himself, for his children—and he wants to see that it can be obtained by others as well.

Yet another group are the older citizens who don't want to be "put out to pasture." Many experience ill health as the years multiply, and it is their contemporaries who best understand their problems. So a whole new area for volunteer involvement has opened up. Just as one often communicates best with someone who has experienced or shared the mores and attitudes of a particular economic or ethnic group, so the common problems of just plain aging can be a bond between two people too; the stronger can help the frailer in countless subtle ways. Just finding that he is needed as a companion or assistant to someone similar in age or background can give the aging person a real boost, enabling him or her to get back into the mainstream of life.

Today's society is very different from any in the past. People are living longer and are retiring earlier than ever before. Leisure time has increased for people of all ages, but for the retired citizen it can present real problems, for very little is available to him. He is generally not sought out as a source of "volunteer labor." And what a pity, for the average senior citizen has much to share from his own experiences. Too often, senior citizen activities are little more than busy work, often unproductive or unnecessary. The waste is all the more obvious when one considers the

many opportunities that exist for older people to carry out needed—indeed essential—functions.

In order to fill this void, lectures and workshops have been organized in many parts of the nation. Highly trained experts in the field of geriatrics speak to senior citizens' organizations or to directors of centers for senior citizens. New courses, called "retirement preparation," have been announced by adult education departments in various communities. Anyone over fifty may enroll. These courses attempt to design programs to train mature men and women in the nonmedical care of the elderly at home and in hospitals. The programs are also planned to encourage these citizens to help their neighbors. Articulate seniors are vital to these planning sessions, for only the older person, through experience, can really know and understand the various problems that are attendant on aging. In many communities, senior citizen clubs have been organized. Although they have a trained, paid director, most of the activities are run by volunteers.

Even people who can no longer get around easily can be volunteers. For example, inmates at the Holly Patterson Home in East Meadow, Long Island, "victims" of old age who can no longer live independently, are still useful citizens. They join the "Ring-a-Day Program"—calling one lonely, elderly person each day. This gives the residents of the home a feeling of being needed and at the same time provides a safety-check plus pleasant conversation for lonesome oldsters who are unable to leave their houses.

Ironically, the generation that had to bear the brunt of the depression is now experiencing another economic squeeze. According to the Special Senate Committee on Aging, the income gap between older and younger citizens is becoming greater. In 1967 the median income of the

elderly was forty-six percent that of younger families. People who were never poor before are becoming poor in retirement. Social Security payments meet less than one third of the Bureau of Labor Statistics' recommended income for a retired couple. So the elderly citizen has begun to demand a voice in society. He has volunteered to join picket lines to demonstrate in favor of more funds for Medicaid and welfare.

Project Find is a New York City program comprised of elderly "home aides" who run errands for shut-ins. In addition, volunteers in this organization keep a registry of available hotel space for tenants facing eviction, for housing is always difficult to find, especially for the poor and elderly.

Less dramatic, perhaps, but equally worth mentioning is the group of grandmas and grandpas in Westchester County who work after school as tutors—and often just listeners—to underprivileged youngsters, many of whom come from broken homes and are therefore much in need of some warmth and attention.

We often read about someone who has earned his degree at sixty-five or seventy. Even more common are mothers who go to school when their children have reached school age. One example is the Lenox Hill Neighborhood Association in Manhattan, where three-, four-, and five-year-olds are busy working with paint, clay, or blocks, while in another room Mommy is equally busy learning to cook and sew, as well as how to help her child with preschool learning. This center provides education and health care for families, many of whom are on welfare. One woman in the program remarked, as she completed a dress for her daughter: "It's about the only thing in my life I ever completed. It sounds ridiculous, but now I

wake up in the morning feeling much more like a human being.”

In many communities there are classes for new Americans and for adults who have not gone beyond the sixth grade. These classes are usually composed of women. Some classes are for those who just need basic skills in the three R's; others are for those who want to know more about ways to make their homes more comfortable through efficient buying and decorating on a budget, or by learning how to refinish furniture or make draperies and slipcovers. And in addition to teaching such classes, volunteers are very often needed to supply transportation and baby-sitting services while Mommy goes to class. Whenever the Head Start program is mentioned, one usually thinks of something associated with little children. Recently, however, the Nassau County Economic Opportunity Commission was granted extra funds to train more teacher aides; frequently they are mothers of the children in the program. Obviously, as the skills of low-income people are improved, their ability to get better jobs increases, so this program has a twofold purpose.

In June of 1969, something new happened in Mingo County in Appalachia, a region containing thirty-eight thousand inhabitants, about twenty-one thousand of whom are considered poor. The poor were asked to be hosts to people from the outside who were willing to pay a fee to live with a typical Appalachian family. Mingo County is an unlikely place for tourists to visit; it is hard to reach and offers nothing in the way of entertainment. But the visiting sociologists, writers, welfare workers, and students learned how federal funds have helped the inhabitants to help themselves in many ways. One volunteer poverty worker was helped to get her high school diploma and now serves as a district director. Programs for

preschoolers, teen-agers, and the elderly have increased the desire of participants for education and job training. Homes have been rehabilitated, people who were illiterate have learned to read, cooperative groceries have been founded, all with the aid of VISTA volunteers. VISTA, which stands for *Volunteers in Service to America*, is a federally funded program.

VISTA volunteers often benefit themselves as much as those they help. Two law school graduates felt that one year of counseling the poor on various legal problems provided them with more practice than they could have gotten in a large law firm; for many others, the year spent with VISTA has helped them to channel their interests and decide on the career they want to follow. VISTA volunteers receive a starting salary of \$13.50 a week; they live with low-income families and so come to have a firsthand understanding of their problems. They are generally college graduates, some are professionals, and age is no barrier—one seventy-four-year-old woman who was recently widowed, joined VISTA because she felt she “ought to be out doing something constructive.” Volunteers work in groups of eight. They have helped run secondhand clothing stores, assisted neighborhood aides to run antipov-erty centers, helped in free-food distribution programs, and served as advisers to self-help housing groups.

“People for Adequate Welfare,” the name of a group of welfare recipients who live in Suffolk County, Long Island, pledges to lose all of its members, “to get everyone off of welfare and into jobs.” The function of this group is, first, to use all available means to improve their present conditions; then utilize their free time more constructively by taking advantage of retraining programs so that ultimately they can find jobs and get off welfare. Their operation includes informing recipients of their rights,

pressing for maximum benefits, and improving communication with social service officials. This group has volunteered to serve on advisory committees to the county social services commissioner to discuss mutual problems. Twelve of these welfare recipients assist paid caseworkers. Ten VISTA volunteers with cars transport members to meetings, tutor them, encourage them to register to vote, and help them establish child-care centers so that they will be free to take jobs, as well as informing them about special benefits and medical assistance. The professionals serve strictly as advisers, for the group believes in self-help. They say that "the pros never lived it—never experienced the indignities of being on welfare; never had to decide which of his kids would eat that night." People for Adequate Welfare has exploded the myth that you have to be rich to be a volunteer.

There are as many different kinds of volunteer jobs as there are different kinds of volunteers. You may be surprised to find how many ways you can be a volunteer. I found some new ones when I attended a joint meeting of representatives of various service agencies who were there to explain their programs. Many of the volunteers who were present illustrated how they had found fuller lives for themselves by helping others.

One lady of limited income described how she took her small baby with her when she car-pooled a number of people from her neighborhood to various social agencies; since public transportation was either not available or was too expensive for them, they would have been unable to avail themselves of the existing services without her help. This volunteer opened new doors for herself when she began her work, and she now plans to get a degree in social work. Another lady, a retired schoolteacher who

was used to being busy, found satisfaction in tutoring adults in the "Each One Teach One" program.

The personal rewards of volunteering were highlighted by yet another volunteer—a youngster who had been sure she would have trouble getting a job when she graduated from high school. To counter her insecurity she sought volunteer office work after school and on weekends, and to her surprise she found she succeeded at her job and that her boss and co-workers accepted her. After graduation, finding a job with pay was no problem at all.

Countless persons who began working in poverty programs or who got experience as aides to nurses, teachers, or technicians have become encouraged to seek further training. Some of these people had felt useless and without hope, but through volunteering they learned that they had a future and that the world had need of them.

So, you see, this new technological age has brought with it many problems but many opportunities as well, with the potential for tremendous changes for every segment of the population. Reeducation and retraining are now commonplace on every level. People have had to learn to take a different view of themselves, and the agencies which serve us all have begun to rethink their roles in our society. And everywhere there is room and need for the ever-important volunteer.

CHAPTER 2

Health Programs and Services

Just as charity no longer means baskets for the poor, health is no longer limited to the physical condition of the individual. The countless organizations that participate in health programs—and this includes mental as well as physical health—are primarily concerned with service to the less fortunate.

Most of us have been approached via the mails or telephone for financial donations to various charities. Many of these large organizations employ professional fund-raisers, but behind the scenes there are volunteers. They are usually the persons who call you. Local chapters of the national organizations are generally self-supporting and then raise the amounts they've pledged to the national group through social functions of one sort or another. Rarely can an organization launch a fund-raising campaign without a personal approach.

The Salvation Army makes a public appeal for contributions each year so that two-week summer camping experiences can be provided for children who would otherwise be on hot city streets. The Los Angeles Times Camp Fund makes a similar appeal annually to send to camps children who have had little reason to look forward to "vacation time," because their young lives have been filled with family or personal tragedy. More than any other

children, they desperately need the benefits that new experiences and friends at camp can provide. Volunteers aid in screening the children as well as in giving time and money to pay for the children while they are at camp.

The New York division of the American Camping Association works with church and other organizations to provide scholarships for children who might otherwise not get to camp. Their purpose is to serve the poor and the not-so-poor, both black and white. In addition to giving children a vacation from the city, by mixing ethnic and economic groups this organization is helping to break down stereotype assumptions that the children may have made. Partial scholarships are also encouraged, in the belief that those who can contribute even slightly to a self-help program benefit more psychologically. East Harlem mothers contributed \$200 this past year, money they raised by holding dinners and bazaars. The association has noticed that parental enthusiasm increased as their ability to join in increased.

Most organizations cannot raise enough money to function without supplementing their paid staff with volunteer workers. These organizations recognize that while some volunteers enjoy the fund-raising aspect, others get more satisfaction from direct person-to-person contact. Thus, in cases where physical therapy is needed, and professional therapists are too expensive to assign to each patient in need, volunteers are trained to help in certain ways. Similarly, in individualized reading programs, professionals are necessary, but where the supply is limited, laymen are trained to assist them.

A good example of this sort of trained-volunteer organization is the Association for the Brain-Damaged. Brain-damaged children cannot benefit from instruction in a group situation of any size. In fact, in order to make any

progress, each child needs two adults devoted specifically to him. To help these children, untrained persons volunteer to learn to be "Teaching Moms." "Teaching Moms" usually give two mornings a week to just one child. In some communities the public schools donate space for the program. Other volunteers, both men and women, give time in teams to "pattern" children at home.

In these patients, often the victims of an accident, the brain must be reeducated to receive and transmit messages from the nerves to the muscles of the body. Though their eyes may see an object and they may wish to hold it, their brain must first send the message to the hands and arms to reach for it. The fingers have to learn to grasp and hold the object. All this must be retaught slowly and patiently. This physical rehabilitation program can be exhausting to the team of workers, since a rigid and precise series of movements and patterns must be followed. This is why a team usually just works for one hour a day—as many days a week as possible. The patient is "patterned" through the day, seven days a week. The progress of the patient is generally slow, and it may take years for him to function in any normal manner. Obviously no family group could undertake this alone, and it is financially impossible for most families to hire only professional help. The community of volunteers must help.

The same kind of person-to-person service is needed for the numerous illnesses that can afflict adults and particularly the elderly. In fact, some volunteers prefer to concentrate their efforts on helping older people. "Project Pilot" is an organization that helps the elderly who live alone. Volunteers go to individuals' apartments to wash dishes, clean, write letters, or read—any task that someone who is bedridden or weakened needs to have done.

Some of these direct services are also performed by

the Visiting Nurses Association. Volunteers can help not just by donations of money but by donating their time as well. The organization sees that invalids are bathed, that meals are prepared for them, that as much as possible they learn to care for themselves, and that their families are instructed on the best methods of care.

More than two hundred community-based and community-controlled clinics in the United States are trying to deliver comprehensive health services and education to inhabitants of ghettos and poor areas. These clinics are staffed by doctors, psychologists, social workers, dental hygienists, nutritionists, public health nurses, and volunteers. This wide spectrum of help reflects the belief that many of the health problems of the poor stem from the psychosocial problems of the slums. A sheet-metal worker who heads the center's health-education committee in New Haven said: "A hospital is too compartmentalized; trying to see a specialist might be too trying to some, so here we tie all the pieces together and the patient sees the same people all the time. It's a neighborhood, a community's affair."

Black leaders and others in the poor areas view effective health care as the wedge to break the cycle of illness, disability, lessened motivation, and poverty that prevents the poor from rising out of the slums. They see the enormous need for "preventive medicine" centers in these areas. Various leaders, professors, and medical men recognize the urgency for furthering such health facilities and are hard at work to achieve a change in the way we currently deal with ghetto health problems.

Mental health is a part of this same picture. The poor rarely can find someone to talk to, to listen to their problems. In Los Angeles there is a "Hot Line," an emergency telephone service, seven days a week from 6

P.M. to midnight. Anonymous individuals (ranging in age from nineteen to fifty-five) are paid \$2.50 an hour to man a phone one day a week. They do not attempt to advise but will supply information about VD and its symptoms, narcotics, pregnancy clinics, telephone numbers of Suicide Prevention, A.A., child protective services, etc. Their philosophy is that each person has the resources within himself to find his own solutions, but in a crisis an outside source can sometimes help to buttress these resources and to clarify the problem.

The "Hot Line" has helped about nine thousand callers since its inception in April, 1968. The directors and advisory board are made up of professionals, but volunteer and church groups, recognizing telephone therapy as a unique way to serve the public with immediate help, are active in raising funds. "Hot Line" services are available in many communities from coast to coast. Each one operates a little differently. In some areas, they deal specifically with basic housing problems; no heat, no electricity, no hot water; in others with domestic problems: what to do when the husband walks out, etc. Some use trained advisers, others just take messages and refer the problem to an expert in the field, who then steps in to help solve it.

In Philadelphia, a recently formed group is staffed by members of the "now" generation. By and large, they speak the language or share the experience of the callers, and consequently they are turned to by those members of society who are reluctant to apply to the establishment for help.

The telephone is also used as an instrument in helping to solve personal crises in the program "Call for Action" on Long Island. This service is completely staffed by adult volunteers who refer callers to the public or private agency most able to handle their complaint or

question. Volunteers also make follow-up calls to find out if the caller was helped, or to contact the agency to learn why help was not given.

Individuals in need of emergency help are now able to call on their local FISH by phone. FISH, a new national organization based on the principle of man helping man, operates in almost every town and village. People of all faiths work together in this helping-hand service. Each makes himself available to serve, in any needed way, for one 24-hour period a month. The only qualification required is the volunteer's desire to help another human being. Anyone wishing to call FISH can locate it through his local church.

There are 250 family service agencies accredited by the Family Service Association of America. Most operate in large cities. The Catholic Charities and Jewish Community Services have units, but are sectarian. One of their basic roles in the community is to provide family and marriage counseling; however, each unit develops a special project suitable to fit the needs of its particular neighborhood.

A mother with a sick child, a student with study problems, a delinquent teen-ager, a married couple not getting along, all can turn to a family service agency. The fees range from \$25 to nothing, depending upon the individual's ability to pay.

New services are offered as modern social problems are looked at on the community as well as the individual level. The organization is now attempting to reach out to the lower income families who have historically resisted counseling. Inadequate public transportation, lack of knowledge about the services, and distrust of "counseling" have contributed to this resistance.

In one community, the service focused its attention on

the black ghetto, and established tutoring, homework assistance, vocational guidance, and recreation programs. In another, a leadership training group was organized in a low-income housing project to help adults deal with neighborhood problems. In yet another, a debt counseling service was set up to help those in debt better cope with their difficulties and plan for the future. This awareness of specific local problems has borne fruit, as evidenced by the increase in applicants—in one area a jump from five percent in 1967 to twenty percent in 1968. In a recent newspaper interview, one program director said that he hoped that as needs become evident, programs will be set up to meet them.

Family service agencies hope to do more than just pick up the individual pieces. They know they need to foster feelings of community unity as well. Financial support for these agencies comes from the United Fund, Community Chest, government grants, private contributions, and volunteer-run thrift shops.

This chapter would not be complete without reference to some of the large volunteer health organizations that help many of us at some time in our lives.

The March of Dimes conducts its fund-raising campaign in January to fight birth defects. Volunteers are needed to type or handprint cards as well as to assist in conducting swimming programs for the handicapped.

The Leukemia Society needs volunteers to stuff envelopes, address and mail them, and to make phone calls to prospective contributors. The Heart Fund Association often uses volunteers to go house to house to aid them in their fund drives.

UNICEF, the UN International Children's Fund, helps children the world over with "everything from milk

to medicine." They need volunteer typists to prepare mailing lists for Christmas cards.

Finally, there is a very special kind of volunteer—the afflicted person who has become sufficiently rehabilitated to adjust to his illness or handicap and help others similarly afflicted. He is capable of an empathy that a well person couldn't convey, for he can identify with and share the fears, doubts, anxieties, hurts, and angers of the afflicted. Some examples of such groups, which have proven their strength and success, are Overeating Anonymous, Suicides Anonymous, Alcoholics Anonymous, Gamblers Anonymous etc. Also in this group are those cancer patients, amputees, and blind persons who have become contributing members of society, and who have gone beyond that and given encouragement to those with similar problems and to their families as well.

CHAPTER 3

The Red Cross

Most of us recognize the symbol of the Red Cross as just that. However, there are 111 countries belonging to the League of Red Cross Societies, and some use other identifications, e.g., the Red Line and Sun in Japan, the Mogen David Star in Israel, and the Crescent in Moslem countries.

The original Red Cross was founded in Europe in the

1860s by Henri Dunant, a Swiss businessman, after he had paid a visit to the battlefields of Solferino, in Italy. He saw townspeople helping those wounded in battle. Shortly thereafter, during our Civil War, Clara Barton founded the American Red Cross along the lines of the European organization. Today the International Red Cross is an autonomous organization run by Swiss businessmen. In all conflicts, it remains completely neutral, as, for example, in the recent Biafran war. The chairman of the International Red Cross is paid, but the rest of the staff are volunteers.

In the United States, there are 3,500 chapters of the American Red Cross, and about 40 or more in Vietnam. The American Red Cross lays claim to about 2½ million workers. The Red Cross has a Congressional charter and is obliged to (1) act as the initiating relief agency in time of natural disasters by providing food and replacing clothing and tools with which to work; and (2) act as liaison between the civilian and the military. During recent street riots, the Red Cross was one of two service groups that the people in the riot-torn neighborhoods permitted into their areas to provide food, clothing, and shelter, while the police and firemen were frequently and violently turned away. For its support, the agency depends entirely on the American public, and it is the only social service organization that is accredited by the Department of Defense.

Each unit has a paid, trained director, but each committee has a chairman who is a volunteer. Each unit also has a volunteer director who works to coordinate the volunteer workers with the paid personnel. Each chapter takes care of any disasters in its own area, with the professional staff offering guidance, instruction, and supervision. Each chapter has established social services upon which every community has learned to rely. For example,

they teach first aid safety and small-craft safety, they train firemen and policemen as well as Scouts and lifeguards in first aid practices. Each county has a blood program; the local Red Cross runs the blood banks, and Red Cross drivers transport blood when and where it's needed. Each unit has its own public health nurses to serve its area. (The Visiting Nurses service was started by the Red Cross, although it is now an independent organization.) Red Cross workers set up canteens at centers for inductees to the armed services, and the social service departments aid servicemen and their families.

Mrs. Mel Del Monte was the inspiring lady I spoke with at the Nassau County Red Cross, the unit area in which I live. She is a staff member and, as such, is salaried. Mrs. Estabrook, her counterpart, is a volunteer. This team type of setup serves to add to the continuity of service and purpose. With approximately 3,500 volunteers in Nassau County, Long Island, this can readily be seen as necessary for efficiency.

The Nassau County Red Cross has its own projects which do not necessarily coincide with the activities of all other units. In one town, for example, it is working with the school system to keep pregnant girls in school while at the same time it is providing additional training and clothing for those girls who need it. The local Red Cross is also working with the county in its efforts to distribute free surplus food to the poor. It has established rehabilitation programs in the county jails; tutoring inmates in the three R's can eventually lead to high school equivalency diplomas, and the recreational programs, which are conducted in the children's shelters as well as in the jails, can help uncover hidden interests and talents. Red Cross volunteers also aid in the child-care centers and at Head Start centers. Nassau County conducts the Holly Patterson Home for the

Aged where Red Cross volunteers teach occupational therapy. Volunteers are taught how to assist the aged and homebound by specialists in the field of geriatrics. In all the social welfare activities in which the Red Cross participates, skilled social workers in turn train volunteers to do a "professional type" job. The professional is then freed to concentrate on those jobs he is best trained to do.

Red Cross volunteers are not limited to the adult population. During school vacation periods, teen-agers supplement the volunteer staffs of many hospitals and summer playground projects.

Two newer programs, which the Nassau County unit has recently spent time developing or enlarging, are concentrated on finding ways to help the poor to help themselves. It has been learned that the best way to help is to train leaders from the community to be served. The home nursing courses have been extremely successful in training women as nurse's aides. They are then able to get paying jobs and finally remove themselves from the relief rolls. They in turn give others the courage and incentive to try, too. Home nursing and nutrition courses are also proving to be extremely practical in the same way. I mentioned above that volunteers are working in the Head Start programs. Often, they are mothers of children enrolled in a class, program, or group, who have learned to be teacher's aides.

Then, there are the familiar national or statewide efforts, as, for example, the nationwide project calling for contributions of items to fill gift bags for servicemen stationed in Vietnam at holiday time. Nassau County had a quota of 1,800 bags to fill, and volunteers were recruited to make and fill the bags. Another combined project was finding 300 volunteers to assist 1,500 mentally retarded

children from eight western states, who were taking part in their own Olympics in southern California.

Red Cross is always concerned with growth, for example, the idea to enlist student volunteers during the school year. For details see "Pilot Project Diary."

So, you see, the Red Cross serves almost every segment of the population, sick or poor, young or old. Its volunteer workers also come from every group too, with more and more of the younger generation showing the desire to become involved in helping their fellowman. Although the majority of volunteers are women, it is obvious that men can also play a necessary role in the functions of the Red Cross. The motor service comes to mind first, but there are others. Visiting the elderly is one example—for one man can often talk more easily to another man. Men are also needed in the centers that distribute free food to the needy. Just as the Red Cross serves everyone, so everyone can serve the Red Cross.

CHAPTER 4

Volunteer Programs in a Community Hospital

One of the bonuses in writing this book about volunteering is meeting the people in large institutions and organizations who direct and supervise volunteers. Without exception, these people are exciting, dedicated, and

vital human beings. They gave me the strong impression that they loved what they were doing and were proud to be part of placing volunteers where they could be of service to others.

In each instance, the director was the important bridge between the professional staff and the volunteer. This area can and does present very real problems in any organization. There is often an honest reluctance on the part of the professional to trust the volunteer to do a "professional" job, to be punctual, reliable, trustworthy, accurate, and dependable. As a result, programs for recruitment and interviewing, placement, training, and supervision have been carefully planned and evaluated for volunteers. No longer is the volunteer content to be given work merely to be busy; the volunteer now needs to perform meaningful and useful tasks. He or she is better educated and better trained than ever before, and expects to feel that he is contributing his time in a worthwhile manner.

It is up to the director of volunteers to coordinate the volunteer's talents, abilities, interests, and available time to the needs of the organization. At the same time, the professionals have to be educated to depend upon the dedication, intelligence, and reliability of today's volunteer. It is a cooperative venture and one that is proving successful wherever it is conscientiously pursued.

It may be of interest to look at a specific hospital where this kind of program is being successfully carried out: North Shore Hospital in Manhasset, Long Island.

Margaret Mayso of the North Shore Hospital is a fine example of the dedicated professional. As a director of volunteers, she supervises 800 men and women; the average monthly attendance is 535 volunteers. These volunteers have served in twenty-one different departments of

the hospital, from *A* for Admitting to *T* for Thrift Shop. In between, there are a variety of volunteer jobs: running the coffee and gift shops (completely self-supporting and run by volunteers only); being dietary, library, nurse's and pediatric aides; working in the department of radiology, in reception, or on social service.

I must admit I pressed Margaret Mayso for a description of the "typical" person who is a volunteer at North Shore, and we ended up agreeing that a rule is usually made only to be broken by exceptions. But if the most active volunteer were to be described, she would be: female, white, a parent between forty and fifty years of age whose children were either in college or had left home to work. (Some of these volunteers wanted to be nurses when they were younger, but for various reasons never realized this ambition.) Still, the exceptions to this description are many, enough certainly to be noted here. For example, there are the young mothers who feel trapped by their daily routines of formulas and sniffing noses and find relief in giving a few hours once a week to a service of the hospital. Then there are the volunteers who have paid jobs during the day but who seek additional gratification in another way by coming to the hospital at night. The group found to be most reliable on weekends and holidays is comprised of the recently widowed, both men and women, who can escape their loneliness at other times but find these weekend hours particularly difficult and solitary. By volunteering their time, they can help others and at the same time feel less alone. Of course, a hidden benefit is that they meet others like themselves. Another group not to be overlooked are the retired men who are used to being occupied during the day and who, in all probability, are driving their wives crazy now that they are home all day. These men are a great addition to the volunteer group

during the weekday. Often, they offer sorely needed and much appreciated special skills, such as business experience, carpentry, metal-smithing, or painting. They are put to use in the therapy department, in the gift shops, the bookmobile, library, etc. Important, too, is the increasing number of people from various low-income groups who are learning that they are wanted, welcomed, and needed and who are volunteering their services.

Although hospitals differ in their setups, it might be helpful to break down the whole organizational structure of the North Shore Hospital and its volunteer department for closer examination.

We recognized earlier that not everyone will be contented doing just anything. The job must fit the individual. So, pretend for a bit that you are one of the approximately twenty-five persons attending the orientation for prospective volunteers. At that time you will be told about the hospital, its function in the community, its standards and expectations, and the role of the volunteer and what is expected of him or her. You will have filled out an application form which supplies the hospital volunteer department with a general description of your abilities, interests, previous training or education, and the hours and days you are available. You will learn that the hospital will invest time in training you. You will find out that the volunteer services are divided into four categories: fund-raising, patients' services, medical services, and community relations. But what do they encompass?

Fund-raising includes so many things: getting ads for the yearbook put out by the public relations department; running the coffee and gift shops as a service—for a profit so that it is self-supporting; helping to run the thrift shop, which is in a nearby shopping center, or the beauty shop (operated by professionals but assisted by volunteers),

which is for the patients' convenience and to boost their outlook while they are in the hospital. Volunteers raise money by photographing newborn babies in the nursery and selling these pictures at moderate cost to the parents. Used books collected by volunteers are sold to raise money to buy current best sellers for the free library and bookmobile.

Under the second category, the auxiliary, which founded the volunteer program and still directs it, is responsible for many patients' services, among them, the bookmobile and arts and crafts supplies and instruction. The volunteer in patients' services assists in such nonmedical areas as visiting patients, feeding them (training provided by nurses), flower-arranging, writing letters for patients, reading to them, running errands, and assisting the pediatric and recreational therapists by reading to hospitalized children and playing with them.

The auxiliary, which volunteers have the option to join for three dollars a year, holds three meetings annually, invites experts to speak on topics interesting to the volunteers, and generally unites them, giving them a feeling of "fellowship." It is made up of the volunteer chairmen of the numerous volunteer services. In their fund-raising campaign, the auxiliary worked for and contributed \$75,000 to the hospital plus another \$11,000 in scholarships, grants, and aid to the social service and nursing departments.

In the third category, called medical services, the volunteers are carefully assessed by the nurse instructors. These volunteers work more intimately with the patients. They are taught the use of wheelchairs, how to handle stretchers, the care of the convalescent. They serve in the admitting office and in the departments of radiology and physical therapy. Candy-strippers, ages sixteen to eighteen,

may become junior nurse's aides. Nurse's and pediatric aides are trained by professionals to properly feed and bathe patients and to change bedding. The family-planning clinic also comes under this category, and volunteers trained by the physician in charge assist there.

The fourth volunteer category is known as community relations. The biggest department is the reception area; volunteers are entirely responsible for the reception desk, seven days a week, four shifts a day, and as a consequence, they must be reliable. These volunteers know before accepting this assignment that they *must* be able to be counted on. Also in this category is the committee that publishes *The Volunteer*, their own newspaper. Another committee coordinates volunteer public relations with the professional hospital department of public relations. It is recognized that volunteers can be one of the most important links with the community. The hospitality committee serves another worthwhile function, as does the special events committee which runs the important annual County Fair and Antique Show.

The last committee, but by no means the least important, is the one that conducts tours of the hospital for groups of prospective volunteers, Scouts, and school classes, thereby encouraging community understanding of the North Shore Hospital.

After the orientation meeting, a professional interviewer meets with each volunteer and discusses what his personal role can be—and where. He or she is also given a handbook (a separate one for juniors) in which the various departments and their hours are explained and the training required is listed. The code of ethics for volunteers is described, and the title of the person who will supervise the volunteer is given. It should be explained that after the volunteer is assigned to the volunteer chairman of the

department and trained by her or him, supervision in most instances is conducted by the professional staff.

North Shore is a teaching hospital of the Cornell University Medical College and is affiliated with the New York Hospital Cornell Medical Center and the Memorial Hospital for Cancer and Allied Diseases. North Shore Hospital is a voluntary hospital. This means that it is nonprofit and serves the whole community in countless ways. Besides treating the ill, North Shore also educates citizens in order to prevent illness. Classes and clinics are held on all subjects dealing with physical or mental health. Instruction for out-patients and families of patients is an ongoing process and is so well recognized that the federal government now allocates funds under the Tri-State Transportation Commission to provide bus transportation for those who could not otherwise avail themselves of the services.

In the pediatrics division, staffed by more than 45 physicians, emphasis is placed on pediatric cardiology, hematology, neurology, psychiatry, and work with mentally retarded children. Classes are conducted for children with diabetes and their parents. There are special clinics for children, e.g., well-baby, kidney diseases, neurologic problems, endocrine disorders, and allergies. These clinics are affiliated with foundations such as Kidney Diseases of New York, Association for the Help of Retarded Children, and the Nassau County Diabetes Lay Society, which underscores how these and other volunteer organizations directly contribute to cures or progress in research and treatment.

The psychiatry division has innovated patient-staff group meetings three times a week plus sessions including patients' families, and has extended its out-patient care to include an evening clinic. A psychiatrist from this division

is assigned to every other division in the hospital in order to identify emotional problems, as they may mask or compound physical ones. North Shore is participating in long-range planning for the total mental-health needs of the region.

The first neighborhood health center in the county was established by North Shore Hospital to integrate all the social medical services into surroundings familiar to the patient and to provide continuity of care for those who need follow-up treatment.

Similarly, the home-care program is a recent innovation to bring services to the home. Most of these patients are elderly and have broken hips, heart disease, arthritis, or bronchitis. The program offers nursing care, physical therapy, X-rays, laboratory tests, medication, surgical supplies, and special hospital equipment.

The social service department stimulates relationships with other community agencies and thus extends their services to more patients. For example, this department was instrumental in obtaining a second bus route to bring an additional 200 ambulatory patients weekly from outlying areas for treatment. The neighborhood health center described above was another responsibility of this department. Staff membership on the legislative committee of the Health and Welfare Council contributed to the passage of legislation which improves and increases medical care coverage for handicapped children in New York State.

As a result of special training programs, dietary and housekeeping aides can take a five-week, classroom, on-the-job course, at the end of which they get a certificate and a raise in salary. Trainees can also take a nine-month on-the-job program which, on completion, qualifies them as licensed inhalation therapists. Training is also provided

for home health aides and can lead to further training and qualification as nurse assistants. Fifty-four candidates completed this course successfully in 1968. I mention this here because it illustrates how a hospital can serve the community in yet another way, for many of the people applying for these courses had been in so-called dead-end jobs.

North Shore just began a ten-year expansion plan that will double the size of the existing facility. A special area is planned for "extended care" for patients who do not require total care but still need some medical and institutional supervision before they can feel "whole" again, ready to return home and be a part of a world that is not so insulated and protective. This facility will make more beds available for the critically ill while at the same time further concentrating the areas for treatment and rehabilitation.

The hospital also provides a "satellite" medical-care facility set up as a community service to those in the nearby area who need on-the-spot help. Doctors and social workers give their time at specified hours five days each week to treat patients who would otherwise find it difficult to see them. This is really a reaching-out program and has proven, in its one year of operation, to be extremely successful.

In all of these services, the North Shore handbook notes: "Volunteers augment patient-care programs by freeing staff for their special skills, providing numerous service extras which mean so much to maintaining the friendly community spirit of the hospital."

CHAPTER 5

Planned Parenthood and the Population Explosion

I have indicated in various ways how our changing society affects us directly or indirectly. One more area that has become a topic of wide research and discussion is the field of population growth. Modern medical science has added years to our lives. Fewer infants die at the earliest stages of life, and so we are propagating more and staying on earth longer. The birth explosion after World War II led to projected estimates on our ability to produce sufficient food to feed the vastly growing numbers of people. These studies unearthed many other interconnected problems such as pollution, inadequate housing, improper waste disposal and the resultant dangers of disease, and, as a consequence, the need for birth control became even more obvious.

Until very recently, the subject of birth control was considered taboo. However, through their efforts to aid starving citizens in underdeveloped countries, world organizations turned to population control as a means to rectify the problem of hunger. Our own citizens have come to realize that limiting population means better balanced diets and educations for our children. And many physicians have recognized the need to space babies as a means of assuring that mothers would have healthier as well as

longer lives. Moreover, the pressures of modern society have made it necessary for some women to leave the home to find jobs to supplement family incomes, making continued childbearing impossible. Many married couples, too, decided they wanted to wait before becoming involved in childbearing and child-rearing. Thus, for a variety of reasons, many people have come to recognize the need to limit family size.

In talking to volunteers and advocates of planned families, I have gotten the distinct permission that without exception they endorse this philosophy because they value children so highly. Without reservation, I would say that they love and desire children so very much that they want every child who is born to be wanted and cared for to the utmost. They recognize that children add a richness and beauty to life, and they also see what lack of love and care can do to little ones' lives. They do not talk of wealth in dollars. They talk in terms of devotion and responsibility and the joys and pride in accomplishment of providing opportunities for offspring who were born because they were wanted. Those I spoke with mentioned the recent increase in child-abuse cases as a prime example of what often results from creating unwanted children.

The organization that is in the forefront of the population control movement is Planned Parenthood. In my community, Nassau County, Planned Parenthood saw its beginning in 1933 in Locust Valley. At that time the subject was rarely talked about, and certainly it was not a popular group for volunteers to join. Gradually, however, the situation changed, and the organization grew and has become more accessible to all people. The basic structure is the same as other national groups, in that each chapter is autonomous and therefore has a board of directors (made up entirely of volunteers) that sets policy and then

supports and implements it through its volunteer-run committees. The national organization serves as a basic guide only.

During 1968, the Mineola Center, with a budget of a little over \$58,000, cared for 2,124 patients. This involved birth control instruction, cancer detection tests, premarital consultations, and participation in research projects. Training programs are given to doctors and nurses of the Red Cross; speakers are provided for high school, college, and community groups. Twenty percent of the units' campaign funds support the World Population group, which has 157 affiliates with 472 clinics serving 310,000 patients in 100 participating countries.

Funds are raised through donations and fees. The fees vary, depending on income and need and range from nothing to approximately \$25. The money is needed to pay for the equipment, supplies, professional salaries, and educational literature. In the clinic nearest my home, five doctors, each a practicing gynecologist, give half a day per week at a minimum fee. The paid staff consists of a full-time nurse (who interviews each patient to determine the nature of the problem), a part-time nurse, a night nurse, an executive director, an office manager, and a secretary. All the rest are volunteers.

Besides being involved with fund raising, volunteers are trained to help the nurses and the doctors. They sterilize equipment and prepare the tables and the patients for examination. Volunteers also act as receptionists, make future appointments as per doctors' instructions, and generally take charge of the waiting room. They are often responsible for creating the friendly atmosphere that is conducive to bringing back a wary or hesitant patient. Volunteers also attend the playroom, since many patients are accompanied by young children. Clinics are frequently

located in housing projects and hospitals. New mothers are advised that the service exists; the service consists of general information for good health practices, reasons for planning parenthood, and various methods that have proven successful (e.g., pills, diaphragm, intrauterine device, and rhythm). Some clinics also provide "Pap" tests and breast examinations. Some also have programs for women with fertility problems. When further treatment is indicated, recommendations are made.

All patients are voluntary. They seek out the service. Often they come because a friend or a neighbor has told them about it. Women in all economic groups avail themselves of this service. Since it is so specialized, many who could go to private physicians choose these clinics, feeling more confident of their extensive experience. Other patients are eligible for free or subsidized care. Since July, 1969, the Social Welfare Department is obliged by law to advise clients of the availability of this service. The clinic is then paid a basic fee for each welfare patient treated, the amount depending on the patient's welfare status, which in turn is related to her income and number of children. Nurses in maternity wards and postpartum departments and workers in social service departments are the persons most responsible for directing women to the clinics, since they come in contact so frequently with women of child-bearing age. Much more can be done by these and other professionals to foster the work of Planned Parenthood and other similar organizations.

Many more volunteers are needed to continue the work of this organization and to aid in its growth. Former Secretary of the Interior Stewart Udall said: "Money spent on family planning is the best money foundations have spent. Unless we master the population problem, it will control and dominate decisions of war and peace and

prosperity and well-being." And Secretary-General of the United Nations U Thant noted: "There is no right more basic to humanity and more important to each individual than the right to enter this world as a wanted human being." It seems to me that birth control education for all peoples of all socio-economic groups and all religious persuasions in all nations of the world must continue and expand if we wish to make life on earth a desirable condition for all humanity.

CHAPTER 6

The World View:

Volunteers for United Nations

The world is shrinking while the population is growing; so say the experts. Our overseas neighbors are really not so far removed from us. Their hunger, their emergencies, their sick become all peoples' responsibility as the world gets smaller.

"Wars begin in the minds of men." Discontented nations are more likely to be searching for ways to find food to feed their hungry, means to educate and train their ignorant. Peace is a stranger in the atmosphere of such nations. There is an analogy here with our own poor; they become noncontributing members of society and their condition of discontent seeps into all of our communities. A wealthy nation, like a wealthy community (rich in

promise for the future) or a wealthy family, can add richness to the lives of all. Here we are talking about human resources, education, training, health services, the technological development of natural resources. A fulfilled nation, like a satisfied individual, is peaceful. The unfulfilled search restlessly, and from this searching and discontent can come demonstrations, riots, border incidents, and perhaps wars.

This is my personal view and simple interpretation of the United Nations' purpose and role in the world. Perhaps too often we think of the UN only as a political force. It is also a vehicle for all people to work together to make the world a secure place in which to live; to cooperate in giving to all nations of people the opportunity to find the skills and knowledge necessary for them to establish their own economic and social progress and security. To achieve this, a large family of action agencies were created. We will examine just a few so that we can see how volunteers both in groups and as individuals help to contribute to world peace or the search for it.

As of July, 1969, there were 126 UN members. The agencies were established to keep the peace; to control arms; to concern themselves with the worth, dignity, and respect of human rights; to help to attain the highest levels of health for all (WHO); to help to alleviate the malnutrition that plagues two thirds of the world's population of two billion people in seventy countries (FAO); to raise living standards and build healthy economies so that nations can become partners in world trade (UNDP, UNCTAD, UNIDO); to improve communication in the fields of education, science, and culture (UNESCO).

The latter agency, created in 1946, is the largest agency in the UN with 125 member states, most of whom have national commissions as coordinating committees. Its

members cooperate with intergovernmental agencies to sponsor universal primary education, eradicate illiteracy and hunger, speed community development, and promote technical training. They believe that education is a fundamental human right, that every country must develop its own scientific and technological potential to remain independent, that every nation has the right to information for a free flow of ideas. The individual, as a group or alone, can help by participating in the UNESCO gift coupon program with which the beneficiary can purchase educational, scientific, and cultural materials. UNESCO has a list of community development projects which undertake literacy and educational programs, both governmental and nongovernmental. To illustrate: one of these self-help programs provides textbooks plus housing and eating facilities for university students. Aware that half the world goes to bed hungry, UNESCO lists all those private and public agencies that seek to improve food production and nutrition. You can write to UNESCO, Room 2201, United Nations, New York, N.Y. 10017, for further details.

The UN has also established ten special programs aimed at various areas. The World Health Organization (WHO), with headquarters in Geneva, Switzerland, is divided into six geographical locations. It distributes funds from government allocations and from voluntary contributions from institutions and private persons. It coordinates projects so that nations can provide their own programs in maternal and child health care, disease control, water works systems, etc. Members (4,400 persons from ninety nations) bring together the latest information in different branches of medicine and public health from all over the world. All WHO-aided programs require local government cooperation and training, followed by regional and then headquarter's approval. Health statistics are gathered ev-

erywhere and are then pooled, to be available to anyone interested in establishing an organization to further work in the health area. At present, groups to provide dental health services and knowledge and control of pharmaceutical preparations need to be set up.

The Food and Agriculture Organization (FAO) is an international agency of the UN established to fight poverty, hunger, and malnutrition. It provides advice and technical training and mobilizes financial backing for development programs. Agriculture together with forestry and fisheries make up the largest industries on earth. More than half the people in the world's labor force are involved with food production, and many more are suppliers of such materials as fertilizer or are processors and distributors of the end product. Knowledge is basic to the solution of any problem, and FAO acts as an information center. It publishes results of scientific research, the location of available food supplies, and statistics on production and consumption. It also reports on current plant and animal diseases and even provides catalogues of available equipment. FAO technicians pool these resources and work in the field, but only upon request of the host nation who must also be willing to assign specialists to work with the FAO team. For example, the FAO men teach modern techniques of navigation to fishermen (in Korea), rubber production (in Thailand), yield-increase of rice (in Mali), and processing and distributing skills (in dozens of countries). FAO does not provide money, but it does find investment opportunities for private developers and works with governments to make conditions more attractive for foreign investors.

This may all seem somewhat removed from you, but let me hasten to explain that committees of concerned individuals are needed to rouse greater understanding of

the lagging progress in so many parts of the world as the population increases. Funds need to be raised to support government aid to agriculture for self-help projects. Contributions of materials from developed nations sometimes mean the success or failure of a local project.

Other special committees of the UN contribute their resources to FAO, too. The World Food Program supplies food surpluses in times of emergency and as an aid to economic and social development. Food can be given to the hungry as salary, to the uneducated to attract more pupils to the schools, and to pregnant women to foster healthier generations. Grain is supplied to breed better cattle and commodities to stabilize fluctuating markets. The means to build dikes against floods and plant forests to halt erosion are also part of this committee's responsibilities. But it is never charity. Food is used as an incentive and compensation for voluntary work by the community. Countries submit requests, and after thorough scrutiny by a UN special agency, such as UNESCO or UNICEF (for school-feeding programs) or FAO (for agricultural projects) or WHO (if health is a factor) or UNHCR (in the case of refugees), it is determined whether it is feasible to implement the idea, relevant to the country's development, and/or whether such aid will interfere with the local production or economy. Agreements are signed by the recipient country and donor members supply the products. Officials of the World Food Program are on hand to supervise operations and assure compliance with the signed agreement.

Another program which contributes to FAO projects is Aid to Refugees (UNHCR), defining a refugee as anyone who flees the country where he lives and seeks refuge as a result of either a man-made or natural threat to his life. The high commissioner of the project has his

headquarters in Geneva: forty representatives throughout the world are authorized to take measures to provide immediate material assistance to reestablish refugees in new communities. The local population can be of direct help in these programs. About 2½ million refugees fall into this category; over 90,000 in Africa, 60,000 in India and Nepal, 80,000 from China, smaller groups in the Mediterranean and Caribbean areas, not to mention Europe. Educational, vocational training, and local craft production programs have been established successfully in Africa and Asia.

The high commissioner is really a coordinator, calling on government and private organizations to send their experts to the field. UNHCR does not have staff of its own. Building schools and providing teaching aids are part of the basic projects whenever new settlements are established. Local citizens help to establish classes in language, customs, and taboos, and offer counseling and social services to the new arrivals. Wherever UNHCR projects are set up, they depend entirely on support from private citizens, through public appeals for funds. For example, various stars recorded "World Star Festival" and UNHCR received the proceeds. In some cases clubs and schools may send books directly to a given area. Sometimes people of the same religious conviction may band together to sponsor a project (this would be an interesting and worthy program for a church or synagogue). Others help groups of a given national origin or cultural background or may back a project of a specific technical or social nature. Still others may particularly wish to aid invalids or the aged in some fashion. Sometimes organized groups can influence their governments to take in a special group of refugees. The possibilities are limitless—

especially for those of us in this country who are so fortunate.

I have saved UNICEF for last because it is probably the most publicized. If you have a child in school, he has undoubtedly gone "trick or treating" with his little UNICEF container to collect pennies, nickels, and dimes. If you send or receive holiday cards, I'm sure you've received and/or sent UNICEF greeting cards. UNICEF contributes to long-range assistance programs for children. Aid is in the form of supplies and equipment not available in the recipient nation. This could mean vaccines, drugs, machinery (for milk processing or other nutrition projects), and training for those who work with children. It also includes family planning instruction. The idea is to help create services that will also benefit future generations. But aid must not interfere with the local economy, and funds must be matched 2½ times by the government that requests the aid, for this is strictly a self-help agency.

The U.S. Committee for UNICEF was formed to stimulate public interest and contributions, in addition to the government's voluntary appropriations. Endorsement by major religious groups and hundreds of national organizations, such as the Federation of Women's Clubs (see Chapter 15), has brought out thousands of volunteers. These corporate members, who represent civic, religious, and professional fields, elect a board of directors to determine the policies of the committee. Interested individuals support the work of the committee. Each state has a representative who is the liaison between local and national groups. All work with local chairmen to seek new methods to recruit volunteers and raise funds. Part of this job is necessarily educational, so UNICEF provides speakers, film strips, and printed materials to orient workers and contributors. Film festivals, costume parades, essay or

poster contests, and art exhibits are not uncommon events connected with organizations that co-sponsor UNICEF programs. Are you aware of the fairly new birthday cards and notepaper sold by UNICEF? These products are rarely on sale in stores but are sold directly by volunteers. Radio and TV stations contribute time and sales pitches, too. Like all other volunteer committees we've discussed before, clerical workers, publicity people, special events chairmen, public speakers, administrative leaders, etc., are all necessary for a successful campaign in any neighborhood.

The educational material mentioned above is invaluable for children. After all, if we've seen our world get so small, imagine what it will be like for those born today. Why not help prepare our children to understand children in other lands? Though much of what we hear about the UN is political, most of its staff and funds are used in economic and social development. Why shouldn't we get this across to the generation who will be living with any new developments abroad? Yes, and paying taxes to support them.

There are periodical sources of information, such as UNICEF *News* on current projects, as well as films that describe UNICEF's history, work, purposes (with focus on a special problem or area of the world). The Information Center on Children's Cultures is a library of materials for librarians and teachers. Classes can visit this center to see original works of art and hear volunteer workers describe the customs, food, rituals, dress, etc., of various parts of the world. The U.S. Committee Information Office provides answers and suggestions for special studies; speakers can get a kit from the committee to aid them. State representatives can suggest who is available locally to visit your area.

All this talk about the U.S. Committee for UNICEF and here's the address: 331 East 38th Street, New York, N.Y. 10016. If you're not convinced you have a role in the world's future, how about a few statistics to chew on? Half the people in poor countries are children. The odds are 4 to 1 against any of them getting trained medical attention at birth or later. If a child survives until school age, odds are 2 to 1 that he'll get no formal education, and if he gets to school, odds are 3 to 1 he'll not complete six grades. Almost certainly he'll be working by the age of twelve and he'll work to eat badly and never enough. UNICEF needs everyone who can help to do so in order that almost half the world can survive and become tomorrow's useful citizens.

Four thousand private and nonprofit organizations in 100 countries work toward these ends by providing health and social services and recreational objectives, some geared just to youths. Educational, trade union, and other professional groups may specifically choose to assist only women, others only children, whereas some are just interested in vocational training or international cooperation.

The state representatives have tremendous responsibility in their states. They are the "experts" the local committees call on when a project hits a snag. They can be retired men or women; the only prerequisites to the job are having organizational and administrative abilities and being knowledgeable about world affairs. The representatives must be able to combat lethargic communities so concerned with their local issues that they forget that they are a part of the whole world. And they must be able to travel to all areas of their states to help local chairmen recruit workers for the committees that raise funds. Every second year, all these leaders meet somewhere in the

nation to participate in workshops that help them improve their techniques. They have also been invited to areas on other continents to see the results of some of their efforts in developing countries.

UNICEF never operates on its own. It can't. The world is too big and the poor are too many. When I spoke with Mrs. Margaret Eberle, the National Director of State Chairmen for UNICEF, I was not only impressed with her personally, but I also realized more and more how vital the work of this group is. And without volunteers it cannot begin to function.

CHAPTER 7

The League of Women Voters

For a volunteer to function as a participating member of a democratic society, he must understand the workings of government. A way to such understanding lies through the League of Women Voters.

The League of Women Voters can sound awfully scary to someone not acquainted or familiar with it. Often newspapers mention it in news releases in an awesome manner, and non-members must think that the members are terribly knowledgeable and well educated. At least, that's how I felt when asked to join. I was very reluctant to expose my ignorance, for I had never been particularly interested in government or politics.

However, my lucky day was the day I couldn't say no, the day I attended a meeting for newcomers. It didn't take too long to realize that most of the others there felt as unsure as I did. But the members were friendly and encouraging, and I was impressed by the lack of idle chatter during the business session. Over coffee, talk did turn to more feminine subjects or problems, the atmosphere became more comfortable, and I felt less threatened.

No pressure was applied by anyone to get me to involve myself in any way that would confirm my uncertainty. Gradually, many meetings later, I started to realize that by listening I was beginning to learn something, and what was more amazing to me was that I *did* have opinions about some of the topics and even some I wanted to share.

I also realized that most members knew nothing much about any subject until they studied it. And that's what the League is really about. They call their study groups "workshops," and anyone is free to join any group at any time. After a period of a year or two of study, when the group feels sufficiently knowledgeable, it is then asked to present its findings to the membership. No wonder those speakers had sounded so brilliant! Give anyone a subject she feels keenly about—and a year to study it—and she just *has* to sound intelligent.

For a year or so, I attended presentations of other workshops before I became involved in one myself. In the meantime, I was learning. Just reading a newspaper became more meaningful to me.

The League is set up quite democratically, in that the membership sends delegates to participate at conventions to decide what subjects they want to have on the agenda for each two-year study period. There is a national

convention for topics that are of national interest, for example: "Relations with Communist and Nationalist China," or the one that finally piqued my interest, "Equality of Opportunity in Education and Employment." Once the national convention selects a topic, each local League throughout the United States then has the obligation to research this topic, beginning with present conditions, their causes and effects, and finally coming to some conclusions.

There are also state conventions that deal with state issues such as conservation, revisions in the state constitution, etc. Local issues are decided at local unit meetings—or on the county level if the problem involves the county. Some issues can involve all levels—housing, for example, would be dealt with on a national, state, *and* county level.

After sufficient time has been devoted to study on the topic selected at the national convention, each local's conclusions are requested. On this consensus from all over the land are based the statements attributed to the League that you see in newspapers.

The League will never take a stand on anything until it has been studied. For this reason, the League has gained vast respect among politicians and statesmen. The League is a strong lobbying group for what it believes to be right. Its influence has been far-reaching, and its stands on such issues as permanent personal registration for voters, water pollution, One Man One Vote, the Committee on Un-American Activities, civil rights, voting for Washington, D.C., citizens, relations with Communist countries, trade and aid, Common Market countries, housing, voting requirements, e.g., residency, age, have been felt.

Below is a summary of an article I found in a recent

publication. I add it here to show how far-reaching the League is and also to point up the value of the discussion workshops.

March, 1969, Bogotá, Colombia

ACOVOL (Agencia Coordinado del Voluntariado) is an agency that coordinates the work of 105 volunteer groups in Bogotá. It was planning a national seminar to examine the services of all social welfare agencies and thus reduce duplication of service. Their plan was to invite experts to address about 500 delegates.

However, Colombians are notorious for not listening and for speaking all at once. In addition, the agency was concerned with reaching the needs of all delegations. Some were from areas where volunteers only worked in hospitals and some where only old paternalistic patterns existed.

The League was known to enough women in Colombia so that when it was learned that a former director of the LWVUS was passing through that city, she was consulted. She helped advise on ways to set up the delegations to get a true representative nucleus from each province who would then serve as leaders back home. She also suggested using "discussion techniques" for examining each agency delegation's organizational problems and their relationships with the state, church, and professionals.

As a result of their joint findings, the agencies formulated their own courses of action to

take in implementing their ideas and recommendations to coordinate existing services. They agreed that the need was great for continuous training of volunteers and that their placement must be made according to individual capabilities. They agreed that man could and would develop and improve himself.

I couldn't help but think how wise this advice had been. We are just beginning to *listen* to the people with the problems and not *tell* them what to do about them. We are learning to offer the tools for those most conversant with the problems to use themselves in the ways that they feel are most comfortable and satisfying.

Because each local League is autonomous, it must be responsible for its own organizational functionings. So besides its chairman, it has a secretary, a treasurer, the chairmen of its many study groups, as well as hospitality and membership committees, and two unique committees—one concerned with publications which the League prints to supply its members with information on the study items, and the other called Voters Service. This committee is responsible to every voting citizen in the community. Before every election, no matter how small, the League is obligated to inform every voter of the names of the candidates, their stands on issues, the location of the polls, and voting eligibility. The League is nonpartisan and therefore takes no stand on the candidates, only on those issues on which they have come to consensus. As a result of this, it is the League which generally conducts local candidates' meetings so that the voters can hear and meet them. Each member has the opportunity to be part of these activities. Each member is a volunteer, from the national board of directors right down to those in every local League. Every

member, therefore, has a twofold goal: to become a well-informed voter and to aid in the workings of the group so that others may also be well informed.

As an individual I know I have gained a great deal from my membership. It has been an experience rich in ways that may not be obvious. I've learned how to approach my Congressman on issues that are important to me. And probably more than anything I've learned to care enough about what goes on in *my* government because it affects every single citizen.

One more way I personally have found this organization rewarding is that I have become used to speaking before small groups. I never thought I would say that. But the League uses a technique that does not involve speech-making. It is called "discussion," and as a participant one learns how to listen, to think, and to then respond. From being a "discussion participant" one can then go on to learn how to be a "discussion leader." (In fact, later on in this book you will read how one member became a professional as a result of this training.)

So if you're tired of being part of the do-nothing-much group or talking about children's problems or recipes, I suggest you call your local League. The only requirement is that you be female, a citizen, and of course, willing to admit you're at least twenty-one years old.

CHAPTER 8

Local and National: The Volunteer's Role in Politics and Government

One day, a few weeks before Election Day in a presidential election year, the Board of Elections sent my husband and me two cards notifying us that we were registered to vote. However, according to the cards, my husband was in one election district and I was in another! When phone calls to the Board didn't help straighten out the conflict, I called the party in which we were registered, and they suggested I come down and see them. Since I discovered their office hours were dependent on when volunteers could come in, I planned my visit carefully to be sure there would be someone there.

Once in the office I got the feeling of "suspended hysteria." There were only two people, seated toward the rear of the room at one of several beat-up desks. Otherwise, the furnishings consisted of a few candidates' posters on the wall, desks and chairs piled high with flyers, and on the floor, several open cartons of envelopes.

I explained my problem to one of the volunteers, a Mrs. Smith, and as we chatted we gradually realized we had been involved in many of the same activities. However, she had needed to feel a stronger identity with a cause, a very personal commitment, and so she had offered her services to her political party. At first, she started out by

doing odd jobs like filing, stuffing envelopes, etc., and now she was involved in redistricting.

She made her work sound so interesting that I decided I would probably enjoy something like it too. Since I was no longer serving on the board of directors for the League of Women Voters, I could give my time to the party. (Board members are not permitted to be involved with a local political party or a candidate.) Mrs. Smith explained that the district leader, Mr. Brown, was at the office three evenings a week and that it might be a good idea to discuss my interests and availability with him. She was quite sure they would be delighted to have me, since so many new people were coming in and even so, the work never seemed to get done.

I promised to call Mr. Brown and left. I must admit I thought she was foolish to let a "live one" get away and a bit surprised or let down that I wasn't grabbed with great excitement and given an assignment immediately.

However, I contacted Mr. Brown and he asked me to attend an "open house" scheduled for new workers. He said the platform would be explained by a couple of the local candidates and I would find it interesting.

When I arrived at the open house, there was, again, no fanfare when I walked in. I saw a couple of familiar faces. I admit I had some second thoughts; I began to wonder if the issues of the party would coincide with my thinking. Then I told myself that I'm pretty stupid—I should know the issues. I felt awfully inexperienced and strange. A lady seated near me gave me a weak smile; she looked so much the way I felt that I decided to stay.

After the meeting, which did turn out to be interesting and even exciting, I signed up to work two mornings a week. As Election Day drew near, the work became more frenzied. I handled mailings, helped distribute flyers to

commuters at the railroad station, placed posters in strategic store windows, called enrolled party members to remind them to vote. I felt important and useful. I knew I had learned a great deal and that I had contributed something from which my friends and family would benefit. I also know I could stay active in the club or leave if ever I became disenchanted for any reason with the ideals, the philosophy, or the leadership. If I chose to remain, I would have more to offer from experience. I could do the same kind of jobs or I could go further.

I've gone into my own experience in detail because I think it illustrates the point I've tried to make over and over. Most of us go into volunteer work with very little going for us besides the desire to help and the time to work. If it should turn out well and you enjoy it, you can assume more responsibility if you wish. If not, you have lost nothing—it's something else you know about, you have grown in another dimension, and now you have the free time to try something else.

But let's take this whole subject and examine it more carefully and less personally.

Today society is being rocked because some of us have become too complacent with ourselves, our ideas, our ways, and our methods. We've allowed some machinery to function that is obsolete. Some of us have allowed the real goals of a republican form of government to be lost. The young adults are anxious and are constantly reminding us of these deficiencies. We should listen. We can learn. And we can help. For, as willing and as able as the young people are today, they also need guidance from more experienced adults who are perhaps more practical and can therefore be more effective. On their side, the young provide new ideas—the only thing that can keep any organization alive and growing—new ideas that demand

and deserve a hearing. In politics, the "generation gap" must be dissolved, or at least forgotten, to benefit the country at large. And it has to start at the local level.

Very few of the hundreds of thousands of people who work at politics are paid. Most are volunteers. Those at the very top of their political parties and those appointed to governmental jobs get salaries. Actually, you could say that the political scene in this country is the result of a grass-roots movement. Issues or individual candidates inspire a group of citizens to act and so they join together to convince others of their ideals and goals. Thus the volunteer can commit himself to a party or to a candidate.

For volunteers, the rungs in the political ladder are as follows. On the first level is the zone leader, a volunteer who meets with other zone leaders to establish policy and to administer it in a combined effort to support the party. Next is the committee woman or man, also a volunteer, who is responsible for recruiting workers in his election district or ward. He is obligated to get out the voters in his area. Usually, there are three hundred to a thousand voters in each area for whom he is responsible. He must educate them, make sure they are registered to vote, and then get them to the polls on Election Day. Since he needs money to operate, he must also raise funds. He must have workers for this, to telephone potential voters, to send mailings to voters, etc. His primary job is to get out the vote, however, and to do this he needs the help of many volunteers.

After the committee man or woman and the zone leaders come the district leaders. This group is a high policy-making body and plays an especially important role in off-year elections where all emphasis is on the local and county levels for future strength. It is here that the county machinery or organization helps the local candidates. Beyond the county level comes the state chairman who can

either be a volunteer or a part-time worker. He is all-powerful as an experienced adviser in a national campaign and at the national level. At the National Convention he wields tremendous power.

But what about you? Where do you fit into all this? As an adult or as a high school or college student you can start by serving in the home town clubhouse. The energy and enthusiasm of young people are invaluable at rallies, for example. It takes lots of organizing to have a successful rally: the people have to receive sufficient information to want to be there, and the rally is successful only if it makes those present anxious to work for the candidates or for the party they represent. But no matter where you direct your energies on the political scene your efforts are vital.

In my county, a new program has opened up that enlists the help of volunteers in local government. At present, Nassau County, Long Island, has the only government-subsidized volunteer office in the United States. This office was created as a reflection of the county executive's strong belief that better government is based on more citizen participation. This is what Mrs. Phi Fler explained during our talk in her office at the county seat in Mineola. She was appointed to recruit volunteers to serve as assistants in the countless agencies supervised or sponsored by the county.

Because the office is still so young, complete statistics are not available. However, at the present time, about 500 citizens are giving their time in various ways and are learning firsthand how many of the agencies function. Most of the workers are teen-agers or young adults; approximately forty percent have college degrees and most of the others have high school diplomas. Mrs. Fler guessed that about eighty-five percent were people of middle income. (At present, the lack of public transportation in the

county makes it difficult for persons of limited income to travel to volunteer jobs.) Mrs. Fleeer estimated that about 100 boys and 10 older and retired men were part of this group, and she stated that she hoped the figure would grow much larger.

She also explained that citizen education is a time-consuming process and one that works in two directions. Though the main purpose of her office is to find volunteers, she must also acquaint the people in government with the valuable resources available to them through volunteerism. She pointed out that most people are not accustomed to thinking about volunteer jobs in local government. But local government, like any other, is always fighting budgetary problems, and so it stands to reason that many men in office can see the advantages of encouraging the growth of this service. (I can't help but see the other side of this coin, however. For if volunteers are better educated and better trained than they were years before, they must also be viewed as a threat to people employed by the agencies in government. This is a very human reaction and one that must be recognized and dealt with wisely and creatively as it has been already by some of the private agencies.)

Thus far, the county health department, with the cooperation of the fire and police departments, has trained about 300 Girl Scouts, Campfire Girls, and 4-H Club members to follow the correct procedures in time of emergency. Young people have also been trained to work in the summer recreational programs sponsored by the county parks department. They help to run the boat rides, they act as aides to professionals who organize and supervise the games on the playgrounds. They also help at the animal farm and at the puppet theater. For any person who enjoys fresh air, working with children, animals, or the creative

arts, this can be a very worthwhile way to spend free hours. It can also be invaluable to someone who is planning a career involving children's groups.

Volunteers also work in consumer affairs. Professionals survey the ways in which the poor are often misled by advertising and soliciting; new methods and more people are needed to teach and protect the unsuspecting buyer. Volunteers serve by doing spot-shopping, making posters, going with staff to talk to groups of citizens about ways to spot and avoid the various consumer pitfalls.

Open Island, a division of the Human Rights Commission, needs volunteers to investigate fair housing practices. Workers are also needed in the field to test advertised vacancies and to investigate complaints by prospective buyers or renters.

County institutions are always in need of more helpers. Aides are used to teach crafts and to drive the elderly on outings. Training is provided by these county-sponsored agencies in their various services. Since county facilities have a large number of welfare recipients, there are additional complex problems. Even a simple thing like keeping young children quietly occupied during the sometimes interminable waiting period while other members of the family are being treated at a clinic can be a problem, but it is one that volunteer helpers can solve.

Another type of volunteer service, one that is of particular interest to budding lawyers, is working in the law library. Students are particularly useful here since they can help to release a professional for less routine and time-consuming duties. Moreover, this close proximity to government and the law can be an invaluable experience for students of government and politics later on, as many government departments must constantly refer to statutes on the books.

People with less specific interests are asked to work in assorted departments of the government as clerical helpers, as translators, as helpers with surveys collating facts, as drivers to transport foster children to homes or courts or hospitals, or the elderly to special places, and as readers and letter writers at the home for the aged. I know that the health department needs more able hands to continually study means of accident prevention. At the time of this interview, the county was trying to find retired persons who would be interested in becoming historians by keeping records of county events day by day.

A new idea has just been proposed and is in the process of being worked out. Volunteers are being recruited to participate in a rehabilitation program for the inmates at the county jail. Workshops will be set up for those who want to paint, listen to music, or read poetry or write it.

So, again, the potential volunteer can see he is desperately wanted in yet another way. All he has to do is call the governmental office nearest his home and offer his services. Since tours of various departments in Nassau County are conducted by the Speakers Bureau, volunteers can get an idea first of what service they would want to be a part of. Although Nassau is the only county at this moment that subsidizes the office referred to here, it is very likely that others will soon follow suit. And it might be your opportunity to start one for the county in which you live. You can contact the Office of Volunteer Services at 160 Old Country Road, Mineola, New York, for ideas on how to begin.

We must also not forget the many commissions that are served by volunteers. The Human Rights Commission, for example, is an agency with a salaried director, an assistant, and some staff, supplemented by volunteers. The

Job Development Commission is another agency that must use volunteers to function efficiently. Both are listed in the local phone book if you want more information.

In a recent interview, former Chief Justice Earl Warren said: "I think that perhaps the most important force that challenges our free society is the force of apathy. As long as people are interested in government I have no fear at all of our future." He later stated: "If everyone in this country has an opportunity to participate in his government on equal terms with everyone else and can share in electing representatives who will be truly representative of the entire community and not some special interest, then most of these problems that we are now confronted with would be solved through the political process."

CHAPTER 9

The Changing Scene for Young Volunteers

Our young people today are fighting to be heard. They are demanding to be listened to. We must listen to them, for they have a valuable contribution to make, and we must encourage them to participate in the field of government and politics so that they may make that contribution. An interesting example of the positive influence of youth is provided by the 1968 campaign waged by Eugene McCarthy in his bid for the Democratic nomina-

tion for President. Until his success in the New Hampshire primary, he didn't seem to have a chance, but his plea for peace in Vietnam drew widespread support from students, and this youthful groundswell made him a real threat on the national political scene. Because of him—and the people behind him—the public heard the Vietnam issue debated thoroughly. All during McCarthy's campaign, young people gave completely of themselves, and for a moment, at least, the generation gap was closed.

Youthful activism in volunteering isn't limited to these areas or to this country. On August 16, 1969, an article appeared in the *London Telegraph* about young people who are doing volunteer work on both sides of the Atlantic. The article reported a meeting in Washington between the founder of Volunteer Service Overseas (VSO), Alec Dickson, who is British, and the American Joseph Blatchford, who was appointed by President Nixon to develop and transform the Peace Corps.

Mr. Dickson suggested inviting the 100,000 foreign students already in the United States to work with Americans where they are studying. He expressed confidence in eighteen-year-old boys' and girls' maturity to tackle most social and political problems. He came to this conclusion as a result of his experience with VSO and with Community Service volunteers in Britain, programs in which young people assist teachers in overcrowded schools, do some of the chores in mental hospitals, help in the care of the aged, and work among delinquents. He concurred with Mr. Blatchford that volunteers gain personally from this service and become more purposeful and confident human beings. This has been proved over and over by the 30,000 former members of the Peace Corps who are now part of the adult society and in positions of leadership and influence.

It was in 1958, when then Vice-President Nixon was attacked by mobs in Caracas, that Mr. Blatchford conceived of the idea of a goodwill tour of South America by young North Americans. During their tour, these young people, and Mr. Blatchford, were struck by the many unskilled and illiterate people living marginal lives in shantytowns, and they determined to return to help with job training, civic development, and tutoring. They saw that such a program could also counteract the hatred for the United States. Much of this sprang from the poverty and suffering of the Latin American peoples, making them prey to those who wanted to implant distrust of the United States.

Still later, the Peace Corps was founded. This group not only has helped to improve the world's image of the United States, it is also a successful and valuable educational and moral exercise in personal and public relations for the volunteers themselves. From this program, in turn, grew the idea to expand into a project to help American communities in need at home.

Today the qualities and spirit of the original Peace Corps members are urgently needed in tension areas within the United States. Another aspect of this ever-growing idea is the above-mentioned proposal to invite volunteers from abroad to serve in the United States. By working here, side by side with Americans, foreigners will get to know young Americans on a firsthand basis and can return home with unforgettable memories and lasting friendships.

The only difference between the domestic volunteer service and the foreign one is in the sense of adventure, going to totally unknown or strange places. But Mr. Dickson believes that working at home can be an even sterner test for the volunteer. In consulting with representatives from other countries, Mr. Blatchford learned that in India,

service is required of all students, and in Persia all high school graduates must train and work in villages as soldier-teachers, or as members of the mobile health corps. He suggests that such a program in this country may even help to alleviate student discontent by giving the young a purpose and a feeling of fulfillment.

However, these two experts see a double problem in furthering these plans in both England and the United States. First, many of the bright, intelligent young people have no sense of their own shortcomings but only a feeling of bored purposelessness, and they may refuse to accept having good done *to* them. Second, in order to convince the young that their help is wanted, it will be necessary also to convince the skeptical teachers, probation officers, welfare workers, and local government officials that they need the volunteers. The program demands fresh thinking and careful organization so that it is not a wasteful or disillusioning experience for any of the participants.

An interesting footnote to this development appeared in a Nassau County, New York, newspaper on September 13, 1969. The county executive issued a request for volunteers to assist the various county agencies; he noted that the Consumer Affairs Office needs help to take telephone complaints and to make price checks; the Probation Department needs people to counsel and work with parolees; the Civil Service Commission needs recruiters on campuses and in poverty areas to find county workers; the Human Rights Commission needs clerical workers and volunteers to check vacant apartments for cases of discrimination; the law library needs helpers to stack books and to answer the telephone; the Health Department needs help to turn out art work that would aid their program in appealing to and reaching the young citizens of the community. The over-all appeal was for at least 300 new

volunteers. It was estimated that in the previous year approximately \$468,000 worth of services had been donated by the adult volunteers on a part-time basis and \$101,000 by teen-agers. For any limited-budget agency, this is eventually a saving to all the county's citizens. (See Chapter 8 for more details.)

On March 28, 1969, the *New York Times Magazine* ran a story about the Yorkville Youth Group and a Red Cross project in New York City. Both groups proved how vitally important teen-agers can be to programs anywhere and have demonstrated how community welfare groups can make very good use of teen-age volunteers if they prepare properly by finding suitable, rewarding work for them to do and then train and supervise them carefully while on the job.

The enthusiasm of teen-age volunteers offers an added plus. Their natural exuberance and energy are contagious. Teen-agers can make very worthwhile contributions; they have done excellent jobs in playgrounds and hospitals, for they work well with children and old people. Volunteer experiences give these young adults a chance to measure themselves against their contemporaries and also by adult standards. And in so doing, they learn a lot about themselves and others.

The City of New York makes a direct appeal to teen-age volunteers for a wide variety of city-sponsored summer programs. Their newsletter, which outlines the various openings, is reproduced in Appendix B.

My own experience in structuring a program to encourage teen-age students to participate in community volunteer services is outlined in Appendix A, *Diary of a Pilot Project*.

When Mrs. Collins of the Central Volunteer Bureau of the Community Council of Greater New York was asked

about teen-age assistance, she gave glowing accounts of their achievements. She is convinced that many more adolescents and agencies could be brought together with advantage to both. This means that the agencies will have to analyze the work that needs doing and attempt to bring it into careful focus so that they can use teen-age abilities effectively after school hours. But it should be done, for the teen-agers are ready and willing—and a tremendous untapped “natural resource.”

CHAPTER 10

Education: Helping the Local Schools and Libraries

School systems in small villages and large cities cannot function well without volunteers. The schools reach into every home in the district directly through the children and remotely through taxation.

If we were to make a list of volunteer activities, it would start with the central school board, volunteers all. Then in each school of the district there is a parent organization with its chairman, executive board, and many committees with their chairmen. Added to that is the coordinating committee which serves the entire school district (as differentiated from each individual school). In the areas of health, these committees coordinate programs

(e.g., the amblyopia screening program described in Chapter 11). They also provide cultural arts programs not included in the curriculum, write publicity for the local newspapers, help put out monthly reports informing the citizens of new curriculum developments, progress in school building projects, changes in services, etc. All these activities are usually performed by volunteers.

As an example, I will tell you about my own village, a suburban community of about 8,000 families on the North Shore of Long Island.

The school board is an elected body of seven men and women whose term of office is three years. Their backgrounds and personal responsibilities vary greatly, from one homemaker with small children to a woman attorney whose children are grown, to the men who are in various full-time jobs. Their basic role on the school board is to set policy and to settle problems in areas such as curriculum, staff, budgets, maintenance, and public relations.

The board members have proved their dedication in countless ways. I might add that as school boards go, they are not unique, but rather typical. Their meetings often run well into the night. For example, during the spring session, when teachers' contracts are renegotiated, the meetings have been known to end close to dawn. That's something many taxpayers don't realize unless they've been close to the situation.

Another example of how a board spends its time can be seen during the period of an expansion program. After staff has spent countless hours to determine their needs and make recommendations, the board then plans with architects, consultants, etc., how to best implement these ideas. A citizens' committee is formed to represent community thinking and more meetings take place. This

committee is also a volunteer group and is composed of many local men in the building and maintenance trades.

From that step the next is another volunteer group formed to educate the community about the building plans. Board members also participate at these public hearings. The community is then asked to go to the polls. The voters are contacted by a volunteer group to make sure the entire community has a strong voice in the proceedings. If you have ever been part of any voting campaign in a small town or a large city, you know that a strong organization of dedicated workers makes it pay off.

A fairly new area of concern to school board trustees everywhere has been maintaining the established policy of a "swinging door relationship" with minority and youth groups. Students, faculty, and parents have become more outspoken and involved in the complex patterns and desires of society. The board's obligation is to protect and reflect the equal rights of every student. They must attempt to see the issues clearly and treat them fairly despite personal pressures. At the same time they are obligated to maintain and uphold their oath of office and support the constitution of the state. This is no mean trick in these rebellious times.

Less heralded but certainly equally important volunteers are those who serve on each individual school's board of directors. They provide a direct liaison from school to community and vice versa. They provide extra cultural programs for the children and find expert speakers for the parents on pertinent issues; in addition, they assist on class trips, plan and conduct a party for each high school graduating class, assist in getting out the vote on school-related topics, and help the administration keep in touch with the community.

Recently, committees in countless communities

throughout the country have been set up to establish a dialogue among the various factions of the community—between the parents and students, between the whites and blacks. This educational process is born of the need to understand each other more fully so that we may live in closer harmony and search for goals common to all human beings in a democratic society. It's a subtle, slow, but extremely necessary process. An excellent example of this type of program is the Eisendrath Mitzvah Corps in Los Angeles. This is a group of nineteen high school teenagers from Massachusetts, Connecticut, New Jersey, and California who participated in a six-week "Summer of Challenge" project to study urban problems. The corps is in its third year, sponsored by American Reform Hebrew congregations. This year 160 volunteers are working in seven metropolitan areas. They tutor and supervise recreational activities at camps and facilities for ghetto children during the day and attend seminars in the evenings. They examine their own feelings and attitudes and take back new insights to the adults in their own communities who can effect changes there. They have learned that the world is not easily changed, but through understanding and involvement, they know that each one can help at least one other human being.

A similar program geared to motivate the ghetto youth to think more of himself and then of society is sponsored by the American Jewish Committee. In Los Angeles 17,000 youths in forty-five Teen Posts are involved in reducing racial and social tensions, preventing narcotics addiction, aiding in tutoring, as well as in employment and cultural enrichment programs. Most volunteers are college students who can relate to the young.

In recent years school districts have found it necessary to find other means than the classroom group situation

to reach the youngster who is not progressing at the accepted rate. Few districts can afford private instruction. So parents who are not necessarily trained in education have been recruited to fill this void. They are men and women who are interested in children, have definite regular hours each week to donate to a service, and understand the need of these children to have a healthy one-to-one relationship with an adult. The children involved in this kind of program sometimes just need the experience of being accepted by another person. They may be slow learners, they may think too little of themselves, they may have hearing problems, they may just not be ready to be one of many in a group. But these youngsters are educatable. They simply need recognition and encouragement. The program is frequently their first experience with success of any kind. (Those children who have serious deficiencies are usually referred to special classes and are helped by trained professionals.)

This new group of volunteers supplements the work of the classroom teacher. They are given a complete orientation by the school in the methods familiar to the children, as well as an understanding of the function and aims of the curriculum and a general "feel" of the school. Their duties are carefully outlined. They become an integral part of the staff and members of the classroom family. They serve in school buildings across the land, in small suburban communities and in large city classrooms.

Some volunteers are schoolchildren who tutor those younger than themselves. This program, currently being carried out in Pacoinia, a suburb of Los Angeles, is based on the theory that children learn best from their peers. The results thus far have been startling for both the tutor and the tutored. Learning has been accelerated for the latter and the former have developed leadership qualities

and responsible attitudes beyond expectations. In fact, so well has this experiment succeeded in reaching its goals that other cities, such as Philadelphia, have sent observers to Pacoinia.

Another good example of a successful program utilizing school-age volunteers is at the Wadsworth Learning Center in Watts, California. This is a six-week Transport-A-Child (TAC) Enrichment Tutorial Program. A bus picks up 90 teen-agers who volunteer two afternoons a week to bridge the color line through friendship and meaningful experiences. They are free to choose how to spend their time—e.g., tutoring in math or science, art, drama, music and dance. Once a week, African culture is offered. Grades six through twelve are mixed. Children bring games from home and share them with new friends. Adult TAC volunteers raise funds for the bus transportation.

I can give a firsthand report of what is being done in a tutoring program in a suburban community because I have been a tutor in it for two years. My teaching background has been helpful, and many of the techniques I use come naturally, whereas other tutors may have to learn the methods. On the other hand, I have had to unlearn some methods and learn new ways for the sake of progress.

After a complete orientation program, I was introduced to my teacher and the children, all first-graders. A folder for each child was given to me with notations of each child's difficulty plus his level of achievement. We were given a corner table in the cafeteria to use two mornings a week. I was to spend forty-five minutes with each child and work on both reading and math. As is often true at this stage, these six-year-olds often need strengthening in the language arts, so much of our time is spent just talking.

In the beginning, one of the boys put me straight with an "I hate to read and besides, I won't." After a bit of talk, I wrote down some of what he said. I asked him to "tell me what it said," and we worked it out together. Since it was about him, he was interested and that was the beginning of a delightful experience. I pointed out, later, that he was reading. My greatest reward was his offer weeks later to skip snack time to stay with me longer. For whatever reason, he needed to feel that he was special, and that I was there to help him.

Another boy just didn't "want to" anything. He acted defeated and reluctant to try anything new or strange. He could barely manage to sit still. This six-year-old was an attractive, neatly dressed, well-nourished child who rarely smiled. He had a good vocabulary and appeared normally alert. Whatever caused his attitude I do not know. He came to know that I expected him to make mistakes but that I would help him. Gradually, he accepted his role and mine. Weeks later when he said, "Don't tell me, let me figure it out," I knew we had taken a giant step together. At one of our last sessions, after he had really worked hard and I remarked on how proud he must feel, he said, "I didn't do so good. I can do even better tomorrow."

One of the other volunteers told of one of her children who was also a six-year-old. He was often absent from school, one of the factors that contributed to his being below expected achievement. After she established a rapport with him, he rarely failed to appear on "her days" to tutor.

In summing up this program, I must add that the project succeeded because:

1. It was carefully thought out and planned by the administration.

2. It was carefully prepared and supervised by the specialists in the reading and math departments.
3. It was willingly entered into by the various classroom teachers.
4. It was conscientiously and enthusiastically sustained by the volunteers.

A plan the New York City schools have put into effective operation is based on a similar operation that has been going on in London for fifty years! In 1961 the Public Education Association published a very detailed explanation of the project. It is called *School Volunteers* and is by T. M. Jamer.

Before the program was developed, volunteers gave their time in the elementary schools. They stayed with sick children, escorted them home, served as receptionists in the offices, as chaperones or guards on playgrounds and in the lunchrooms, gave curriculum enrichment talks and demonstrations to classes and in assemblies, and worked in school libraries. These volunteers usually worked in the school that their children attended, but under no formal plan.

The new program's aim was to have these volunteers perform routine, time-consuming, nonprofessional tasks, thereby relieving the teacher to teach. The volunteers' purpose was to supplement the trained personnel, not supplant it. One way was by working with individual children. Another was to provide expert services by doctors, dancers, musicians, and dentists to enrich the curriculum. Some volunteers were utilized to improve school-community relations and communication. This served a twofold purpose because while informing the people about the schools, the needs soon became apparent and volunteer recruitment was made easier.

To operate this project it was necessary to set up an efficiently run organization for purposes of coordinating volunteer availability to services needed; to set up procedures for orientation, evaluation and record keeping, recruitment, and publicity.

Thus, as the project grew, it was necessary to have a coordinator in each building to determine the specific needs of that school and someone to interview the potential volunteers. Some schools needed office help, some needed library aides, some needed bilingual adults, others needed lunchroom aides, nurse's aides, specialists in arts and crafts in addition to actual classroom assistants. Some schools needed all of these, others wanted only some; certain schools had space to implement new ideas and others did not. Office aides work on duplicating machines to prepare tailor-made instructional materials for a specific teacher or grade. (In a city as diverse as New York, teaching implements, to be effective, must be individualized. The need for one kind of drill or technique will vary considerably from neighborhood to neighborhood.) Office aides also alphabetize lists, correct papers and standardized tests, make flash cards, prepare project materials, e.g., cut-outs for sewing in kindergarten. Ability in foreign languages can be of enormous help in a teacher's contact with a non-English-speaking family during registration and conferences. Volunteers can also collect and record milk money, lunch money; help to record height and weight, vision and hearing test results on health records. They do the inventories in the stock rooms at the beginning and end of the school year and they do mailings to parents. Library workers have taken up collections of books for schools where no libraries existed and, where they did, have catalogued and reorganized them. They then helped to operate the libraries under professional supervision.

Volunteers with specialized skills offer their expertise on certain days and hours of the week. In the underprivileged areas, exposure to the arts, both creative and performing, is usually negligible. Experience with doctors and dentists is generally limited to impersonal clinical situations. We sometimes overlook the fact that people migrating from other lands have riches to offer any school (in dress, music, food, childhood experiences). Those skilled in the crafts can help in shop work, sewing, and cooking. There are volunteers who work at home and prepare posters, bulletin board displays, plan trips, design costumes and scenery, word games and charts as they are needed.

The volunteer in the classroom works directly with the teacher who requests an extra pair of hands and eyes. She will work with individual children or small groups, tutoring in skills. She can take attendance, help with boots and buttons in the primary grades. She can serve as a chaperone on class trips.

In the poorer sections of the city, teachers have noted the lack of warm clothing and shoes, so depots have been set up to supply that need. Regular requisitions are filled out, parents are consulted, and families are given help where desired. Frequently, these children are just the ones who need personal remedial help also, although this service is by no means limited to underprivileged areas.

Of course, New York is a city of extremes. The population reflects every culture in the world and the contrasts are tremendous, not just from one neighborhood to another but from one block to another. Certainly, many of its educational problems are peculiar to the City of New York, but in another sense New York mirrors the other large cities of this country—and many of the smaller ones as well. And the volunteer program set up for New York City can easily work with modifications in any com-

munity. In fact, there is another similarly successful program in Bay City, Michigan.

As varied as the jobs and duties are, that's how different each volunteer's abilities are, and his or her preferences for assignment. In the organized New York City plan which we described, of the 180 volunteers recruited in 1958-1959, most attended college, but were not necessarily in the education field. Ages of the volunteers ranged from the young newly-married to grandparents. Although it has been determined that where the volunteer is a parent it is best that she work in a school other than that attended by her own children, the school still must be within easy reach since dependable and consistent service is mandatory. Terrible harm could be done to an insecure child whose tutor is not reliable—aside from the inconvenience to the teachers who rely on the help. Volunteers should plan to serve the same hours of the same days each week, with a minimum of three to five hours per week. Early fall and late spring see the volunteer lists diminish, so continued recruitment is always important. As we have noted before, volunteers like to feel part of the school community; while tedious jobs should be shared, it is clear that volunteers get more satisfaction from exposure to new experiences which expand their horizons. And from the questionnaires they filled out, they appear to prefer jobs that bring them into direct contact with the children, the staff, and other volunteers.

If I have indicated up to this point that school volunteers are all women, let me hasten to say that this is not at all the case. Retired men and men who have seasonal or off-hour jobs donate their time, too. They have taught the staff and students how to maintain and operate visual aid equipment. They have been used as tutors and are especially appreciated by children who never knew a

grandfather. Men who are handy with hammers and saws are treasures in a public school both as instructors to older boys and in helping to make scenery for school plays, etc. In short, men are very important in the volunteer school program.

Preschool groups are often supported by state or federal funds. But here too volunteers are definitely needed. The professional staffs need aides, although under some of the publicly supported programs (Head Start, for example) it is required that they be mothers of the children, residing in the community to be served. In community-supported ventures, the transportation is a volunteer project, while other volunteers collect and repair donated toys and playground equipment.

Before Head Start existed, the National Council of Jewish Women organized a pre-kindergarten group in our village. The group was made up of sixteen disadvantaged children with one paid professional teacher; the other teachers were volunteers. Other volunteers drove the children to and from home, supplied the mid-morning snack, and provided instructional materials. When this group of women found they were financially unable to continue this program, their appeals were answered by the local school board and New York State. A room was made available in a public school, and today twenty children from the ages of three to five participate in the half-day program.

The local poverty agency then set up a day-care center completely run by volunteers who manned the car pools, supplemented the professional staff, provided equipment and supplies, and handled the bookkeeping.

Recently, national organizations have entered this area of service. In the Los Angeles area, the Hadassah recruited 200 women to tutor older disadvantaged children in the public school system. The Federation of Women's

Clubs is also involved in projects for preschoolers—and the list gets longer every month.

Libraries, however, continue to function without much volunteer help. From the staff point of view, the tremendous growth of the library necessitates more “efficiency and accuracy,” and their early experience often led them to feel that “volunteers were unreliable.” From the volunteer’s viewpoint, library service does not involve the personal contacts or serve the same kind of personal needs of an individual recipient. No one will go without a life-saving or health-giving service if the volunteer doesn’t show up to work behind the desk to check in or check out library books. No one will suffer more hardship if an overdue book is not noted and the borrower notified. So volunteers naturally gravitate toward the social services.

But the role of the library in the community has changed in recent years. People have more leisure and as a result pursue avocations and hobbies to a greater extent. Communities generally have limited meeting space and the public library is often convenient and/or logical to use. In the “Each One Teach One” program—a project set up to teach reading to parents whose schooling was limited—the emphasis is on a one-to-one relationship of teacher to pupil in a non-school atmosphere, both to remove the “onus” of school and to save the parent any feeling of embarrassment by providing some degree of privacy. The local library often offers the perfect “neutral” atmosphere for this program.

In our community, the library serves as a display center. Local art classes exhibit there, and the library will exhibit or display materials to acquaint the community with the work of any special group.

Volunteers do help the library in one very major way: they are on the board of trustees—the policy-making

board. The director, who is a professional, sits with them, discusses what he thinks the library needs, explains items of a professional nature, such as staff recommendations, materials, supplies, and procedures, but it is the board that makes the final policy which governs the library. These are men and women who work at other jobs and donate their time and energy, as dedicated, civic-minded citizens. Volunteers served our library in another way recently. The trustees, recognizing that the library was bursting at the seams, agreed that an expansion program was necessary. Help was needed to educate and persuade the citizens of the area that it was necessary to expand. Volunteer advisory committees were set up to provide help in sitting with architects, planners, builders, public relations people, and printers. The public had to vote on the proposed plans, and it was through the efforts of volunteers that voters were convinced that the expansion program was essential.

This is just one more example of the effective role citizens can play in their community.

CHAPTER 11

In the Field of Vision

Sometimes the facilities offered by schools and libraries can be put to good use by volunteers in programs for pre-school children. For example, about five years ago

a group of us attending a meeting of the coordinating council of our school parent organizations heard the health department director describe amblyopia, an eye disorder that is often referred to as "lazy eye." This disorder is known to occur in from one to two percent of the population, and can lead to blindness if it is not found early. Fortunately, it is easily corrected in preschoolers—if detected in time.

The health department director went on to describe some screening projects that several schools in the Midwest had set up in order to detect amblyopia. He explained to us that while the disorder is not visible to the naked eye, the screening process which detects it is simple to learn. He suggested that we might want to investigate the problem, and we did.

The Industrial Home for the Blind, the local organization for the blind, was willing to train us and provide us with the initial supplies. Our recruiting and publicity campaign was so successful that we *started* with 103 volunteers (and that number has since grown). There were four two-hour training sessions, and we were all amazed to discover how simple the screening process was.

One of the ideas we had was a "first" among parent groups. It grew out of the decision to screen *every* three-to-five-year-old in the community. So, for the first time, parents from all the schools, public, private, and parochial, were organized to work together. We contacted the parents of every eligible child, made appointments with them, explained what we wanted to do and why. All the schools gave us rooms to use, so that every section of the community was easily reached. We also explained that, as volunteers, we would make no diagnosis but would refer children to professionals if we found they were unable to

perform the prescribed procedure—and that we would do so *only after* the parents were notified.

The community's cooperation was wonderful. We screened almost 700 children that first year. Ever since then, our findings have been recorded on the children's permanent school health cards so that, as they enter school, any eye problem—from myopia to amblyopia—is known to the teachers. This project turned out to be one of the most rewarding personal experiences I have ever had.

With this as a background, you can understand my interest when, recently, I ran into a friend with braille books under her arm. She is far from being "a joiner" and has little interest in meetings, committees, etc., but nevertheless she wanted to serve, to *do* something. She explained that she had read an article about a new class that was being formed to teach braille. The Industrial Home for the Blind was going to conduct a twenty-week two-hour-a-week course to train volunteers to transcribe books for the blind. She was interested, made further inquiries, and learned that after the training period she would be able to work at her own speed on her own time. Moreover, she would be under no obligation to attend any "meetings."

She is currently transcribing math books for a young man who is in college studying to be an electrical engineer. She keeps enough ahead of him so that he has what he needs. If it were not for her, or someone like her, it would not be possible for this young man to get an education and go on to lead a productive adult life.

My friend said she now teaches the very course she took, and she mentioned the variety of other jobs for which volunteers are needed by the Home. The office needs help to duplicate books that have already been transcribed in braille. A library and file are maintained on every book

that has been worked on, for none is ever done twice. In addition, there are books and periodicals for the almost-blind or for others who need extra-large type. Books for the very young are illustrated in three dimensions, and volunteers are needed to bring blind children to the office library where they can learn what various animals "look like." In addition, the Industrial Home for the Blind runs summer camps where volunteer instructors are needed to teach swimming and other sports.

Schools and homes for the blind are located in many communities and offer a wide range of possibilities for volunteer work. At the Industrial Home for the Blind, each member of the volunteer corps gets professional help to make the work rewarding for all concerned. Some services can be carried out in the volunteer's home, while others are assigned with the volunteer's convenience in mind. The Home understands that some people have misgivings about dealing with blind persons, and they therefore offer a diversity of services. The following list briefly describes the jobs that are available.

The day centers and clubs need recreation leaders to help with programs of crafts, games, and outings. Home visitors are needed to call on blind shut-ins who may need errands done or letters written, or who may want to be read to or simply to have some outside contact to alleviate their aloneness. Summer camp counselors are needed to help the professional staff with group activities for children of school age. And people with exceptional patience are needed as special service aides—to work with teen-agers and with deaf-blind adults. The motor corps needs drivers to transport the blind to day centers.

In the reading program, people with good voices and diction are needed to read to high school and college students, particularly around exam time. And if you also

know how to use a tape recorder or are willing to learn, you can make recordings at home or at one of the centers. Copy-machine operators are needed to duplicate pages of braille and large-type textbooks. Large-type transcribers use special typewriters loaned by the Industrial Home for the Blind so that they can work at home. Speed is not essential, but accuracy is—and volunteers must meet deadlines. Most of the centers also need clerical help.

In California, inmates at a correctional institution are transcribing library books into braille texts for blind students at a nearby school. The special writing equipment and machines were provided the inmates by Rotary Clubs, and the teacher of the class volunteered her time because the "class is so sincere and willing to learn." Each inmate is now transcribing his first book for a blind student. The *Braille Mirror*, a magazine for the blind, has been published since 1926. It contains articles and reprints from national magazines and newspapers so that the blind can stay up-to-date. A handful of volunteers plus an editor put out the magazine each month. This publication, which costs \$15 a year, is sent to 2,500 individuals plus 40 libraries, and has an overseas readership in 20 foreign countries as well.

Successful sightless people are also generous in giving their time to various organizations for the blind. Their ability to rise above this handicap is a source of encouragement to others like themselves and to the families of those so afflicted, as well as an inspiration to those who seek to help the blind. My friend who transcribes books for the blind told me about a poet she met who had lost both vision and hearing at the age of five as the result of meningitis. Although he doesn't "remember" colors or forms or many, many things, he is quick to point out that he is able to "see" people by what they do, by the clasp of

their hands, for example. He is not influenced one bit by a pretty face or an ugly one, by a black skin or a red one or a yellow one, and he told her that he considers this an advantage—not a handicap—in judging the real value of another human being. He feels the wind rustling through his hair although he can't hear it or see it rustling through the leaves or see the clouds being pushed across the sky. He can feel the thunder but cannot hear it nor see the lightning in a summer storm. But even so, he is a poet—and a courageous, educated, useful citizen.

Working with the blind can be one of the most immediately satisfying volunteer experiences, for you are often able to see at first hand that what you are doing really counts and makes a difference in someone else's life.

CHAPTER 12

Activities with Children

What better way is there to serve one's community than through its children? Granted, not everyone enjoys or feels comfortable with loud, healthy, bouncing, or active youngsters, but if you do, this is a rewarding way to spend your leisure hours. Some of these activities offer excellent opportunities for fathers, who may be very occupied with making a living, to spend more time with their children.

For example, there is a baseball organization called the Little League, which is a national group with local branches almost everywhere. Most villages and towns set up their own baseball teams and leagues, according to established safety regulations, and these teams compete against one another. Winners play other towns and villages, and the competition moves to the county and then the state level. The men of each community (usually fathers of players) set up the teams, pick the coaches, organize the leagues, set the schedules for the games, etc. Anyone who wishes donates a fee to cover the expense of the uniforms (usually just caps and tee shirts of a matching color). Any boy (from age 8 to 15) who wants to play is assigned to a team with a coaching father. In some areas, high school students umpire the games; in others, the fathers do it. The fields or diamonds are usually donated spaces like school playgrounds or church or temple grounds.

For years, whenever his schedule permitted, my husband managed many of the teams our two sons played on. All of us went to every game, even when the younger boy was too little to understand what was going on. It was always fun, too, although I don't recall that we won many games. The important thing is that every boy was given a chance to play, to learn something about the game and what it meant to be a member of a team. And it was a delight to watch the progress that each boy eventually made. Many who began the season half-heartedly improved so much that they became very interested players at the season's end. They were quick to recognize who was better and were generally honest about self-evaluation. They were also very generous to one another in offering encouragement.

Sometimes, mothers involuntarily get involved in the

Little League too. On a couple of occasions my husband could not make the practice session and rather than disappoint the boys, he asked me to take out the team. I can recall my feeling of panic, trying but failing to find an available male to help me. Somehow, it worked out, even though I knew too little for anyone's good. Actually, just getting the equipment to the field and letting the boys set themselves up for a practice game was enough.

Looking back, we wouldn't trade those memories for anything. The burned dinners, the gulped-down meals, the canceled or postponed vacations (due to unscheduled makeup games), the arguments over dressing warmly, were all part of it.

The Booster Basketball Club is similar to the Little League. The men in the community administer the entire program, schedule the games, make up the teams, provide uniforms (shorts and shirts) for any boy who wishes to play, and coach the teams. Since this is a faster game, older boys are often used as timekeepers and referees—some fathers have been out of really good physical condition for too long to keep up. I've mentioned fathers, but in fact I know of a number of men who are not fathers who also enjoyed this activity immensely.

The Police Athletic League (PAL) is another child-directed organization. The policemen give children who might not otherwise have the opportunity a chance to participate in a supervised program of sports activities.

There are also the wonderful programs conducted by the YMCA's and the YMHA's. These include sports, arts and crafts activities, music, drama, dance—just about anything one can think of. The talent, instruction, guidance, and supervision are usually donated in whole or in part by men and women of the community. Often, the supplies and equipment are also donated by interested members in the

area. Sometimes local businessmen will sponsor an activity. Many of the religious organizations serve as sponsors for a team or an activity; they will offer the meeting space while members of the congregation supply the rest.

The scouting program for both boys and girls is one tremendous area for participation by volunteers. The local groups are kept very small (eight to twelve children) and usually meet weekly in the leader's home. Once a month, they get together with others in the area in a public place, like a school or house of worship, and each group presents a project or planned skit for the other groups. Often the skit or project reflects the activity for the month as suggested by the state or national supervisory committee.

When the first Boy Scout rally took place in England in 1909, it was recognized that girls should also have an organization. So the Girl Guide Association was formed, and quickly spread to other parts of the world. In 1912, on her return to Georgia from Scotland, where she had been living, Mrs. Juliette Low founded the Girl Scouts of America. By 1926, the first Girl Scout World Conference was held in Pleasantville, New York.

Girl Scouts are divided into three groups; Brownies are for the seven- to ten-year-olds, Intermediates for the ten to fourteens, and the senior group is made up of fifteen- to eighteen-year-olds. The activities vary according to the ages, since abilities and interests must be considered. However, each group is always a fellowship of girls working together to learn new skills at-home or out of doors. Each girl is encouraged to work for badges, much like the boys. Any girl can belong, no matter where she lives. Most communities have at least one troop, and new ones can always be organized.

It is often true that one troop will concentrate on the outdoors, while another will turn to music, another to

sports. This is generally determined by the girls' preferences. For this reason, the wise potential candidate does a little investigating first to find the right troop for her. Then she is asked to attend four meetings before committing herself to a membership.

Each group selects its own girl leader. The adult leader is a volunteer who enjoys being with girls, but is not necessarily a parent. She attends a monthly meeting with her counterparts in the community. They meet with a paid representative from headquarters and together will coordinate their projects. At such times they might agree to make toys for a children's hospital ward, make favors for a Christmas party of the year-end dinner, or fill stockings for the Red Cross. They usually plan to march in the Memorial Day parade. An individual troop may pick a special project; for example, a group of senior Scouts helped us on a few Saturday mornings when we rescreened preschoolers' eyes for amblyopia. And, of course, the entire nation of Girl Scouts joins in the cookie sale.

Scouting gives girls the opportunity to participate in activities not always available to them as individuals. The planned trips can be fun as well as educational. And, as in all organized activities, members meet others with similar interests.

There are many child-oriented groups, far more than there is space to mention here, where only a random sampling is possible. But each organization that I have mentioned, plus the countless unnamed others, offers great opportunities for adults to work with the young. But don't wait to be called. You should take the initial step. You will find a fellowship among the other adults because they too enjoy children, or the activities, or best of all, both. Expertise is not a requirement, just willingness. If you're inclined to be shy or are reluctant to assume complete

responsibility for any reason, offer to start as an assistant. But start.

What just one determined person can do was detailed in a recent story in a suburban newspaper, which described an effort by a teen-ager in Bay Shore, Long Island, to establish a summer recreation program in hopes that it will eventually achieve full status as a "Y" branch. He and a dozen other teen-agers, with the help of two adults, are trying to raise \$1,000 by planning a cake sale, offering the services of fifty boys and girls to do odd jobs, and donating part of the weekly salaries of those young people who have jobs. A local church donated the use of the parish hall. Once the group becomes self-supporting, it will be allowed full membership in the "Y." Now, wouldn't this be a great project for enterprising men or women in your community? Does your area have a branch of the "Y"? Why not? *You* can do something about it, you know.

To strengthen my case through further illustrations, let me briefly mention a few more actual activities reported recently in local newspapers.

A year ago, the Boys' Club opened in a dilapidated former American Legion post in Venice, California. The club was originated to combat juvenile delinquency. It is open daily for its members, some of whom come from broken homes, poor homes, lonely homes, or overcrowded homes, and all of whom might otherwise be on the streets. The club has been helped by donations of money and equipment from companies and individuals. Billiard and ping-pong tables, chess and checker sets, sports and crafts materials were donated by an aircraft company, the local Lions Club, and the Boys' Club Foundation. Gym equipment has been purchased, and half a year's salary for a director has been raised. Nonetheless, to avoid having to shut their doors, members have organized a door-to-door

doughnut sale and benefit concert with a professional entertainer. The club wishes to be independent, although managed by local business, industry, and the people who live in the community. Any boy from six to sixteen can join for \$1 a year and find companionship and recreation, as well as guidance by trained personnel.

In my own village there is a center for the children to gather after school. A high school student teaches dancing, another student has a few piano pupils, a professional gives free guitar lessons, and the chorus is directed by another trained volunteer who is from a local church.

Also in my village there is a day-care center for young children whose parents must work or who are getting training to improve their families' horizons. The public school donated a room, a local business donated a large sum, and other citizens have given smaller amounts. In the first year, twenty children were accommodated; sixty women volunteers worked in the classroom and/or helped transport the children to and from the center.

A summer camp primarily for disadvantaged black children has come into being in our village. About eighty children attend this Community Action Council-sponsored group. Money is raised from the community and is controlled by the community that is served. Most of the counselors are volunteers, although the director is paid. Dance is taught by a volunteer who commutes thirty miles from the city, a local professional sculptor donates her crafts talents, another teaches music. Trips to movies, beaches, zoos, and parks round out the program of this local day camp. This program all began and runs on a shoestring, proving you don't have to be rich to start or participate in a project like this. In fact, the original organizer was a schoolteacher and, as everyone knows, schoolteachers are not highly paid.

Perhaps this is the moment to ask yourself what your community has done lately to brighten the lives of children who otherwise would not be supervised. Better still, what have you done to improve the lives of youngsters less fortunate than your own? Contact your local Economic Opportunity Council and ask what they need. Maybe you can be the catalyst to start a rewarding project or become part of one that's already begun.

CHAPTER 13

Activities Especially for Men Volunteers

In earlier chapters I have referred to various volunteer services to which men in the community give some of their leisure hours. By and large, they serve in the evenings and on weekends because they have full-time jobs during the day. Those who are retired, as we have seen, can and do represent their group in the volunteer forces. Indeed, one group, the Business Executive Volunteer Corps (414 Madison Avenue, New York City), consists of retired businessmen who are willing to aid anyone who is going into business.

We have seen that men serve as members of board of directors, making policies for countless organizations. Men also serve on various committees, whether for a civic

group, a local political club, a sports program, a school board, a town or village government, a "Y," a church or temple, a professional or industrial group, a hospital, the volunteer fire department, the Scouts, the Red Cross, the local library, the local senior citizens group, the chamber of commerce, the Lions, the Kiwanis—the list is endless.

It might be valuable to study in some detail one of these groups—the Kiwanis—to which men volunteers make such a major contribution.

Kiwanis, an international organization with 5,600 clubs in twenty-nine countries, is pledged to make a good world into a better one through volunteer action. Members do not believe that solutions to local problems need to depend on complaints to officials and/or governmental action. Where possible, they will attempt to do something about such problems directly.

For example, a judge in Arizona was disturbed that there were no appropriate facilities for delinquent boys. He felt that neither imprisonment with hardened criminals nor release with just a reprimand was the answer. As a result, a center was set up in Phoenix by Kiwanians for after-school hours, evenings, and weekends. Skilled counseling and work assignments related to the boys' problems were instituted; for example, hospital work with traffic-accident victims for reckless drivers, and work in parks and playgrounds doing clean-up and repairs for vandals.

Kiwanians also believe that good government begins at the local level. As a result, almost 100,000 members serve without pay on boards in their own communities. Members agree that good citizenship requires a quick response to human needs. Right now, one of their projects helps to fill the gap for the elderly on fixed pensions while the cost of living spirals. In 1966 they set up a ten-story

senior citizens' center in Ohio which provided living units as well as meeting and activity facilities. This was done with the aid of a \$2 million long-term federal loan, and was so successful that similar projects were established elsewhere in Ohio, as well as in Ontario, Canada, and Michigan.

Crippled children have also brought the organization into action. A foundation was set up in Illinois to maintain a research center to uncover the hereditary causes of spastic paralysis. This group works with the Children's Memorial Hospital in Chicago and the Illinois College of Medicine to develop techniques to prevent spasticity.

Nothing is too large or too small for Kiwanians to tackle. They've been known to set up a fund-raising campaign to help an individual whose family savings have been eaten up by long-term hospital bills. Local groups raise money by paper drives, rummage sales, band concerts, and barbeques.

Kiwanians have always been known for their work with troubled children. In 1960 in Anaheim, California, they recruited potential dropouts and troublemakers, children who were generally in defiance of teachers and police. They helped to design and build a recreational area, doing much of the cement-laying, seeding, and sodding themselves. It was not an overnight success because these boys naturally resisted involvement, but eventually they did become enthusiastic. Then the boys began to plan projects of their own, such as ushering at school functions, repairing school property, cutting lawns, and painting houses for the elderly. The adult sponsors were available for counseling on personal, home, and school problems, and even for tutoring. Other districts in the large southern California area of Anaheim have also found success by modeling their programs after the first one. The ratio of school drop-

outs has decreased considerably and many of the boys so helped have gone on to more schooling or good careers.

The Kiwanis Club of Quincy, Illinois, was one of the first to form a Society of Academic Achievement. They were seeking to motivate high school students toward academic excellence and leadership. Today 9,000 students and 600 faculty members are participants. You can contact your local club for more details, since each group learns from others how to most efficiently support this type of project.

College scholarships are another very well-known Kiwanis activity. As many as 18,000 were established in a single year. And in 1964, in Pittsburgh, Pennsylvania, Kiwanis set up special loans for students who were better suited for technical training. As a result, these young people could look forward to interesting careers rather than drab existences as unskilled laborers.

Youth organizations—one called the Key Club for high school students, and the other Circle K, for college men—have 107,000 members in 4,350 clubs in the United States, Canada, and the Bahamas. The idea is to help the younger generation to become involved and concerned. Community beautification programs, work with underprivileged and homeless boys, and tutoring programs for prospective civil service employees who might not otherwise meet the qualifications are some of the ways Kiwanis try to improve our society.

What motivates these men, particularly those still actively involved in full-time jobs, to give up relaxing hours with their families in order to work with the Kiwanis or the myriad other volunteer activities open to men? What commitment do these men have? Why do they do it?

As with anything else, there are varying degrees of involvement. Some give time on a regular basis, some at

certain times of the year for a specific job, some respond to a request or a community need of the moment. For example, my husband became very involved in the neighborhood civic association when we first became suburbanites. He went to regular monthly meetings and represented that group for special events elsewhere in the community. As his career became more demanding, he took on a seasonal commitment with the Little League as a team manager. Recently, he has only been able to give time to the community sporadically.

In the first instance, he had the time to work for what he felt was not only his need but his neighbors' as well. He was convinced that his point of view was worthy of representation, and he found it satisfying to be part of a group that wanted to improve their environment. He worked to get a traffic light installed at a busy intersection, to make sure bushes on corner properties were set back enough to allow drivers to see little children playing nearby, and to enforce various commercial zoning restrictions.

When he managed the Little League teams, our sons were involved; he found this an ideal answer to his desire to join in an activity with each of the boys while at the same time serving the community. Some men continue in the Little League when their sons are no longer participants, but Hal's career no longer permits that luxury. Now, he steps in when asked for something special, like being a panel member to discuss career planning in the arts at the high school, or talking to a senior citizens' group. He said about many of the things he has done recently: "It is satisfying and gratifying if you enjoy what you are doing and you have the opportunity to talk about it to help others."

Since some men are much more involved in volunteer work, I wanted to find out if their reasons were any dif-

ferent. Actually, it seems that those who were giving their time to local groups were similarly motivated. They were curious to know what was going on around them and willing to share that knowledge by serving on committees. No one particular cause activated them but rather a general feeling of commitment to see to it that they and their neighbors live in the best possible environment. Their interest and unselfish devotion to their community soon become public knowledge and attract others to ask them for their time. So they become involved in a variety of groups with no special or particular cause in mind. They seem to agree that they find that they have more in common with other men who work in committees than those who prefer to use these same leisure hours for purely recreational activities. These volunteers found that they enjoyed giving service as another would enjoy joining a weekly recreational club. They also seem to agree that volunteering satisfied their need to participate in whatever was worth joining or supporting, and that the recognition that they received from co-workers and neighbors was an added gratification. Basically, they seem to get pleasure from learning of a job that needed doing and being able to contribute to getting it done. They are all devoted family men, and of course, their families cooperate and join in to back up the head of the household's activities. Often the wife aids her husband during the day when he's at his job. I might add that she is frequently a volunteer herself. Indeed, the families are essentially "doers," interested in the world around them, outside of the home.

There are also men in every community whose commitment is directed toward society at large. These men serve on committees of state or national organizations whose efforts and funds are directed to long-range planning in support of ideals to improve a way of life for

large segments of the population. They see their service as the natural outgrowth of an almost compelling force to put their training, education, and skills to use to benefit others. There seems to be a very deep feeling of obligation to contribute their talents and knowledge. As one man said, "Society gave me the opportunity to obtain my education in the first place, and I feel a dedication to those principles that I believe will make this a better world." All said they received immeasurable gratification from being able to contribute new, fresh ideas for the advancement of our civilization. They share an optimistic view of the future, and they are willing and anxious to make a contribution to it.

They are deeply concerned men; they are devoted men who go about helping to bring together all peoples, the young and the old, the rich and the poor, for mutual concerns. They feel that, for a civilization to function best, it must have a sense of identity, a coming together. The mind of man must be used for more than making money. It must work to nurture the need for all human beings to find human dignity. Education in any form and to any degree makes man dignified. When man lacks the knowledge and the opportunities to make his own way, to feed, clothe, and house his family, and to appreciate the similar needs of all men, he is left with too much of just the animal side of him. This leads to hatred and discrimination and bigotry. Civilization should mean the opportunity to perform for one another.

Each of the men I interviewed shared the love for and respect of man and family. Each was a man of intelligence and curiosity. Each was a man who found wasting time offensive. All agreed that as they shared their experiences with their families and were exploring

ideas together with them, they were contributing to the growth of all, including themselves. They also agreed that time can always be found to satisfy an interest, that all men enjoy some form of applause or approval, and that they personally gain much more from their volunteer services than they give.

I'd also like to add that not all of these men were financially "well off"; this is no prerequisite for service. The desire to participate in volunteer services does not discriminate or set us apart; if anything, "it is another way to come together."

CHAPTER 14

Volunteers in the Arts and Sciences

The expanding world of communications has opened up new vistas for the volunteer, new opportunities to become involved in the arts and sciences. It is not merely that the volunteer can now reach more people than ever before. The operative fact is that "communications" is art; "communications" is science.

Many science activity centers have been organized by citizens with an interest in some phase of science and by those who strongly believed in the "museum approach" for the children of their communities. These citizens set up committees to formulate purposes and pol-

icies, to reach the community for support, and to generally organize the structure of the program. They recruited experts in the various fields and then formulated the programs and workshops they wanted to offer. Their job was to determine exactly whom they wished to reach and how they would be most successful in doing so. Then, of course, they had to determine the physical facilities already available to house the project until more permanent headquarters could be located.

Having once examined the situation realistically, the next step was to find "friends" to support the project. This group usually consists of (1) local agencies that will assume a supportive role, (2) professionals residing in the vicinity or teaching in neighboring schools and institutions, who will donate their time and abilities, and (3) participants who will pay dues or buy memberships as individual beneficiaries of the program. Memberships can also come from parents of science-oriented children or from groups that offer scholarships for youngsters who have shown potential in the field. Sponsors and donators of equipment are particularly vital to this type of project. In some cases, professionals will take under their tutelage and guidance one or more gifted students. Often the director of the project is the only paid employee. He must deal in professional services with the expert staff members, who in turn eventually receive salaries. I say eventually because in some instances local expert talent has been willing to help the project get started by donating some of their time and services.

But we've been talking thus far about the volunteer who is basically able to serve in a leadership capacity. What about the volunteers who have less time but who are still dedicated to the idea? Well, they can supply much needed clerical help, and they can become the fund raisers,

the trip arrangers and chaperones. As you can see, this kind of program has unlimited scope and requires a variety of talents.

Of course, programs like this needn't be limited to the field of science. There are opera societies, art societies, amateur theatrical groups, and choral groups—all in the area of the arts. And when we talk about the arts, we must not forget to mention those unsung people who quietly contribute their talents: the architects, for example, who give their skills and experience to advise on the construction of new buildings to house various institutions or the many stars of radio, TV, or theater who appear for or sponsor some activity to advance a cause or to promote research, treatment, or training in various fields. These performers quietly donate their time, often traveling far afield at their own expense to give aid to a cause or a group that they believe in. Recently a folk singer encouraged a group of youths to restore a landmark area in New York City and to establish the South Street Seaport Museum by donating the proceeds of his book and his records of sea chanteys.

Worth noting too are the scholarships that many performers personally guarantee to help further the careers of budding young artists who need help to become better educated and trained.

In many communities, puppeteers take their mobile units to economically deprived areas, and American Legion bands appear in neighborhood parks at their own expense. The 165 members of the nonprofit American Youth Symphony, who earned their seats in the orchestra through audition and musical contests, then paid their own fares to play before thousands in fourteen European cities—the proceeds of their concerts going to charitable organizations here and abroad.

As an offshoot of the performing arts, we come to the communications industry—and the volunteer's role there. First, there are the volunteers who can and do perform, but there are equally important volunteers who work behind the scenes. The community TV stations are small, have tiny budgets, and need local support. Schools that cannot provide enough specialized teachers or courses can pay a fee to the stations for educational shows; these shows include lesson plans and teachers' manuals to help prepare for and follow up the program offerings, as well as suggestions for group discussions and supplemental reading materials. All of this must be carefully compiled for the specific programs, and this work is usually done by knowledgeable volunteers. Volunteers also give time in helping to raise funds for the station or in keeping records of donations and sending acknowledgments. Individuals and groups who feel keenly about the quality of programming can play a major role in influencing local radio and TV outlets by offering to work in that area.

As an example of a new and creative way that the volunteer's role in communications can be expanded, I'd like to describe a recent idea that has been successfully implemented. In 1963, the Public Affairs Department of WMCA, a local radio station in New York, set up Call for Action, a volunteer group intended to bridge the gap between service agencies and the public. These volunteers man five phones every weekday from eleven in the morning to one in the afternoon and offer referrals on any problem confronting the city's population. These trained volunteers refer callers to the public or private agencies set up to solve specific problems. They answer queries about "where to get a lawyer," "where to adopt a baby," "where to get information on drugs," etc. They also offer help to protect the rights of individuals.

When patterns of failure become obvious, editorials are broadcast by the station's president, R. Peter Straus. The station also broadcasts human-interest stories based on the experiences of the volunteers.

The Urban Coalition has undertaken to spread this idea throughout the nation. "Nothing is worse than for an individual to feel that his complaint doesn't stand a chance of being heard," said John Gorden, chairman of the National Urban Coalition. Units are now operating in Washington, D.C., Philadelphia, Chicago, New Haven, Detroit, and California (the latter program—the Hot Line—is described in Chapter 2 and is especially geared to medical and psychological problems of youth, e.g., pregnancy, drug addiction, alcoholism). In the Utica-Rome region of New York, station WTLB has just swung into action.

This project could probably be duplicated in your county or city. Ellen Straus, Call for Action chairman, believes that this is one way to harness woman power, a tremendous force in the nation. She believes that it can be an effective instrument to bring about meaningful social change.

If your talents and interests lie in the fields of science or the arts, there are many meaningful programs that are open to you—and that badly need you so that they may function more effectively.

CHAPTER 15

General Federation of Women's Clubs

You never know whom you are going to meet or what new experiences you may have when your life turns a corner. One weekend, by joining my husband on an out-of-town project that he had volunteered to participate in, I had the unexpected and delightful experience of becoming acquainted with the General Federation of Women's Clubs through its president, Jesse June Magee (Mrs. Walter Varney Magee). The General Federation is a grouping of women's volunteer organizations in the United States and fifty-three other countries. All the members and its elected officials serve as volunteers.

Until I spoke with Mrs. Magee, I hadn't realized the mammoth size of the Federation nor the magnitude of its programs. I'd like to share in some detail what Mrs. Magee told me. She described the various projects the Federation was involved in, explaining that the members study and evaluate each subject before finally taking a position on it. Each club in each state is fairly autonomous, and, though encouraged to take stands consistent with Federation policies, each is free to come to its own conclusions. Thus, although the bylaws from club to club should not be in conflict, each club has the responsibility to

take care of projects unique to it. The district federations are geographic divisions in all but four states; the district federations help each state to better keep in touch with the local group. One state may have a special program that it is working on, while another will find it practical to expend its energies elsewhere. The programs, which I'll describe later, are adopted on a national or international scale.

The Washington headquarters supplies the 800,000 Federation members with guidance, printed bulletins, handbooks, lists of suggestions on how to go about finding solutions to study items and how to become involved as individuals to work toward the success of their numerous projects. The Federation believes in personal commitment to correct the ills of society and to meet the challenges of a changing modern world. The specific goals for general action are determined at annual conventions where resolutions are agreed upon by a representative delegation of the membership. The actions taken by the state, district, or local groups may differ, depending on the geographic location, political situation, climate conditions, etc. A case in point would be the way problems of pollution vary in the Southwest as compared to the Northeast. Another would be "equal education for all," which means one thing in affluent northern suburban communities, quite another in crowded inner cities, and still another in some southern states.

Some issues are extremely controversial, others are natural outgrowths of investigation, study, and evaluation of both sides of the question. Some clubs may choose not to involve themselves in a "hot" item because, to be practical, an organization can't operate without woman power, and an unpopular cause will just not bring out the workers. However, the annual convention is obligated to take stands on those questions of national or international

scope which are brought before it. The elected executive committee is responsible for presenting those conclusions to the public and appearing before Congressional committees when called upon. As an informed group, the Federation illustrates its participation in the democratic processes by presenting the official position arrived at by the convention, since it is representative of the membership's viewpoint. You may think, as I first did, that the Federation sounds like the League of Women Voters or some other lobbying group, but it's really not. Legislative action is only one segment of its activities. In fact, its activities fall into six categories, namely: Education, Conservation, Fine Arts, International Affairs, Public Affairs, and Home Life. The Federation is just exactly what it says it is: it joins with other volunteer organizations to accomplish common goals when it is expedient to do so. It will co-sponsor programs with private agencies and industry. To become part of the General Federation, an organization must show that it requires no partisan political test for membership, that it is not a secret society and does not tolerate any violation of state or federal laws.

The constitution for the Federation was adopted on April 24, 1890, in New York. The intention of the organization has always been to embrace all women's clubs throughout the world. Delegates from seventeen states made up the original group. Today, 15,000 clubs in fifty state federations plus 161 groups in fifty-five countries and thirteen other national organizations affiliated with the Federation all combine to make this one of the largest women's volunteer groups in the world. From the very beginning, the Federation's aim has been to work "toward the betterment of life in the community, the state, the nation, and the world." Through its con-

certed efforts on all levels it endeavors to meet the needs of the changing scene.

In 1914 it began its work to petition for preschool education, and in 1916 it resolved to cooperate with appropriate agencies to make continuing education classes available for adults. Today, the Federation is concerned with teachers' salaries and training and with the rebellion on campuses. Federation members have raised millions of dollars for scholarships both here and abroad.

As early as 1908, the Federation asked Congress to establish a Department of Education as part of the President's cabinet, and in 1910, a Department of Health. Finally, in 1953, the Department of Health, Education, and Welfare (HEW) was established. The Federation works through CARE to fight illiteracy overseas, and it worked with Standard Oil to organize and run a scholarship project in 1962-1964.

The Federation believes that the public library is a vital instrument to a free society since such a society depends on a citizenry qualified to make decisions based on thought rather than emotion. Therefore, it is not surprising to learn that four fifths of the libraries in the United States were begun by women's clubs, and many are still maintained by them. In the period 1962-1964, women's clubs started more than a hundred new libraries in communities that had had none.

The Federation works closely with specialized health groups to eradicate or control disease. The American Cancer Society is an associate member, and together they waged a successful campaign for funds to sponsor work on uterine cancer. The Arthritis Foundation and the Federation have also joined forces to aid in research to curb birth defects in a joint fund-raising and educational project.

The Federation cooperates with the U.S. Public Health Service in the struggle for clean water and now in the fight against air pollution. Action here involves educating and convincing industry, and contacting their representatives in government.

Years ago, the Federation fought for child labor laws; today they work for ordinances to ban objectionable comic books, to improve TV shows, to regulate misleading advertisements, and to protect the consumer generally. For this, they contact local communications media and government agencies.

As long ago as 1896, the Federation was concerned about conserving our natural resources and so, in cooperation with the U.S. Forestry Service, they planted 2,147,692 trees in all states. They have also supported the creation of our national parks.

Sears Roebuck and the Federation together have supported community self-improvement projects. Garden clubs assumed an active role in this program. Cash prizes were given, with the understanding that they were to be used for the benefit of the entire community. The National University Extension Association supplied leadership and training in professional methods of gardening.

In 1935, the General Federation began to work on safety campaigns; they supported driver education, motor vehicle inspections, and, in 1961, fought for seat belts.

Creative writing, music, choral groups, play productions, all have been recognized and encouraged by Federation programs and scholarships. Federation members help to locate eligible contestants, who are chosen competitively, and generally cooperate with other local groups to make this type of program not only successful but fruitful. Scholarships have been awarded to assist talented youths to develop their artistic abilities; Hallmark Cards,

Inc., has been the cooperating corporation since 1953. The John F. Kennedy Center for the Performing Arts is also being actively supported by the Federation.

In 1897, the General Federation approved resolutions to create a parliament of nations, so it is understandable that the State Department invited the Federation to be a consultant in 1945 at the conference founding the United Nations. In great part, it was the Federation's recommendation that resulted in the Commission on Human Rights being included in the UN Charter. And the Federation continues to work in conjunction with groups throughout the world to promote programs that encourage self-help and thus human dignity.

The Federation has supported the Reciprocal Trade Agreements program, NATO, and the Alliance for Progress, and has endorsed the Peace Corps. It gives financial support to Radio Free Europe. Through CARE it provides food, clothing, literacy programs, vocational training, and self-help projects by organizing fund-raising and collection campaigns.

Federation members also study and act on issues which cover family economics, home management, and consumer information. They strive to improve the well-being and quality of living for young and old, with an emphasis on the spiritual values of the individual's religious beliefs. They operate projects in ghetto areas and in rural areas, often on a one-to-one basis.

Junior Projects (for women from eighteen to thirty-five) are particularly involved with programs to assist in providing medical care, food, and clothing for those in need. One of these projects is the hospital ship *Hope*. This ship provides treatment plus medical and dental training to the inhabitants in Asia, Africa, and Latin America, and to various inhabitants in the United States, such as the

Navaho Indians and Mexican-Americans. *Hope* is solely supported by affiliated volunteer groups and private donations, so Federation members collect funds and supplies and recruit professional talent. Federation Juniors work in conjunction with the National Association for Retarded Children and the National Foundation, too.

The programs of the General Federation are as widely diversified as the membership's interests. That is why the national organization is so important; it can be a source of information and help where no other specialized group can exist. "This pooling of information and experience is the strength of diversity."

You may ask after going through all of this, what you can do as an individual—or where you fit into this scheme of things. The jobs one would do in any of these groups are similar to the activities of many other organizations that we have already discussed. Study groups read and interview and collate material; publicity people write; fund-raisers arrange for and run events; tutors teach; chauffeurs drive; creative people make posters, flower displays, etc., etc.

Almost every town in the United States has an organization affiliated with the General Federation. Its headquarters are located at 1734 N Street N.W., Washington, D.C. 20036, and a letter to them, with a sentence or two about what you can do and what your area of interest is, will bring a prompt reply as to where the appropriate group nearest you is located. I've listed some but far from all of the Federation programs just to show you how many different directions membership can take you. Interestingly, the Federation also has a booklet on how to start a club in your area (see Chapter 19) if the group you want is not located near enough and the cause is one you feel keenly about.

CHAPTER 16

The Salvation Army

The Salvation Army is recognized by millions throughout the world as a social service group. It is especially in evidence at Christmas time when the uniformed bell ringers are on the street corners of all our cities. However, the extent of its contribution to society was relatively unknown to me until I began to do some research.

Although the Army was established to convert non-believers to Christianity and still holds this to be a central purpose, it serves the community in countless other non-denominational ways. To give you an idea of the size of the operation that the Salvation Army undertakes, I'll quote Brigadier Andrew S. Miller, director of its National Information Service. He supplied the following figures: non-Salvationist volunteers number approximately 150,000 (20,993 advisory board members; 55,799 associate members; 17,306 women's auxiliary members; 1,511 advisory council members; 38,862 service unit members). This last group represents the Army in those areas where it has no resident facilities or programs to meet emergencies or needs not met by other established agencies. Both Salvationists and non-Salvationists (numbering 14,478) serve in the League of Mercy, visiting hospitals, nursing homes, and other institutions. Advisory board members

are business and professional people who donate their special skills and knowledge. The two-week food distribution project in Biloxi, Mississippi (as a result of the hurricane in August, 1969), is a good example of board members' leadership and participation.

Other areas of volunteer service include hospitals where Salvation Army volunteers are escorts to patients, aides to nurses, lab technicians and therapists, messengers and clerical workers. At Christmas, volunteers dress dolls, assemble gifts, visit institutions, help to serve meals to the needy, and ring bells at the donation kettles. Volunteers provide leadership for various youth groups plus entertainment programs at summer camps. Volunteers serve as instructors in arts and crafts and music, and they drive Golden Age Club members to and from meetings. Volunteers serve at Salvation Army-sponsored USO clubs for men in the armed forces and at the send-off ceremonies for new inductees.

The Salvation Army believes self-help is the first step toward restoring self-respect. Therefore, when a person is able to pay something for services received, he is encouraged to do so. This religious and social service organization is dedicated to the "battle against twin enemies, Sin and Despair." It "ministers to body and spirit." The Army aims to save souls in order that those they save might work to better their own environment. The Army says it tries to improve the environment to give those souls a chance.

But what is the Army, who belongs to it, how is it organized, when and why and where did it begin? The Salvation Army is an international, religious, and charitable nonprofit movement operated on a military pattern as a branch of the Christian faith. It is motivated by a love for God and a concern for the needs of humanity. Its services are extended to people of all races and creeds.

Members must accept conversion, agree to the Army's doctrines, and pledge active support of its principles and work. Women and men Salvationists are held to be equal in rank. The commissioned officers are ordained ministers empowered to spread the Gospel, perform marriages and burials, etc. The soldiers are members of the congregation and belong to local units called the Corps. They are educated and trained in schools and universities to do their jobs, just as is the lay population. Some are certified in their chosen professions. It seems to me that Salvationists add extra compassion and dedication to their professions, as well as a rare degree of expertise. The very fact that they don the uniform and accept the discipline illustrates to me a willingness to serve all of humanity above and beyond the average calling to serve.

The Salvation Army was founded in 1865 by William Booth, an independent evangelist. Booth began preaching in the London slums, but he found that the new converts did not feel comfortable in church because of their poor appearance. So he set up mission centers. By 1878 the Army assumed its military character, and Booth became the first General or international leader. Members wore uniforms, had their own flag, and brass and timbrel bands which played un-hymnlike music. They met out of doors, in theaters or dance halls on Sundays, and heard converts' testimonies.

At first, people generally opposed the Army; in fact it was sometimes attacked by mobs. And it was also clear at times that the authorities agreed with the mobs. Gradually, however, the good that the Army accomplished became evident, and as understanding grew, public opinion changed. The Salvation Army's concern for the poor, and its awareness of the destructive environment in which they lived, led to the correction of various social ills of the time.

William Booth established facilities to house and feed the homeless and the hungry. He also enabled thousands to move out of the slums to less crowded areas where they were helped to establish themselves financially. His book, *In Darkest England and the Way Out*, laid the groundwork for methods later adopted by modern social welfare agencies.

By 1900 thousands of Salvationists in thirty-six countries on all continents were generally accepted or recognized for their good work. Missionaries went into the field, living under the same conditions as those whom they were helping. Converts were trained to lead their own people, and thus the movement grew.

Today, the Salvation Army operates in seventy-one countries, preaches in 153 languages, and maintains more than 20,000 centers. Operations began in the United States in New York in 1880. The United States was divided into four territories for purposes of efficiency.

It is usually through its local basic unit, the Corps, that people best become acquainted with the Salvation Army. Weekly meetings are held; these include programs of a religious but sometimes nondenominational nature. Some programs are service-oriented: for example, Home League, a women's group concerned with education and fellowship; Cradle Roll, Sunday school, Young People's Legion, and Red Shield Youth Association for the young; Prison Brigade; Harbor Light Center for skid-row areas, and many, many more—though not all are available in all Corps. In addition to the 1,117 Corps, 942 other centers provide aid and solace to the young and the elderly, the mentally disturbed, the physically ill, the transient, the alcoholic and addict, the unwed, the imprisoned and their families, the hungry, the unemployed, and those people affected by community emergencies and disasters.

All these activities are supported by the contributions of members, by collections, legacies, donations, gift annuities, plus federated funds such as Community Chest and the United Fund. Men repair discarded furniture, etc., thereby financing Men's Social Service Centers, and the residents of the Evangeline Residences for working women pay nominal fees for room and board to sustain them.

All who wish to may help be a part of this fine organization by donating money or goods or services. The Army exemplifies the good works of all organizations that believe in the worth of human life. Obviously, when any organization of this magnitude succeeds, everyone benefits, since we are all touched by the ills of society, ills the Salvation Army strives to combat.

CHAPTER 17

The YWCA

The YWCA—the Young Women's Christian Association—is a unique voluntary membership organization run jointly by volunteers and professionals. Its history reveals a forward-looking attitude ready for challenges and changes. It is interdenominational, interracial, and international in its aims, purposes, goals, and practices. Membership knows no limits (even men can be associate members), and its projects and activities are all-encompassing.

Its purpose has always been "to draw together women and girls of diverse experience and faiths to open their lives to new understanding and deeper relationships in order that together they may struggle for peace and justice, freedom and dignity for all people." It is a movement rooted in the Christian faith, but it doesn't limit its membership or activities to any single group.

The Industrial Revolution and the Crimean War contributed to the beginnings of this organization, which was founded in 1855 in England, and in 1866 in the United States, the first branch being established in Boston. In both countries, the role of women was changing as factories began making clothes, baking bread, and processing food—even doing laundry became industrialized. Since these were all activities with which women were identified, the move from home to factory—and thus to the city—began. Once arrived in the city, women needed decent, safe housing, places for relaxation, and good but inexpensive food. By the 1860s, the "Y" had expanded its concern for women's professional and emotional interests by giving classes in penmanship, bookkeeping, astronomy, and physiology, and then, by 1872, sewing machine lessons. By the 1880s, classes in stenography, domestic science and cooking, typewriting and china painting were available. Ultimately, the program was extended to the entire community and not just to those who were "Y" residents.

Asbury Park, New Jersey, was the scene of the first inexpensive vacation spot for working women (1874) and was the forerunner of the many day camps and child-care centers that are maintained today by various organizations for many different groups. Programs in calisthenics were organized in the 1870s, and by 1895 a swimming program was included, swimming being recognized even then as

important to the sports curriculum. This marked the beginning of today's health, physical education, and recreation programs.

Recognizing that individuals need the opportunity to take the responsibility for their own lives in order to relate to other people and to work for the good of the whole community, the "Y" offered classes to help the individual develop her ability to think, work, and act together with others.

From 1880 to 1890, the "Y" began to expand into rural communities. By the turn of the century, mill towns had grown up in the southern states, and leaders with experience and understanding of foreign-speaking women were urgently needed in these communities. In cities, too, where there were concentrations of foreign-born, special units of the "Y" were set up, and in 1933, they branched off to form a separate national organization, the National Institute for Immigrant Welfare.

In 1919, the first national YWCA industrial conference took place in Washington, D.C., setting standards for women in industry. These included an eight-hour day, no night work, and the right to organize. During the 1930s, the "Y" was one of the first organizations to consider unemployment insurance as a result of its concentrated studies on the effect of unemployment on women. Over the years, the "Y" has been concerned about health and welfare conditions and has supported principles which would lead to improvement in those areas, recognizing that Christian ideals apply to and affect all of society and not just individuals.

Because it was recognized that women in foreign countries needed practical as well as spiritual support, the American "Y" has offered assistance through leadership training since 1894. Seventy-five countries in the world

know what it means to have their own YWCA's. The world headquarters is in Geneva, Switzerland, where priorities for programs, grants, and training are determined. The "Y" also has an exchange program between nations, which in 1965 brought together forty-eight women community leaders from thirty-four countries.

As far back as 1922 the YWCA saw the need for international cooperation and so they urged the United States to enter the League of Nations. Today the "Y" vigorously supports the United Nations. During the First World War the YWCA cooperated with other national organizations to aid armed services personnel, and this effort was the forerunner of the USO, of which the "Y" continues to be a member agency.

So much for background and history. Needless to say, an organization over 100 years old with 2,280,000 adult participants, over 400,000 Y-teens, and 270,000 male associates has gone through many phases and maintains countless projects. Each community association plans its own activities according to the needs and interests of its members. Thus, each "Y" group reflects the needs common to its members and community, and as individual and community needs and dreams change, so do the program offerings and activities. Since the YWCA is located in every region of this continent, there is probably no activity in terms of fund raising, training programs, sports and discussion groups, etc., that the "Y" has not been involved in. It sponsors groups like the Girl Scouts. It holds literacy classes where needed; it provides scholarships, camping experience, counseling services, child care, hobby and interest groups. It conducts classes and courses for teen-agers, business and industrial workers, young wives, mothers, and older women. It was instrumental in

developing Travelers' Aid, the Camp Fire Girls, and, as mentioned earlier, the USO.

Locally, the "Y" is supported through membership dues and activity fees and through community fund campaigns such as the United Fund or Community Chest, plus a "Y" effort. It does own its own facilities in many communities. Endowments, gifts from individuals, foundations, and corporations, and income from program services add to the various treasuries.

Any group dependent on the community for financial aid must have help, and so more than 200,000 volunteers work as leaders, set policy, and help make decisions. Volunteers and professionals form a partnership, sharing their knowledge and experience. Each part of the work is under the supervision of a committee of volunteers. The board employs professional, clerical, and maintenance workers to the extent it needs and can afford them. Campus "Y"s are governed by a cabinet of students, advised by adults. A national convention is held every three years, at which time the delegates decide on national policy and members are elected to the National Board. The YWCA headquarters is in New York, where it is known as the National Association.

The National Association provides locals with publications and other kinds of aids, e.g., advisory service on personnel policies and practices, conferences and institutes for volunteer training, and regional orientation institutes for new staff members. The volunteer's commitment to her assignment is taken very seriously because the "Y" is a democratically run society where team effort counts. Volunteers lead teen-agers, make speeches on public questions, and even make decisions on the use or decorating of the local facility. Most of all, as a volunteer, you are expected to be stimulated, satisfied, and find your work

fun. A volunteer should also know the community. The volunteer is the voice and ears of the "Y" and only where this channel of communication is effective can the "Y" serve its members well.

As for the actual structure and jobs, standing committees do specific jobs and are headed by chairmen who serve as board of directors' members. This is much like other national organizations except that there is also an executive director who helps to administer the policies adopted by the volunteers and to manage the functioning of the paid staff and committees. But it is the volunteer group who decides on what programs to conduct, how to raise funds, how and where to attract new members or recruit volunteers. And then the volunteers do it—conduct the discussions or hire professionals if no one volunteers to teach a specific course (this is why volunteers with special interests or skills are especially valuable).

The YWCA could not exist without its volunteers. All members seventeen years or older are involved as voters in all decisions. Everyone has her own responsibility to her local YWCA whether it is as a program participant, program leader, or committee worker. This organization truly belongs to its members, and they see to it that it in turn belongs to the community by filling the voids for the individuals in that community—whether they be personal, social, physical, emotional, and/or educational. Tremendous opportunities are available through the "Y" for everyone who seeks a fuller, richer life. It is a proud organization with an inspiring history of accomplishments, and it is open to all who wish to be a part of our changing world.

CHAPTER 18

Other Religious-Affiliated Volunteer Organizations

Like any other volunteer organization, a church or synagogue needs devoted workers. The only difference is that the people working together are of the same religious persuasion. They work for that institution's growth and maintenance and they work together for the community of which they are a part. By and large they have a strong inner commitment.

Religious institutions enter into community activities and help to serve the members of many groups through the hospital auxiliaries, service to the blind, etc. There is strong evidence that without these many organized groups, much of the good done on a nondenominational basis would go undone. There are many people who commit themselves to help others only through their religious affiliation. In some communities a church and/or temple is the only outlet for giving volunteer services. Or it's the only one that offers opportunities for a variety of services. Some organized groups are too specialized and don't offer the many challenges of service that a religious affiliation can provide.

There are dedicated members of the congregation who are devoted to their local choirs. Choral groups rarely exist outside of religious facilities or schools, and they offer

a wonderful outlet for citizens with music in their souls. Being a trained singer is by no means mandatory, although local choirs do attract some people with musical training or backgrounds. It's the love of music and the willingness to attend practice sessions regularly that make this a demanding but satisfying experience for the volunteer.

Behind the scenes of any religious institution are the countless volunteers who work on committees to make everything function; ushers are necessary at any service, and congregants also help to determine the policies and housekeeping of the building. More and more churches and synagogues are taking part in aiding other agencies in the community as well. For example, in our village, two local churches and one temple joined together to help sponsor programs which grew out of the local Urban Renewal Project. Individuals who are devoting time and giving money to this or other similar causes might do so anyway, but together they make it a more cohesive and cooperative venture. Similarly, education for adults is finding a place in these facilities. Again, there is a cooperative atmosphere in religious communities throughout the country to share their buildings with all peoples who attend classes, whether they are religious or secular ones. This in turn helps to bring together people who might never otherwise come in contact.

As people join together to satisfy their varied interests or talents in houses of worship, they also are becoming acquainted with the teachings or ethics of other denominations. Recently, dialogue sessions have contributed to this community awareness so that all may understand although not necessarily agree with one another. Expertise in religion is not necessary in order to participate. In one instance I learned of, each major group sent eight delegates

to meet in a neutral public place to discuss subjects such as the population explosion, "Is God dead," afterlife, Church vs. State, and abortion. An interesting observation made by a participant was that members of a Catholic group, who had originally interpreted the separation of Church and State as an anti-Catholic attitude, afterward came to realize that it was basically a political and philosophic one.

And that brings me to the question of why some people who are affiliated with organized religious institutions do volunteer work only through that group even though other avenues are available. First, it would seem that a very personal commitment to one's religious tenets is involved. This can reflect the attitudes, mores, and habits of one's family. It can be a reflection of the individual's interpretation of his religious training. One idea set forth by someone I asked to answer this question was, "Some people are shy and insecure; they need a crutch—perhaps just a familiar face in a new situation. But how much better is it to use a crutch to walk than not to walk at all."

One person I spoke with felt that there is an inner comfort derived from being with people who share the same religious beliefs and customs, but she said, "These people most often do not become involved in the rest of the community. They will work hard to raise funds for their congregation's use, whether it be for books or parties for the children in religious school, flowers for the altar or dishes and glassware used for various functions."

I tried to find out, if this is true, why. In part it seems that some of this stems from society's pressures. We tend to cling together where we live, where we go to school, and when it comes to religion, we often lean on what was established for generations before us. We accept what we

were born to and so we rarely seek basic changes from what we saw our families do. As new arrivals to this country, many of our forefathers clung together because of language and cultural difficulties, and they in turn influenced a whole way of life—a kind of clinging together. One has only to read modern histories of New York City, or of a particular family who rose to great accomplishment in any major American city, to find that in each era group taboos had to be broken down gradually.

“Many strongly church-affiliated individuals will help others on a one-to-one basis, but together they most often expend their energies for their most common interest—the religious institution,” said another friend. Here we were speaking of locales where there is a choice for involvement, as opposed to those villages and hamlets where the only opportunities for volunteer projects or organized activities are school- or church-based.

One observation made by someone else was that as the religious institution becomes well established as a functioning body and the congregation supports the needs of its “house,” some of the congregants who feel keenly about specific issues may seek out more wide-ranging involvements, often using their church as the base.

One “church lady” illustrated this point when she explained that her “active group” was composed primarily of older ladies. She seemed disappointed that the younger ladies in the congregation were not more involved in volunteer work through the church. She said that the group needs new ideas, added vitality. Those who are active are cooperative when planning theater parties, bridge games, suppers, pageants, bazaars, amateur theatricals, almost anything to raise funds in support of the church or the ladies’ group projects. She was proud of their accomplishments both locally and on a broader scale, but

the feeling of "them" and "us" between the involved and uninvolved is what she finds disturbing. She knows that progress cannot take place without new workers and she recognizes the need for new "blood" to attend to the changing problems of our present society and to help think of new ways to reach the church members.

Interestingly, there was no feeling here of lack of religious conviction or commitment. The women are still fighting to be recognized, however, as voting members of the governing body. The ladies have their established duties, and less than one fifth of the congregation are active participants in the "good work for the church." The others apparently divide their free-time activities directly with service organizations outside the church. It is interesting to note that this is an "all-white, affluent church." Could it be that the younger members are walking away because the current active members don't change? Could it be that the congregant I spoke with has justifiable concerns for her church? Could the younger members be almost rebelling against the conservative minister and governing board as far as social awareness is concerned?

I found it interesting that here, in this relatively small community in which I live, two of the churches have such diverse situations. The one I have just referred to has an older, active membership, but is involved on the national and international level with progressive ideas. For example, church members are helping unwed mothers in a poverty pocket by providing clothing and counseling; they support missionaries in India and Biafra; they send textbooks to South America and areas in the United States where there is need (e.g., to the American Indians). This church shows an understanding and appreciation of the changing times and of people far-removed from the congregation. On the other hand, the representative from another

church remarked that its involved, active congregants are the younger members. However, they usually volunteer in work that directly affects their immediate environment and/or church. As a group they do not particularly join in or help sponsor programs away from home.

What about the minister, the priest, the rabbi? Each is an individual who brings different influences to bear on his congregants. In most instances, there is an elected board of trustees who set certain policies, and the religious leader abides by them. A displeased congregation can usually request a new pastor; one who has attempted to be a renegade leader can be rejected or replaced. At other times, the religious leader is more influential; he speaks and his flock listens and is influenced by his preachings. He offers inspiration. He teaches.

No conclusion is attempted here. However, I thought it would be interesting for those who are involved in volunteer services through their local churches or temples to try to analyze their active working group. Is it perhaps time to consolidate the social agencies as they work through the local religious organizations? Could the first step be to look into one's own house; do all the members feel that they have an equal voice in setting policy? Are there still just "women's jobs" and "men's jobs"? Or is there a cohesiveness, a common goal that all are working toward? Are women and men of the community encouraged to help all peoples less fortunate than themselves? Is there strength or is there weakness when each sect has its pet projects? Is there duplication of service? Are some in need inadvertently left out or forgotten? Are food baskets and secondhand clothes still the answer? Or should we begin to try to provide real opportunities so that those who are struggling can find their own answers and solutions?

As one's religion is personal, so is the desire or need

to work for such a group. Again, the satisfactions can be tremendous and the goals to these ambitions are limitless. Seek and ye shall find many great pleasures and satisfactions.

CHAPTER 19

Organizing to Meet a Need

Perhaps as you have read through these chapters you have been struck by a program or a subject that really interests you or one that would be particularly useful for your community, but investigation shows that such a program just isn't in existence where you live. However, precisely because you are there and are interested and concerned, perhaps the program can be started up—and started up by you!*

First it would pay to explore the existing organizations in your community to see if they can initiate the program, but you may find that the best way to get started is to organize a club yourself. The General Federation of Women's Clubs has published a *Guidelines* booklet that offers helpful information on starting a club, part of which is reproduced below.

It literally takes only a handful to start a

* The diary of just such a pilot project, with which I was and am involved, appears in Appendix A.

club, one key woman who is the middle finger on your hand. She can invite to her home two other women, who are the fingers on either side of the middle finger; each of these two can bring a friend; and there you have your handful. You can sit down quietly and talk over the possibility of forming a new club.

About a week later, each of the original five can invite one or two women to join them and again make plans. It is best to **START SMALL. GROW CAREFULLY**, and when you have a dozen or fifteen women, you can begin in your organization. As soon as the club is organized, apply for membership in your state federation.

Ample help is available to advise and get you started. District and state officers or representatives are very glad to furnish you with a simple set of bylaws, to give you material for program ideas, to stay by you. You can turn to them for help and advice.

Choose your first members carefully and avoid later troubles. Think of each original member as one who contributes her services and her knowledge to the club and one with whom others will work well.

This does not mean that all should have the same viewpoint, as one of the first things the members must learn is to disagree amicably. All sides of a question should be heard. Members keep interested when intelligent, lively discussion is going on.

Different types of women are needed for different work. You will need someone who has

money sense to look after funds; someone who is gracious for social events; an imaginative person for programming; an artistic one for decorative events; enthusiastic women with initiative who will go ahead; cautious women who will hold back and not be stampeded.

This booklet also outlines how to conduct a first meeting, how to select officers, as well as giving pointers for presidents, secretaries, and treasurers. Copies of the booklet can be obtained by writing: The General Federation of Women's Clubs, Washington, D.C. 20036. Of course, if the project that interests you has a clear tie-in with a national organization, you can write their headquarters and ask them for information and suggestions.

As in anything, there is some paperwork in volunteer services. If you are starting up a program, you may have to send out letters to raise interest—or money; you may have to draw up forms for volunteers to fill out. You may want to make periodic reports once the program gets underway. Appendix B reproduces a few form letters and forms as well as a sample report and appeal from a religious organization, to give you some ideas on how to draw up your own.

When you are in charge of a project that is using volunteer help it is important to remember that volunteers need some kind of reward, need to feel useful. They need to know how their job relates to the total project and in what way it is important. Volunteers work best in a warm atmosphere and where they are not taken for granted.

If you are involved in a program that incorporates volunteer help with the work of paid professionals, as in the case of many agencies, there are certain additional points to be observed. It is important to remember that

time is the volunteer's most valuable asset, and he wants to give it freely. The professionals' attitude is of prime importance in getting out of the volunteer what will benefit the organization most. Volunteers like to know about developments in the organization, whether it's their problems, their crises, or the new programs. They like to be regarded as individuals with their own strengths. Finally, the volunteers' jobs should insure success and allow for opportunities for growth and learning through new challenges and chances to make decisions.

The role of the volunteer depends very much on the organization. Some agencies feel the volunteer should enrich existing programs but not carry them out. Example: A neighborhood physician talking to a classroom of children. Others prefer that volunteers should supplement but not supplant the professionals' services by doing extra jobs that free the professionals for more technical work aspects. Example: The tutoring program described in Chapter 10. Other agencies rely very much on volunteers as their core and staff. Example: Scout leaders.

More and more volunteers are needed as the agencies extend themselves further into social services. Volunteers are often well equipped to handle jobs requiring more skills, but the professionals are *not* always ready to accept this fact. Thus, the role of the director of volunteers has become increasingly demanding and essential. The agencies can't afford to pay for the staffs they need and their work demands more people. The director must orient, train, and supervise the volunteer. Thus the director has become the important bridge between the two groups. Of course, the better the job she can do with the volunteers, the easier it will be for the professionals to accept them. Not all directors of volunteers are ready to assume this responsibility. They are not particularly convinced that

volunteers are serious or dependable or necessary. There are more and more, however, who see the challenge and are willing to meet it more than halfway.

In any event, the agency must do a skillful administrative job. Volunteers must be interviewed carefully and then oriented to the agencies' services. Assigned jobs must be planned both as to the tasks involved and the qualifications they require. Volunteers should be assigned only to staff members who want them and take them seriously, not to those too busy to supervise them. The placement director must always remember that the volunteer wishes to participate despite home, business, or professional responsibilities, that she or he comes without pressure.

I was speaking with a physician who is in charge of a big department in a New York City hospital. His department must have volunteers to run efficiently. The administration can't afford to increase the budget to include more salaried positions. He found a particular volunteer who was extremely well qualified and anxious to work with him. He sent her to the director of volunteers who refused to assign her as requested, because she felt that "no volunteer has the right to decide where she would work." The furious doctor was tempted to discuss this with the hospital administrator, but decided not to because he was convinced that the director would send him no volunteers in the future. And, as he said, his "department must have volunteers to function." I tell this here because it is not an uncommon situation. But it is sad wherever it occurs in hospitals, prisons, welfare or health departments, etc., where the needs are so great. Happily, the successes are recounted on other pages and they are becoming more frequent. As I've mentioned before, where the volunteer is taken seriously, she meets the demands of the job and very often surpasses all expectations (even her own).

Of course, training programs are vitally important. They can take many forms: e.g., workshops (for Boy Scouts leaders), demonstrations (for Women in Extension), mailings of materials to guide leaders (League of Women Voters), training conferences (for school tutors), internships (for hospital aides). Supervision is very necessary and when it is successful it reflects the supervisor's belief or faith in the individual. A volunteer organization is effective when policies are based on the consent of those who have to carry them out. Good supervision often is reflected by the enthusiasm and interest of the individual volunteer. He or she often sets his limits too low and has to be helped to see where his contribution can be more effective. Also, if perfection is not demanded but rather encouragement to succeed, supervisors of volunteers will accomplish their goals.

All of the foregoing pointers also pertain to even the smallest volunteer program—including the grass-roots one you may be initiating shortly.

CHAPTER 20

The Volunteer Turned Professional

Can you parlay volunteer work into a professional career? Why not? That's one of the fringe benefits. Along with meeting interesting and vital people, you can create a

new life for yourself. That's what happened to a friend of mine, Beverly Fuchs.

She started out as a member of the League of Women Voters and soon found her favorite meetings were ones at which discussion techniques were put into play; she did not find as much satisfaction volunteering time on the telephone squad or in researching specific subjects such as water pollution. So she took a special course that the League offers to teach its members and others (as a community service) how to be discussion leaders. She became so expert in the fine points of this technique that she began leading discussions for the League of Women Voters and teaching others how to do so. That's the way we met. I invited the women who were leaders of numerous organizations in our community to take the course and she taught it. The course enabled them to function more efficiently as leaders in their own volunteer organizations.

She then pursued her interest further and became a professional discussion leader for a number of organizations whose work she admired. The first, a large university, offered to train her more thoroughly in the technique while she was on the job, giving a Great Books course. From there she went on to a project in a federal prison where she used the technique to talk with groups of young inmates as part of a rehabilitation program. She also was the coordinator of services between the paid staff and the volunteers. The professionals taught vocational education and social rehabilitation. The volunteers helped to get jobs for the prisoners once they were released. They found out where jobs were available and how the in-prison training was utilized on the outside or where it needed to be changed for inmates in the future. Volunteers were responsible for organizing other volunteers to be oriented and trained by

staff to be "friends" to the released prisoners. They would meet as "friends" after work hours or on weekends just to socialize. For many ex-prisoners it was a new experience to know that someone cared about them. Volunteers also worked to educate those agencies that were reluctant to employ ex-convicts.

Another project where Beverly Fuchs's talents were put to use was in a course called "Gateway to Careers" given at a state university. The course was directed toward women who wanted more from life than household chores and responsibilities. But they first had to find out where they could fit in. Through discussion techniques they discovered whether they should seek further education, paid employment, or community service through volunteerism. It is interesting to note here that many women decided on volunteering once their skills, available hours, and family responsibilities were carefully examined. Moreover, they realized that, by serving as volunteers in local organizations while their children were growing up, they could be testing or upgrading their own skills for future employment.

Just recently the federal government, through the Department of Labor's Division of Employment, began WIN (the Work Incentive Program). Under this plan, welfare recipients are helped to obtain employment and education at the same time. The recipient gets to keep the money earned on a graduating scale while being subsidized. If necessary, the recipients are taught the three R's. They are also helped to examine and analyze their own values through the discussion method (that's where Beverly Fuchs comes in). They learn what's expected of them as employees when it comes to punctuality, reliability, personal attitudes, ways to dress, and personal grooming.

They are helped to write résumés for future employment and are taught how to fill out applications.

Although Beverly has found this professional career for herself, she also occasionally volunteers her services as a discussion leader to several local organizations with which she used to be affiliated.

Beverly Fuchs's experience is typical of many volunteers throughout the nation. Recently a newspaper article described four volunteers who had "gone professional." For the first, a suburban housewife, the path of volunteer activities led ultimately to a job that includes running an office and getting out a newsletter. Another volunteer, a native of Puerto Rico who founded a group to settle community disputes, is now a vocational counselor for Manpower. The third is a former relief recipient who is now self-supporting, working for the Human Resources Administration and planning to go to night school for further training; her job evolved from volunteer work. The last is a semi-retired man whose volunteer job led to employment with a social service agency that finds homemakers for the aged.

Thus, what begins as a limited, part-time project can turn into a paid career as the person discovers unknown or unused talents and abilities, and finds his or her life opening out to encompass more and more people and activities.

CHAPTER 21

An Overview

Statistics from the United States Department of Labor, Manpower Administration—April, 1969.

In April of 1969 the U.S. Department of Labor conducted the first nationwide survey of volunteers. The Bureau of Labor Statistics prepared the survey and questionnaire and then experts subsequently analyzed and tabulated the results. The organizations that cooperated were the Department of Health, Education, and Welfare, the Selective Service, the Girl Scouts, the Red Cross, the Big Brothers, the District of Columbia schools, the Veterans Administration, the YWCA, the District of Columbia Welfare Department, and the Department of Agriculture. They selected the week of November 7–13, 1965, to estimate the extent of individual involvement in volunteer service in the United States. The study, which excluded those in political, religious, hobby, or school-related activities, shows how volunteers' activities extend the labor force.

A new consciousness of domestic deprivation, coupled with racial militancy and rising affluence, has produced some new kinds of volunteers. They are minimally supported workers who are involved in domestic and international programs. They commit themselves full-time temporarily as exporters of skills and training in

developing areas to help promote self-help projects. Another new kind of volunteer is the executive who has pledged to serve the National Alliance of Businessmen for six months, to solicit employers for job pledges and contract proposals. Still another is the heretofore traditional recipient of the volunteer's services who is now serving his own and his community's interests: he may be a handicapped or poor person of any age.

During 1965, sixteen percent of those over the age of fourteen contributed their labor to some service for the general good. If a "typical" volunteer could be designated, she was a married white woman, a high school graduate between twenty-five and forty-four years of age, who worked with the Girl Scouts or as a teacher's aide, or both. She was not employed; her husband was a white collar worker; their annual income was between \$5,000 and \$7,500.

Two thirds of the women were not employed, but eighty-five percent of the men were. Twice as many employed white collar workers gave volunteer time as did blue collar workers. The more schooling and the higher the income, the more likely a person was to engage in a volunteer service. But forty-three percent of the volunteers were high school graduates who did not attend college, and one fourth of the volunteers lived in families with annual incomes below \$5,000 (median \$7,867). Forty-six percent of the female volunteer group in the twenty-five to forty-four age bracket worked in education and other youth activities; the remaining were usually in health or medical services, whereas men gave time to civic, community, or youth activities.

In addition to these figures, the following statistics reveal facts about volunteers who work directly for some religious institution. From the survey it is estimated that in

one typical week, 7 million people did general volunteer work (4 million women and 3 million men) and 2.7 million more did religious volunteer work (1 million did both). Two times as many women as men did religious work and a greater proportion of the white population than the non-white population was involved. Sunday school teaching was the most frequent activity, with fund raising, choir singing, committee working, food serving, ushering, selling in gift shops, and clerical jobs following down the line in church-related activities. Persons who do only "religious" volunteer work do so more frequently than do those in other types of volunteer work.

Volunteer work is divided into three general types; executive or policy-making (e.g., volunteer and nonprofit agencies, school boards, planning and other local government operations), administrative (e.g., fund-raising, assisting in management and supervision of other volunteers), and direct service (giving direct assistance to the agency client). The highest proportion of women volunteers worked as fund raisers. The highest proportion of men were involved in organizing or planning (the second most popular category for women) and the next highest were in fund raising and as youth group leaders (the third category for women, too). In the direct service category "women usually served as hospital aides or social or welfare aides, whereas men provided protective services."

The University of Michigan surveyed the volunteer field and estimated that 150 hours per year were contributed per volunteer household. Another interesting fact was that an estimated 239 hours per individual per organization were given, or an equivalent of 900,000 persons in the full-time (40-hour week) regular work force; or 6.7 million volunteers work on an average of 5.6 hours a week. One third of all workers are engaged in giving their

services at least every two weeks; over eighty percent of the 4.4 million volunteers put in 100 or more hours per year. Two million people worked on only one project for the year, e.g., a special fund-raising campaign which might take weeks of intensive commitment.

Most volunteer workers said they did so for humanitarian reasons; thirty-eight percent wanted to aid people, an organization, or the community; twenty-nine percent volunteered from a sense of duty or obligation; thirty-six percent enjoyed helping others and gained personal self-satisfaction from volunteer work. A small percentage did volunteer work for financial gain or to improve their social status or prestige.

In *What Makes a Volunteer*, Melvin Glasser reported that generally one of ten reasons motivated the individual: (1) a tradition of mutual helpfulness; (2) increased leisure; (3) the changed position of women; (4) the disappearance of the self-sufficient family and its internal satisfactions; (5) the need to serve as fostered by many major religions no longer able to depend on acts of charity; (6) the need to belong, to be associated with a group; (7) the desire to gain special knowledge and new competencies; (8) the opportunity to put dormant skills to work; (9) the desire to say yes rather than no, and (10) the desire for status and community recognition, to further social, professional, or political contacts.

Man's conscience has always been aroused by social ferment, and so a new wave of enthusiasm was seen in the 1960s in volunteers in public and voluntary agencies dealing with housing, urban renewal, community planning, family and child welfare, health education, and recreation. Directors of agencies report that more men, more young adults, and more teen-agers are volunteering. This helps to take up the slack caused by mature women

who are returning to the labor market. There are more retired, more employed, more blue collar and more middle-class white volunteers. This upsurge has been also precipitated by involving the *recipients* of services in the planning of activities for their community.

In the past the structure and programs of agencies did not include consideration of the relationships between the professional staff and the volunteer. Now, these interactions, training, evaluation, etc., are being undertaken by the agencies. "Employers" are examining the idea of part-time and seasonal volunteers. Many are seeking *attitudes* rather than skills, which can be learned. Some do more actual training than others, as some agencies are more structured than others. A growing number of directors of volunteers believe that the volunteer who is satisfied is the one who is given the opportunity to grow and advance in services rendered.

The use of volunteers in government is growing. In 1967 amendments to the Social Security Act provided for using volunteers for the first time to give services to applicants and recipients and to assist advisory committees. The Veterans Administration has broadened its use of volunteers to include support for the patient returning to the community. The Department of Agriculture has had permission to use volunteers for the last fifty years. Volunteers serve in the Peace Corps, VISTA, Neighborhood Youth Corps, the Model Cities program, Manpower Administration's experimental programs, and the Bureau of Apprenticeship and Training. Some of these encourage the use of residents in the areas served; since low incomes are prevalent, some payment is given for services. This payment is in addition to subsidizing carfare, meals, or babysitters for some volunteers who could not otherwise participate, and as such, represents a whole new concept.

In the future, will the role of the volunteer as opposed to the professional have to be more clearly defined? Will he be paid? Will the agency and the community have to come to grips with the volunteer's functions? Will the volunteer be a recruiter, an interpreter of agency goals to the community? Will volunteer and agency collaborate in planning community activities and in designing services to meet changing social conditions? In all likelihood the answer is yes to all of these questions.

However, with the proposed shorter workweek, the increase of women in industry (there were 4 million working mothers with 5 million children under the age of six in 1967), the increase of job opportunities in service-type activities, the growing acceptance of part-time employment, could the volunteer army be slowly recruited to paying jobs? Will the middle class concentration in the suburbs change the social patterns in the inner cities? Will this affect the kinds of volunteers available to an area or will the volunteer prove to be mobile? Will the teen-aged volunteer of today continue to serve while his own children are growing up? Will the satisfactions received from being free to serve without pay outweigh all other satisfactions from meaningful employment? To the last, I optimistically answer yes. To the others, we'll have to wait to see. I have tremendous faith that people will serve where and when they are needed.

We must each of us strive to make some kind of place, some mark, outside of our family's fortress, because its walls have begun to collapse. The family is no longer limited to our mates and children and relatives. We've got to recognize that all of us are brothers, and have a very real responsibility to contribute something of ourselves to humanity.

Appendix **A**

Diary of a Pilot Project

September 1969–March 1970

Object: To involve senior students of the Roslyn High School in community volunteer service; to meet students' complaints of too many study halls and too few activities relevant to the problems of modern society.

DIARY OF A PILOT PROJECT

Sept. 1969: I asked to be appointed to the high school Parent Association Committee which concerns itself with education.

Received endorsement of my proposed project for senior students at the first meeting of that committee.

Met with the principal of the high school to explain the project and tell him of the backing of the above group. He suggested implementation by February 1970, with a limited enrollment. Volunteers would be given $\frac{1}{2}$ point credit toward graduation and commendations in folders for college applications and/or job applications. In my presentation, I provided facts about actual organizations that could use student volunteers.

Oct.-Nov. 13: Contacted by phone and mail those local agencies that are within fifteen minutes of the high school which could supply meaningful jobs for students. Adults involved

with them would have to believe in the worth of the students and their contribution to that agency.

Conversations with the Industrial Home for the Blind (IHB): explored the placing of large-type machine in the high school for a team of students to duplicate textbooks.

At North Shore Hospital met with auxiliary president, the director of volunteers, and the director of manpower training to discuss the idea. Their reaction was reserved, as they are committed to other, more structured training programs.

Family physician who also does research agreed to take on a gifted, reliable student for training and work in his lab.

Contacted the county office for advice on likely departments for student placement during the school day. This project could also serve to open up new ideas for careers of non-college-bound students. I was told that a form letter of explanation should be sent from the high school principal to the county executive's office.

Sent a similar letter to Human Resources, a school for the physically handicapped—after a phone contact.

Learned that a neighboring school district

is sending eighteen students to a county office in conjunction with a social studies class; they give half a day a week after school.

Letter received from Human Resources requesting a personal interview with its principal, who, I learned, called Roslyn High School to check on my credentials. He seemed very interested in the project and wants me to see the facilities at his school. They use many volunteers.

Reported all the above to the education committee of the Parent Association, and the chairman then presented it to the executive committee of the Parent Council who in turn approved the project.

Similar report made to coordinating committee of all parent groups of the schools and they also endorsed it.

Where do I go from here? Who will be the volunteers? What are their interests? How much help will I get in recruiting and scheduling? A timetable must be decided on for selling idea to students and faculty so that I can then match agencies with workers. The high school principal is hard to reach—he's running an overcrowded school building while major construction is going on. I need time to set up schedules

for transporting volunteer students . . . but for how many and where to?

Nov. 14: County called to suggest places to call for placement. Red Cross was the only possibility close enough.

Nov. 17: Called Board of Cooperative Educational Services (BOCES), which normally runs a formal, structured program, but they seemed very interested in the concept. They are training many in the field of health services—this is usually done in conjunction with the school district on a part-time basis. Funding by the state provides transportation, etc. (This was the conflicting agency at the hospital.)

Saw high school principal. The typing will begin December 1 under Mrs. Nancy Birdwell's supervision; 100 pages, 18 lines per page, will be guaranteed per week. This followed conversations with Industrial Home for the Blind (IHB), which finally agreed that we should try. Also discussed putting out a flyer for recruitment before Christmas holidays with instructions to Guidance Department to register applicants, etc., to rearrange minor-subject schedules, etc. We hoped for volunteers with three or four periods free in a row, three to five times a week. This would probably eliminate the usually involved, motivated student.

Called IHB to work out details, commitment, etc. Was told a new machine may be available . . . call back in two days.

Called Red Cross . . . usually they have student volunteers after school. Seemed very interested in working this out with us.

Nov. 18:

Spoke to Board of Cooperative Educational Services (BOCES) and learned more about their programs to see if they could fit in with our idea. They discussed need for programs for kids who are not suited to academic studies . . . for careers . . . not always nursing and teaching for girls and auto mechanics for boys. Horticulture and physical therapy were two rarely considered.

Made date to meet at Red Cross headquarters in Mineola for more concrete commitments.

Checked at high school office to make sure the letter went out to the county executive.

Nov. 20:

County office called asking if I could recruit volunteers to do a house-to-house district survey of public transportation. I think this has interesting possibilities.

Typing team scheduled for orientation at the Industrial Home for the Blind (IHB) library in West Hempstead for December 3 . . . two hours.

President of CCPA (Coordinated Council of Parent Association) accompanied me to Human Resources to work out details. Principal full of pride and enthusiasm but vague on services needed. Feel if I bring him specific volunteers, he'll give them good, meaningful jobs. He also discussed an idea to exchange a couple of students next year between his school and ours. This could bring new ideas on future careers to Roslyn High students and give his students a chance to see and mingle with nonhandicapped. His point was well taken on attitudes and distortions which result from limited and restricted environments.

Nov. 21: Received copy in mail of transportation survey done elsewhere. High school called to report twenty students volunteered for typing program in the first few hours.

Had conference at Red Cross and their ideas will be checked out by Monday. This lady has real faith in young people. Red Cross would assume responsibility as employers, etc., if it were necessary for insurance, working papers, etc. Depends on final assignments of the volunteers.

Can't help but feel optimistic that this project could be the beginning of more adults accepting teen-agers as responsible

human beings. Also, this project can show other schools that their students can be useful citizens. Agencies depending more and more on volunteer help could have a new source of labor.

Nov. 24: Confirmed IHB bus for students and two adults—10:00 A.M. to noon.

Nov. 28: Spoke to Respiratory Disease Association in Roslyn and learned they could use and are experienced in using volunteers. Will call closer to February 1 with details.

Drew up questionnaire for future volunteers, had it printed up, but first must OK with principal . . . want and need his cooperation. Have learned in working with other groups a little extra tact can go a long way. Got a stand-in for the IHB trip because I'm scheduled to tutor that day . . . also the more people involved in the project the better.

Dec. 1: Tried to get OK on questionnaire today.

County office called to confirm that letter was received and they will take two to four volunteer students who will work two hours, three to five times a week. This is reasonable, since a professional will have to take time out for training and supervision.

Dec. 3: Thirty-two students showed up for IHB

orientation. My counterpart remarked about the exceptional behavior and grooming of the volunteers. The woman at IHB seemed very negative to all, so I tried to call her to affirm our sense of obligation—and theirs. She was out, did not return my call.

- Dec. 5: Still no call from the IHB lady, so I called the main office in Brooklyn and left a message that I'd like to straighten out an apparent misunderstanding at West Hempstead office. Within moments, received a call and unreasonable demands were corrected.
- Dec. 8: Spoke to Mrs. Birdwell, typing teacher, about IHB lady who had reservations about our project because she had had poor experience with other groups of teen-agers. Asked her if she might locate one volunteer to continue typing during the holidays. She explained how difficult the book is and said she felt some would drop out due to the exacting demands of this job. We then discussed the usual ratio of volunteers dropouts in any program, etc. We agreed each should realize the commitment he has made to himself as well as the IHB and how it reflects on the community. She impressed me with her dedication and though I offered to help in any way, I got the feeling that she really doesn't need me. She

explained that the students work in teams of two almost every period of the day—one to type and one to proofread—always someone to cover.

Got a call from a neighboring school district to go and discuss the project with them. Decided to discuss it further with our district first, before coming to a decision. Wonder if it wouldn't be more constructive to iron out some of the bugs first—even though I'm confident the idea is a good one. Maybe someone else can do it better but sure would like to try to make it work first.

Dec. 18:

Kept a luncheon date with the director of health services at above district after a couple of rescheduled meetings. Each of us found it difficult to find free time. I shared my thinking with him . . . the idea behind it: the need for students to feel a part of today's society. He seemed to agree but also saw the need to implement it with a parent as a coordinator. No employed individual in a school system could spend the hours on the phone with the details. The district doing something similar (but after school) with the county has coordinated it with the Guidance and Social Studies departments . . . and everyone goes at the same time under his own steam, etc. Ours is more individualized due to the

different scheduling during the day. Hopefully this will be eased next year with preparation beforehand.

- Jan. 5, 1970: Called principal to check on schedule for informing student body.
- Jan. 9: Principal promised to turn project recruitment over to the Guidance Department after his recent meeting with them.
- Jan. 12: Progress report given to high school executive committee. Principal present and added his endorsement of the idea and gave reasons for keeping it limited in size.
- Jan. 23: Received flyer in the mail that was distributed to students last week by the Guidance Department. Unfortunately, it came out a few days before exam week and was decidedly a soft-sell job. Some of the wording could have been less abrupt, etc. Needless to say, after waiting so long and the deadline to the agencies so close, I feel discouraged. Wish there had been a tactful way to control more of this myself.
- Jan. 29: Trying to make it work, decided to bug Guidance Department a little . . . they couldn't feel what I do . . . they're not volunteers nor have they given birth to the idea nor lived with it for as long as I have. I also realize they're swamped get-

ting out reports to the colleges, etc., etc., besides their usual duties.

Jan. 30: Secretary of Guidance Department called with five names of volunteers who registered. I called each one to explain that there would be a delay but thanked them for their interest and promised to keep in touch. Young people are impatient and I wanted them to know they were being counted on . . . that there'd be a follow-through. Also asked their help in recruiting others . . . exam week makes it so hard . . . no regular classes. One girl promised to approach the social action committee and the classes on "problems of society," which discuss doing something but don't. She also agreed to get on the loudspeaker Monday A.M. and to send out another flyer.

County office called to inquire about our being involved in the transportation survey. I explained the delay and promised to get back to them.

High school principal called to ask me not to cancel out any part of the project. I agreed to stall agencies as graciously as possible.

Feb. 2: Received a call from the Guidance Department with two more names and another call from my "helper" of January 30. Be-

cause each new recruit had questions which Guidance couldn't answer, I offered to meet with them.

Feb. 3: Called local doctor to tell him of highly qualified volunteer who wanted to do research in his lab.

Called each agency to explain we were still interested and, what with exams and holidays, got behind schedule. All were cooperative. Maybe it made us seem more human and fallible.

Feb. 4: Spoke with Guidance again, and they assured me that they were very much behind the idea but that due to other pressures, their preparation had been hampered. I guess in the future I must remember to keep control of any new ideas. Any new idea needs lots of personal contact to convey one's own enthusiasm and dedication, which, in turn, usually or should result from a conviction based on personal experience and research. Having spoken to each individual student, I'm convinced that this would have made it work better.

Feb. 6: Guidance made an office available to me today. I met and interviewed and explained the project to each student. Together and separately, they are a group to be proud of. They filled out the questionnaire, added their programs on the back. No two seemed

to be free at the same time . . . some class rearranging was planned and two girls promised to come to my home Monday. I believe I infected them with my feelings and the rewards of giving of one's self.

Called the county again and explained my inability to find enough kids to cover the community for the transportation survey, but learned that the Department of Transportation was planning an orientation in March and promised to continue the effort since I had more time.

- Feb. 7: Spent the day trying to make the pieces fit together . . . making a weekly calendar with period time-slots coming to and from the school to each agency that the students signed up for. This calendar has helped me to "see" my problem more clearly.
- Feb. 8: One enthusiastic recruit canceled out after discussion with his parents. Since he works twice a week after school and though he wants to someday teach, working for money won. I am convinced more than ever that parents must be involved in knowing about this commitment. This boy does not need the money, but his parents made him make this choice.
- Feb. 9: Sent note to General Organization (student governing body) president requesting recruit for survey. Sent copy to Guidance

and thanked them for cooperating Friday by getting the office for me.

Girls came and we worked out their common problems . . . schedule. Had a good visit. They and a boy will occupy two jobs, thus supplying a back-up. They agreed to work till 4:00 since professionals in a county government office require minimum time of two hours per session.

Called each volunteer to request permission slip from parents to leave building for interviews, since this has been set up regardless of class schedule. Served as another personal contact—and hopefully, a subtle “sell.”

Asked assistant principal for parking privileges and use of vehicle with driver. He'll check and get back to me.

- Feb. 10:** Took six students to Willis Avenue School. Three will work with emotionally disturbed children and three with non-English speaking students. What a joy to see an enthusiastic administrator responding to these eager young people. The facilities, the supervising teachers, the Red Cross lady, all made this an inspiring hour.
- Feb. 11:** Contact in office of Manpower Training for the county called to explain her delay in calling me. Hot Line is in another county

office and has been inactive. Publicity to activate it is planned. Since February vacation intervenes, called students and they're OK. Don't want their enthusiasm to cool off. Incentive credits are silly, students each told me . . . college acceptances are in and they have more than enough credits to graduate. Must think of more realistic incentives, if any are needed.

Feb. 12: Boy interested in research called . . . upset by doctor's reception via phone. Seems like a conflict of personalities . . . young boy, idealistic, inexperienced, vs. efficient, harried physician late in the evening. Tried to explain this to boy without taking sides.

Feb. 13: Called General Organization president to get response from letter . . . tried to infect him with my enthusiasm.

Spoke to physician . . . it turned out much as I suspected . . . poor communications. I must remember to be present at all first encounters. Boy called, looking for my opinion . . . very hesitant . . . told him since it was his commitment, he'd have to decide.

Had someone on education committee take my place at tour of Human Resources. Two girls decided working at Human Resources was not for them so will find them

other jobs. Meantime, spoke to each and invited them to my home after school on the 16th to firm up their roles.

Spoke to Guidance to request computer service programming on this project next year. Suggested I meet with juniors in May to explain the whole thing. Asked for help in recruiting survey workers.

- Feb. 15: Research volunteer called, decided not to take job. I called him back to discuss his reluctance to take advantage of what I thought a great opportunity, but he was out. His parent shed some light on student's feeling of inadequacy so I called doctor and we discussed the situation plus the position of his lab in the community as well as its role in the hospital. I agreed it is not a training ground for kids but if it could help a boy to do what he loved, fine. The hospital and this doctor are dedicated to community service.

- Feb. 16: Boy reconsidered and wants to try if doctor will be able to use him. Doctor worked out details for boy to begin tomorrow.

Girls came and it was a joy to talk with them . . . worked out their schedules and think I succeeded in getting them to feel their personal commitment and gratifications; their mothers will drive them home

. . . all I have to do is get them to child-care center and Human Resources at the same time on the same day.

Feb. 17: Called Human Resources and told headmaster what we'd worked out and he seemed pleased. Phoned girls to let them know our plan was accepted. Reminded them to send me permission notes.

Feb. 18: Committee chairman helped find mothers to do the driving.

County director of volunteers will let me know Department of Transportation orientation date. She seemed disappointed that I couldn't find students to conduct the survey. I wish I could have; it's sorely needed.

Feb. 23: A member of Manpower for county called . . . still trying to work out Hot Line. No publicity done on it yet. She'll call me on the 26th with something. Proves how much this idea needs people . . . not just a person to make it work . . . plus the volunteers.

Feb. 26: Manpower member called . . . Hot Line is getting publicity as of the coming week and the volunteers will then man it. In the meantime they will do clerical work in the County Office of Volunteers. Hope it won't be too long. Students anxious to help more directly individuals in need.

March 3: Sent interim report to principal of high school with recommendations and suggestions for next year.

(See following page)

STUDENT VOLUNTEER PILOT PROJECT INTERIM REPORT

MARCH 3, 1970

Thirteen students have been placed in the community as follows:
Audrey Strober—M/W—1:40-3:30—at child-care center at High-lands School.

Richard Cantor—T/F—1:40-4:00—at research lab in North Shore Hospital

Ellen Lachter—M/W—1:40-3:30—at Abilities as teacher aide.

Susan Kanter—M/W—1:40-3:30—at Abilities as teacher aide.

Peter Chavkin—M/T/F—11:25-1:40—at Willis Avenue School with emotionally disturbed.

Tom Falco—M/W/F—12:55-3:15—at Willis Avenue School with emotionally disturbed.

Robby Nelson—M/W—11:25-3:30—at Willis Avenue School with emotionally disturbed.

Robin Kalik—T/F—11:25-1:40—at Willis Avenue School with Spanish-speaking students.

Esther Millman—T/F—12:55-2:29—at Willis Avenue School with Spanish-speaking students.

Ted Block—M/W/F—1:40-3:30—at Willis Avenue School with Spanish-speaking students.

Linda Schillinger—T/F—1:40-4:00—at County Volunteer Office.

Dini Diskin—T/F—1:40-4:00—at County Volunteer Office.

Paul Bovarnik—M/W—1:40-4:00—at County Volunteer Office.

Some students can drive themselves, others are waiting to hear about their road tests, others require parents cooperation. The latter are: Mrs. Jo Cooper, Mrs. Judy Thaul, Mrs. Phyllis Savanetti, Mrs. Lillian Lachter, Mrs. Miriam Kanter, Mrs. Bobby Mirken, Mrs. Rita Cantor, Mrs. Florence Strober, Mrs. Nettie Kamsler, and Mrs. Anne David as emergency stand-bys.

The typing team under Mrs. Nancy Birdwell's supervision received a letter from the Industrial Home for the Blind commending them on their fine job. The following girls would like to continue this project

on their own: Harriet Yee, Barbara Lang, Ellen Witt, Joan Tabb, Jean Bailey.

Suggestions or Requests for September 1970:

1. Familiarizing juniors with this project in May so they can plan their senior programs with this in mind.
2. Guidance Department help to recruit participants among non-college-bound students as well as college-bound.
3. Scheduling of volunteers at similar blocks of time (e.g., periods 7, 8, 9).
4. Providing incentives for participation in addition to or instead of $\frac{1}{2}$ point credit and personal commendation (e.g., September assignment to driver's education).
5. Social Studies Department involvement by encouraging community-related studies to reach outside of the classroom.
6. Participation of students' organizations which believe in service to aid in recruitment and plan future community services.
7. Scheduling the school's station wagon and a driver to transport student volunteers to the same destination at the same time.

*Sample form filled out
by "pilot project"
students volunteering
for jobs in community
service organizations.*

NAME: AGE:
ADDRESS: HOME ROOM:
PHONE: FREE PERIOD:

1. Were you ever a volunteer before?
2. If so, what did you do?
3. Have you discussed this project with your parents?
4. Is either one of them a volunteer?
5. If so, what does he or she do, and for whom?
6. Do you have a driver's license?
7. Do you have a car available at anytime during the school day?
8. If so, when? *DAYS* *HOURS*
.....
.....
.....
9. What are your plans after you graduate from High School?

Appendix **B**

*Sample letters, applications
forms, and a typical
newsletter report on
projects and activities
in a community*

OFFICE OF THE MAYOR
Office of Administration

Volunteer Coordinating Council
of New York City
250 Broadway—Room 1412
New York, New York 10007

TIMOTHY W. COSTELLO,
Deputy Mayor, City Administrator

GET INVOLVED

CALL 566-5950 AND
ANSWER A CALL FOR HELP!

**FALL 1969—
EVENING ASSIGNMENTS**

*This carefully
organized appeal for
volunteer services for
programs in the City
of New York in 1969
shows the wide variety
of activities that are
available and the wide
range of skills and
talents that are needed.*

(Volunteers, unless professional con-

sultants, are required to give a minimum
of four hours weekly unless otherwise
specified)

**HUMAN RESOURCES
ADMINISTRATION**
(The Antipoverty Program)

CDA and MCDA Centers

Work Location: City Hall area and
poverty areas — All
boroughs

Professionals: Architects, lawyers, teach-
ers—social sciences, psychologists, psy-
chometrists as consultants in direct
services;

Teachers and Tutors: From preschool
through high school level; vocational,
trades skills teachers;

*Business Management and Administra-
tion:* Counselors to new entrepreneurs;
systems analysts, managerial and ad-
ministrative personnel to assist agencies.
Secretaries, typists, telephone informa-
tion and receptionists;

Recreation: Sport coaches, referees,
playground supervisors, arts and crafts
teachers and group leaders;

Creative Arts: Program directors, aides
in drama, dance, music, painting, pho-
tography, theater, movies, etc.;

Communication Specialists: Public rela-
tions writers, artists to help with news-
letters or run workshops, publicity
releases, etc.;

Interpreters: Particularly need Chinese
(Mandarin/Cantonese) and Spanish-
English bi-linguals.

BOARD OF EDUCATION

(After-School Programs
for Youth and Adults)

Tutors; recreation leaders and aides;
music, arts, crafts teachers; sports
coaches.

Hours: After 3:30 P.M., evenings and
weekends.

HEALTH ADMINISTRATION*Hospitals*

Work Location: 19 municipal hospitals
All boroughs

Patient care, patient services including
interpreters, library aides, occupational
therapy and arts and crafts aides, etc.

Administrative Assistance:

Case aides, clerical aides, reception-
ists, gift shop.

Technical Aides:

Central supply, pharmacy, X-ray, etc.

Mental Health

Resident school for disturbed boys.

Teachers: Folk singing, guitar, shop
work, arts and crafts.

Handicapped

Guitar instructor for the blind; also
Arts and Crafts aides, knitting instruc-
tor, fund-raising and publicity aides.

**HOUSING AND DEVELOPMENT
ADMINISTRATION***Central Complaint Bureau*

Work Location: City Hall area

Take housing and heat complaints by
phone; write reports.

Rent Control & Housing Maintenance

Work Location: Four boroughs in Dis-
trict Rent Offices

Information aides—Help tenants and
landlords to fill out complaints. Train-
ing supplied by Department.

**PARKS, RECREATION AND
CULTURAL AFFAIRS
ADMINISTRATION***Recreation*

Work Location: All boroughs

Recreation aides for 20 indoor recre-
ation centers and over 100 playgrounds;
skilled in arts, crafts, ceramics, music,
dancing, etc.

Sports coaches — boxing, basketball,
swimming, gymnastics.

DIVISION OF VETERANS AFFAIRS

Work Location: Manhattan—Central
City

Receptionists to route veterans to proper
counseling units.

AUXILIARY POLICE

Work Location: All boroughs

Men, 21–55, patrol work, supervise
parades.

Training: One night per week for ten
weeks.

Must pass security check and buy uni-
form.

CEEVEES

*Mayor's Citizens Emergency
Volunteer Corps*

Spot assignment for emergencies.

Hours: On call.

ADDICTION PROGRAMS

Professionals: Psychologists and lawyers.

**NEW YORK CITY
HOUSING AUTHORITY**

Work Location: 143 Public Housing
Projects

Group and Recreation Aides for Community Centers; Music, Arts and Crafts; Scout Leaders; Baseball and Basketball coaches.

Home visiting and personal services for the aged.

OFFICE OF THE MAYOR
Office of Administration

Volunteer Coordinating Council
of New York City
250 Broadway—14th Floor
New York, New York 10007
566-5950

TIMOTHY W. COSTELLO,
Deputy Mayor, City Administrator
Mrs. Ruth Hogy Brod, *Director*

YOUTH IS ACTION

GET INVOLVED

VOLUNTEER YOUR SUMMER

TEENAGERS, it's your summer, do something with it. Be a volunteer in one of New York City's summer programs in city and voluntary agencies. New friends, new experiences, and references for future job opportunities are yours. No experience needed. Ask your guidance counselor or call the Mayor's Volunteer Coordinating Council. 566-5950.

**BOARD OF EDUCATION—
SCHOOL VOLUNTEER PROGRAM**

"Head Start" Program for Preschool
Children
Location: All boroughs

Hours: 9-3, weekdays
Minimum of 2 three-hour sessions
weekly
Minimum Age: 13 years

Volunteers to act as teacher aides to
prepare disadvantaged preschool chil-
dren for kindergarten and first grade.

Summer Day School, Elementary
Location: All boroughs
Hours: 9-12, weekdays
Minimum of 6 three-hour sessions per
summer, same day of week
Minimum Age: 13 years

Volunteers to act as teacher aides in
summer elementary schools.

**BUREAU OF COMMUNITY
EDUCATION**

Location: All boroughs
Hours: 10-5, minimum 5 days weekly
Minimum Age: 16 years

Volunteers in a summer day camp
aiding with recreational group ac-
tivities with elementary age children.

**DEPARTMENT OF SANITATION—
ENVIRONMENTAL PROTECTION**

Location: All boroughs
Hours: 12 hours per week
Minimum Age: 15 years
Volunteers to take telephone complaints
from the community regarding neigh-
borhood sanitation facilities and
services.

NEIGHBORHOOD CITY HALLS

Location: All boroughs except Staten
Island
Hours: 3-4 hours weekly
Minimum Age: 15 years

Volunteers in 5 neighborhood city halls and 11 conservation offices to do survey.

HOSPITALS

MUNICIPAL AND VOLUNTARY

Location: All boroughs

Hours: Days and evenings, weekdays and weekends

Minimum of 2 half days per week

Minimum Age: 14 years

Many volunteers needed to work in hospitals as assistants in recreation, nursing, central supply, etc. Referrals through Red Cross Youth.

HOUSING AUTHORITY

(New York City)

Location: All boroughs

Hours: 9-4:30, 5 days weekly

Minimum Age: 14 years

Summer Day Camp Program

Unlimited number of volunteers to work in summer day camp programs located in low-rent housing projects. All skills useful: swimming, arts and crafts, puppetry, etc.

RECREATION & CULTURAL AFFAIRS ADMINISTRATION—PARKS DEPARTMENT

Location: All boroughs

Hours: Day and evening, weekdays and weekends

Minimum Age: 13 years

Play Camp Program

Volunteers for City Parks Play Camp Program to assist staff with indoor recreation program for underprivileged children.

Outdoor Recreation Program

Volunteers to assist with active sports

program, arts and crafts projects, guides, etc.

Play Camp for Retarded Children

Fifteen-year-olds and older to assist in recreation program for mentally retarded.

Water Safety—Learn-to-Swim Program

Sixteen-year-olds and over to assist lifeguards and teach swimming at pools and beaches. Red Cross Certificate required.

Dramatics Workshop

By Audition: Volunteers to act, dance, and write plays.

VOLUNTARY AGENCIES

OPERATION OPEN CITY—URBAN LEAGUE

Location: All boroughs

Hours: 8 hours weekly

Minimum Age: 16 years

Volunteers to act as "spotter" in locating available apartments for re-locating families. Foot and phone work, also clerical work available.

JEWISH BOARD OF GUARDIANS (Nonsectarian)

Location: All boroughs except Queens

Hours: ½ day, 2-day minimum

Minimum Age: 15 years

Volunteers to work with professional staff in child guidance clinics as an observer of child's behavior.

JEWISH GUILD FOR THE BLIND (Nonsectarian)

Location: Manhattan

Hours: 9-5, weekdays

Minimum: 2 hours daily

Minimum Age: 15 years

assist in organizing and supervising group games for young children.

Volunteers to work with blind and handicapped children in day camp program, assist in sports, day trips, cook-outs, arts and crafts, music, etc. Lunch is provided.

POLICE ATHLETIC LEAGUE

Location: All boroughs

Hours: 1-8 P.M., minimum of 1 day a week

Minimum Age: 15 years

Volunteers needed to work as recreation aides in play street programs to

ADDITIONAL OPPORTUNITIES OPEN

Volunteers *DO* need working papers—for your protection.

Working papers should be obtained by anyone over 14 years of age. If you are 13, written parental permission is required. All working papers will eventually be filed with the agency where you volunteer. See your Guidance Counselor for details.

Special carfare arrangements made when necessary through the Volunteer Coordinating Council.

A Typical Questionnaire for Volunteers:

**VOLUNTEER OFFICE
NORTH SHORE HOSPITAL**

DATE

Mr.
Mrs.
Miss

Last Name *First Name* *Husband's First Name*

Home address Telephone

..... Zip code #

Business address Telephone

Age (Please circle) 20 30 40 50 60

Education: Name of high school

College or university

Professional school

Work experience: Volunteer

Paid employment: Present

Past

Hobbies and skills

Family responsibilities

(Number of children and ages)

Do you have any physical limitations:

Name of personal doctor for Reference

Address

Do you drive? Is car available?

Days you prefer: Mon. Tues. Wed. Thurs. Fri. Sat. Sun.

Hours most available: 9-1 P.M. 1-5 P.M. 5-7 P.M. 7-9 P.M.

Comments:

PLEASE DO NOT WRITE BELOW THIS LINE

Service 1

Service 2

Shift

Recorder

What One Local Organization Can Do:

AGENCIES TO BE AIDED BY THE TEMPLE SINAI COMMUNITY FUND

The agencies described below, with the exception of Camp Unity, are supported totally by the Greater Roslyn community. The continued existence of these worthy organizations depends on support from all of us.

BETTER ROSLYN ASSOCIATION

Runs a creative play program for children in grades 1-8 at the Laurel Homes Community Center after school, on some Saturdays, and during the summer. Offerings include an extensive arts and crafts program, cooking classes, dramatics, an opportunity for quiet games, use of the books in their library, and parties for special occasions. A director and assistant director work with adult and teen-age volunteers. Most of the \$7,500 budget is for salaries. All monies come from community contributions.

CAMP UNITY

This is a six-week summer camp which in 1969 served over 100 youngsters aged 7-13. Usual camping activities were supplemented with at least one trip a week. An administrative staff of three organized the program, raised funds, purchased equipment, hired personnel

and supervised campers and staff. In addition to providing a happy, healthy camping experience for the children, it provides employment and experience for the community's teen-agers, thirty-four of whom worked in 1969. Most of the \$15,000 budget is for salaries; of this amount, \$8,000 came from community contributions, \$7,000 from Federal funds. The budget is on file with the Port Washington Economic Opportunity Council, which administers the camp's funds.

COLLEGE FELLOWSHIPS FOR MATURE ADULTS

The purpose is to send to college adults aged about 25-40 who would otherwise not be able to go. There are now twenty-three such in school, five of these full time (and four of the five are on the Dean's List). Students receive counseling and remedial help when needed. CFMA hopes to expand from a scholarship program to a fellowship program, thereby permitting more adults to take advantage of the help. The present budget is \$5,000 a year; a fellowship program would expand this considerably. Foundation funds are being sought.

DAY-CARE CENTER

Provides care and a happy learning experience for twenty-two 4- and 5-year olds whose mothers work or go to school (three of the mothers are mentally unfit to care for their children). Children attend either before or after kindergarten or for the full 9-5 day. Personnel include one teacher-director; two half-time paid aides from the community served; and forty-five volunteers. The budget of \$20,000 a year for a ten-month year sounds high until one reflects that day care is normally the most expensive service a community can offer, costing between

\$1,000 and \$2,500 per child per year. Salaries account for most of the costs. The center is financed partially by modest payments from the parents, mainly by contributions from the community. Government funds are being sought. The center's present fiscal picture is bleak; funds on hand will carry it only for a few more weeks.

ROSLYN VISITING NURSE ASSOCIATION

Gives needed nursing care to homebound patients, making 2,500 patient visits in 1969. There are no fixed fees; patients contribute what they are able to. Funds are also received for care of Medicare and Medicaid patients. Raised \$10,800 from individual contributions in 1969. This year the Roslyn area has been expanded to include Old Westbury and East Williston and they hope to raise \$15,000.

CORNERSTONE LIBRARY BOOKS—\$1.00 RETAIL

MUSIC HOME DECORATING and ART

- CN 179 DRAWING SELF-TAUGHT, Arthur Zaidenberg
- CN 180 THE CREATIVE WAY TO DRAW WOMEN, Arthur Zaidenberg
- CN 603 MUSIC AT YOUR FINGERTIPS, Ruth Slenczynska (\$1.45)
- CN 700 TREASURY OF HYMNS, Maria Leiper and Henry W. Simon (\$2.75)
- 11774 PLAY THE GUITAR IN 30 MINUTES, Tony Mottola
- 11892 FOLK STRUMS FOR GUITAR, Ronny Lee
- 11900 LET'S DECORATE YOUR HOME, Evelyn R. Levin
- 11907 DEBUSSY, Percy Young
- 11908 TCHAIKOVSKY, Percy Young
- 11909 BRITTEN, Percy Young
- 11912 CREATIVE WAY TO DRAW HEADS AND PORTRAITS, Arthur Zaidenberg
- 12006 YOU CAN TEACH MUSIC, Paul Wentworth Mathews (\$1.45)
- 12090 FOLK SONGS OF ENGLAND, IRELAND, SCOTLAND & WALES (\$2.95)

PHYSICAL FITNESS and HEALTH

- CN 38 MY STUDY OF JUDO, G. Koizumi
- CN 77 HOW TO KEEP FIT, Dr. Warren R. Guild
- CN 98 ACCIDENT PREVENTION & FIRST AID, Lyle Kenyon Engel
- 11712 THE YOGA SYSTEM OF HEALTH AND RELIEF FROM TENSION, Yogi Vithaldas
- 11867 I HATE TO EXERCISE, Stephen Huffaker
- 11893 STRETCH, Anne Smith
- 11898 GYMNASTICS AND TUMBLING, Edmonds & Gibbons
- 11921 YOGA IN TEN LESSONS, S. J. M. Dechanel, O. S. B. (\$1.25)
- 11922 HANDBOOK OF JUDO, Gene LeBell and L. C. Coughran (\$1.25)

PRACTICAL GUIDES

- CN 4 HOW TO RAISE A DOG, James R. Kinney
- CN 69 YOUR CHILD'S READING, Dr. Charles C. Walcutt
- CN 85 KNITTING WITHOUT NEEDLES, Peggy Boehm
- CN 86 HELP YOUR CHILD SUCCEED IN SCHOOL, Leslie J. Nason
- CN 104 PHOTOGRAPHY USING ONLY AVAILABLE LIGHT, Stuart Fox
- CN 134 HINTS AND TIPS FOR THE HANDYMAN, Bernard Gladstone
- CN 136 WRITE CLEARLY—SPEAK EFFECTIVELY, M. L. Stein
- CN 137 HOBBIES YOU CAN ENJOY AT HOME, Lyle Kenyon Engel
- CN 138 YOUR CAREER IN BANKING, Harry Edward Neal
- CN 139 YOUR CAREER IN ELECTRONICS, Harry Edward Neal
- CN 140 YOUR CAREER IN LAW ENFORCEMENT, Robert A. Liston
- CN 141 YOUR CAREER IN MEDICINE, Dr. Alan R. Bleich
- CN 145 HOW TO FIND THE APARTMENT YOU REALLY NEED, Paul F. Kneeland
- CN 169 FORTY WINKS AT THE DROP OF A HAT, Valerie Moolman
- CN 170 SO YOU'RE MOVING TO CALIFORNIA, Daniel J. deBenedictis
- CN 171 HOW TO BUY OR SELL YOUR CAR, Valerie Moolman
- 11903 HOW TO WRITE HIGH SCHOOL AND COLLEGE PAPERS, M. L. Stein
- 11910 LEGAL RIGHTS OF MARRIED WOMEN, Daniel J. deBenedictis (\$1.25)
- 11911 SCIENCE TREASURES, Bob Brown (\$1.25)
- 11917 33 WAYS TO MEET THE COST OF COLLEGE EDUCATION, J. K. Lasser (\$1.25)
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So you want to volunteer

Can you:

- Talk on a telephone
- Write a letter
- Read to others
- Enjoy a group of children
- Drive a car
- Be friendly
- Be a good listener
- Market for groceries
- Share your ideas
with others
- Sing, draw, paint, act
- Bat a ball, sink a basket
- Hammer a nail, mix cement
- Arrange flowers, sew, knit
- Use a typewriter,
a mimeographer
- File cards
- Collate information
- Teach, sell, add
and subtract
- Speak before groups
- Supervise others

Any one of your everyday skills can lead to unusual opportunities for self fulfillment and a happier way of life through volunteer services. This book will show you how.

Anne David and her husband Hal have been involved in volunteer activities throughout most of their twenty-three years of marriage. Despite the early years of struggling to make ends meet, and the time required to raise two children, the Davids always worked to improve conditions in their community. Now that Hal David has achieved the highest distinctions in his career as a songwriter, success has not dimmed their volunteer efforts in the least. That's why Anne David feels strongly that becoming a volunteer has little to do with one's financial status. What counts is simply the realization that in order to find a better way of life for yourself you must also be concerned with the welfare of your community. It is only through such concern that one can enjoy the sense of fulfillment that comes from getting things done.



photo by Bob Greene

Anne David, her husband and two sons, Jimmy and Craig, live in East Hills, New York, where all continue to practice what the author preaches in this inspiring, informative book.