

**A MODULE FOR TEACHING  
VOLUNTEERISM  
IN  
COLLEGES AND UNIVERSITIES**

Prepared by

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and

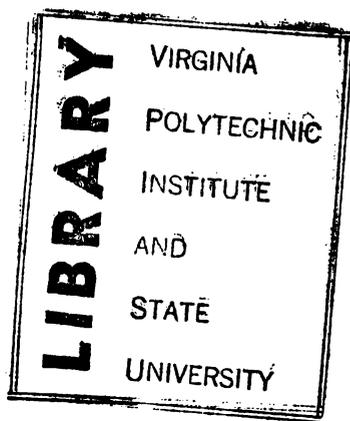
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## PREFACE

Work in our society is generally accomplished through three sectors: private (for profit), public (government, schools, military, etc.), and the voluntary (sometimes referred to as the third or philanthropic) sector. The oldest and least understood is the voluntary sector, yet volunteers and voluntary associations are active in every aspect of American life.

Faculty at colleges and universities can--and should--help their students develop an awareness of the work of the "silent sector." When talking with faculty and administrators about this "students need to know" concept, we have discovered that they quickly perceive the value of such teaching. At the same time, many do not know how to proceed. This module has been developed to help those faculty incorporate information about volunteerism into college courses and programs. The following are examples of program areas where this might be accomplished in four-year institutions:

1. For Students Who Will Work With Volunteers

- \* Education
- \* Health professions
- \* Human service professions

2. For Students Who Will Be Volunteers

- \* On committees and commissions  
All university programs
- \* To give life more meaning personally  
All university programs

3. For Students Interested in Study and Research

- |                    |                      |
|--------------------|----------------------|
| * Criminal justice | * Social work        |
| * Education        | * Political science  |
| * Psychology       | * Urban studies, and |
| * Philosophy       | * Others             |
| * Sociology        |                      |

Some examples of areas where the module might be incorporated into community college courses are:

1. For Students Who Will Work With Volunteers in Their Careers

- \* Education
- \* Health professions
- \* Human service professions

2. For Students Interested in Study and Research

- |                    |                      |
|--------------------|----------------------|
| * Criminal justice | * Social work        |
| * Education        | * Sociology          |
| * Psychology       | * Urban studies, and |
| * Rehabilitation   | * Others             |



## INTRODUCTION

### Purpose and Plan for the Module

The purpose of this module is to provide basic information to college and university faculty that will help them teach about the impact of volunteerism in our society. Faculty members should consider incorporating material from the module into an established course for these reasons:

1. Students may find after graduation that they are working with volunteers or coordinating or supervising their work.
2. Students may find additional meaning in their lives as a result of volunteer activity. In such cases, it is most helpful to understand the nature of volunteerism.
3. Students may wish to study or conduct research in volunteerism because of its relevance as a social phenomenon.

The four-unit module can be utilized in many different instructional formats. Each unit can be implemented within 10% of the time generally scheduled for a course.

A short pre/post test is provided on pp. 3-7 that will be useful in determining whether student attitude change has taken place. If used, it should be administered before the module is begun and again after all the work on it has been completed. Attitude changes are measured by comparing the aggregate of all student questionnaires. Students will probably be interested in seeing a compilation of total results.

Assignments such as the following are suggested as learning projects or for further evaluation:

- a. a report on how the student perceived the relationship between volunteerism and the subject matter of the course;

- b. a report based on a visit to a volunteer agency;
- c. a written description and critique of a prior volunteer experience;  
and
- d. a report based on a topic relating to volunteerism.

Expectations for Student Accomplishment

1. To learn the meaning of volunteerism by studying different definitions and the problems and issues associated with them.
2. To learn the tradition of volunteering in this country, our present involvement, and the structure as well as functions of a strong volunteer program.
3. To learn what motivates people to volunteer and how volunteerism can help in career planning and preparation.
4. To learn the economic value of the contribution made by volunteers to an organization, as well as to the community and nation.

## PRE/POST ATTITUDE QUESTIONNAIRE\*

This questionnaire has been developed to find out about people doing certain kinds of "helping work" that they don't get paid for. Of course, you yourself may never have done any of them. Please don't put your name on the paper. No one should ever know how you as an individual answered. Please be as honest and as accurate as possible. Remember, these questions are all about helping without being paid. Circle the answer you choose.

## Part A

One kind of helping work is helping people who are in an institution and need help because of physical or mental problems. In this category are things such as helping people in a hospital, in homes for handicapped people, or in homes for retarded people.

1. Does "helping work" like this sound like something you would like to do?  
a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes
2. How many hours have you spent during the last month, helping people in institutions?  
a. 0    b. 1 to 5    c. 6 to 10    d. 11 to 20    e. Over 20
3. Do you think there is much of a need for helping people in institutions like these?  
a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes
4. Do you think someone like you could do much good in such institutions?  
a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes
5. Do you think people who help in such institutions without pay get anything of value from such work?  
a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes
6. Do you think many people help with such things, without being paid?  
a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes

\* Developed by the High School Volunteer Project, "Self Assessment Systems for High School Student Programs," a project sponsored by the Charles Stewart Mott Foundation.

## Part B

Another kind of "helping work" is helping people learn to do something. You may help them learn to read, do math, or to swim or do handicrafts or a lot of other things, without being paid.

7. Does "helping work" like this sound like something you would like to do?  
a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes
8. How many hours have you spent during the last month helping people learn to do things like this, without being paid?  
a. 0    b. 1 to 5    c. 6 to 10    d. 11 to 20    e. Over 20
9. Do you think there is much of a need to help people learn things?  
a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes
10. Do you think someone like you could help people learn these different kinds of things?  
a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes
11. Do you think people who help teach others without pay get anything of value from such work?  
a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes
12. Do you think many people help with such things, without being paid?  
a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes

## Part C

Another kind of "helping work" is helping people who need someone to assist them because they don't have parents or are very poor or old.

13. Does helping work like this sound like something you would like to do?  
a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes
14. How many hours have you spent during the last month, helping people who need someone to help care for them, without being paid?  
a. 0    b. 1 to 5    c. 6 to 10    d. 11 to 20    e. Over 20
15. Do you think there is much of a need for helping people who need someone to care about them like this?  
a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes

## Part C (Continued)

16. Do you think someone like you could do much good assisting people like this?  
 a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes
17. Do you think people who help in caring for others without pay get anything of value from such work ?  
 a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes
18. Do you think many people help others in this way, without being paid?  
 a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes

## Part D

Another kind of helping is by leading people in sports, games, being an activity leader, or in some other way leading people in recreation without pay.

19. Does helping work like this sound like something you would like to do?  
 a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes
20. How many hours have you spent during the last month, helping people through recreational leadership, without being paid?  
 a. 0    b. 1 to 5    c. 6 to 10    d. 11 to 20    e. Over 20
21. Do you think there is much of a need for recreational leadership?  
 a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes
22. Do you think someone like you could do much good leading others in recreation activities?  
 a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes
23. Do you think people who lead recreational activities without pay get anything of value from their work?  
 a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes
24. Do you think there are many people who help lead recreational activities, without pay?  
 a. Definitely No    b. Maybe    c. Probably    d. Definitely Yes

## Part E

Another way of helping people is helping in school and community activities such as environmental cleanup, beautification, helping in the school office, helping a teacher, etc., all without pay.

25. Does "helping work" like this sound like something you would like to do?  
a. Definitely No   b. Maybe   c. Probably   d. Definitely Yes
26. How many hours have you spent during the last month, helping people through school and community activities, without being paid?  
a. 0   b. 1 to 5   c. 6 to 10   d. 11 to 20   e. Over 20
27. Do you think there is much of a need for people to work on community and school activities?  
a. Definitely No   b. Maybe   c. Probably   d. Definitely Yes
28. Do you think someone like you could do much good in community and school activities?  
a. Definitely No   b. Maybe   c. Probably   d. Definitely Yes
29. Do you think people who help in these kinds of activities without pay get anything of value from such work?  
a. Definitely No   b. Maybe   c. Probably   d. Definitely Yes
30. Do you think many people help with school and community activities, without pay?  
a. Definitely No   b. Maybe   c. Probably   d. Definitely Yes

## Part F

Another way of helping is by working without pay for a cause you believe in and trying to get people to do something about it, like trying to get people to work for a cleaner environment or working in an election or for a political cause.

31. Does "helping work" like this sound like something you would like to do?  
a. Definitely No   b. Maybe   c. Probably   d. Definitely Yes
32. How many hours have you spent in the last month, working for a cause you believe in, without being paid?  
a. 0   b. 1 to 5   c. 6 to 10   d. 11 to 20   e. Over 20

## Part F (Continued)

33. Do you think there is much of a need for working for a cause that people believe in?  
a. Definitely No   b. Maybe   c. Probably   d. Definitely Yes
34. Do you think someone like you could do much good working for a cause that you believe in?  
a. Definitely No   b. Maybe   c. Probably   d. Definitely Yes
35. Do you think people who work for causes without pay get anything of value from such work?  
a. Definitely No   b. Maybe   c. Probably   d. Definitely Yes
36. Do you think many people work for causes they believe in, without pay?  
a. Definitely No   b. Maybe   c. Probably   d. Definitely Yes

## Part G

37. In all the kinds of "helping work" listed above, how often have you tried to get others to help also?  
a. Never   b. A Few Times   c. Often
38. How often do you look for chances to help people?  
a. Never   b. Once In A While   c. Often
39. How old are you?  
a. Under 20   b. 20-24   c. 25-29   d. 30-34   e. 35 or Older
40. Are you a?   a. Male   b. Female
41. Check the group with which you most identify.  
a. Black   b. White   c. Hispanic   d. American Indian  
e. Asian/Asian American   f. Other
42. Think of some adult in your home or in your family who does the most unpaid "helping work" as described in this questionnaire. What is your best guess of the number of hours that adult spends each week doing these kinds of helping work?  
a. 0   b. 1 to 5   c. 6 to 10   d. 11 to 20   e. Over 20

Thanks for your help in filling this out.

NOTES

UNIT I  
DEFINING VOLUNTEERISM

Objective

To learn the meaning of volunteerism by studying different definitions and the problems and issues associated with them.

The Problem of Definition

What is it we are really talking about when we say "volunteering"? We need to be as clear as possible. However, one of the problems is there is no agreed-upon definition. This makes it difficult to measure the amount of volunteering in a community, its scope, and its value.

Even researchers do not agree on a definition. And since they do not, one can expect that the general public is even more confused and has varying perceptions of volunteering. This means that people are at the mercy of their own inaccurate stereotypes as well as their inability to appreciate many of the values of volunteering. Two such stereotypic problems are particularly troublesome: Volunteers are seen by many people as "do-gooders" or foolish people willing to do "women's work" or unskilled work for "free." Also, volunteers are sometimes thought of as those engaged primarily in charitable, social-welfare activity, but not those engaged in politics, policy making, or political reform. Thus, the service work of women has been heavily emphasized, and--at the same time--much of the voluntary work of men has been completely overlooked. Consequently, the major social changes in the last few years in regard to male and female volunteer involvement have not yet been widely appreciated. Perhaps some of this may be attributed to data collection methods that have provided distorted information. For example, the way

questions are stated on surveys can elicit different responses, so different figures may be secured as to the number of volunteers.

One traditional definition has focused on volunteers working in organizations, giving time to helping others for no monetary pay through institutions like hospitals, churches, schools, and social service. The assumption here is that the volunteer has a regular commitment, such as four hours per week or month. Until the last few years, this definition that the volunteer "is one who works in structured organizations and institutional settings," was mainly the accepted one. It was the basis for the 1974 U.S. Bureau of Census and ACTION (federal volunteer agency) Survey.

Questions have arisen, however, based on a broader perception. Doesn't that definition underestimate the amount of volunteering since it does not add up all the informal, individual time contributed for some socially-acceptable purpose outside formal organizations? Also, by emphasizing "no monetary pay," doesn't the definition exclude voluntary activity provided where there is only token pay, or provided where only expenses are covered?

The 1981 Gallup study of volunteering in America, sponsored by Independent Sector (a voluntary coalition of volunteer agencies), United Way, and Volunteer, made use of a broader definition that included both organizational activity and all informal, individually-provided activity such as helping an elderly neighbor. The use of this definition showed a far higher amount of volunteer activity in America.

Much scholarly discussion and many considerations have led to the following definition of "volunteering": Any work outside the immediate family, intended to help in a socially-useful way, done of one's own free will, and without primary or direct thought of financial gain.

Problems will arise with even this revised definition or any way of

thinking about volunteering, for that matter. The issues that are presented below in activity #2 are interesting for students to debate.

### Suggested Activities

1. If time permits, the topic could be introduced by the use of an 8-minute, 16mm color film entitled "Let the Spirit Free." This film describes the joy and satisfaction found in volunteering and the variety of volunteer experiences in the United States. It can be borrowed through the Center for Volunteer Development.
2. The instructor may involve the students in discussion based on issues arising from different definitions of volunteering such as the following:

- a. An all-inclusive definition, incorporating volunteer help to agencies and organizations, informal activity to help others, and even voluntary help to members of one's own family.

Is this definition so sweeping (like helping a blind man across the street) that it distracts people from understanding much that is important about volunteering in our country, and distorts the amount of volunteering that exists?

- b. A definition limited to formal organizational and agency responsibilities.

By focusing on this area alone, does the definition miss that huge array of informal activity like political and community lobbying for various causes, neighborhood renovation projects, etc.?

Also, does this definition tend to include more traditional "women's work" and therefore discriminate?

- c. A definition specifying "without pay."

Does this definition rule out volunteering for token pay, or help provided "for a song," or almost at cost? Should it?

- d. A definition specifying "outside the immediate family."

Does this definition rule out help to a sick family member, or child care, or a home building project made at a sizable sacrifice in terms of loss of income? Should it?

In general, does the definition allow for changing trends and changing pressures in the American society? Does the definition guard against the government's regulating what is and is not "acceptable" volunteering--such as that type which qualifies for income tax deductions and special postage rates?

UNIT II  
VOLUNTEERISM AT WORK IN THE U.S.

Goal of the Unit

1. To show the tradition of volunteering in this country, our present involvement, and the structure as well as functions of a strong volunteer program.

Objectives of the Unit

1. To introduce students to the nature and distribution of volunteering in the U.S. at the present time.
2. To emphasize the important functions volunteerism performs in a free society.
3. To emphasize the importance of volunteerism in the history of the U.S.
4. To present specific activities involved if the student should wish to develop a volunteer program, or work with volunteers in a paid staff position.

Discussion

The purpose of this unit is to show not only the extent of volunteering in this country, but also the key role played by voluntary associations in a democratic society. In order to understand the significance of the concept, reference is made to the role of volunteers in our history as a nation.

With this background, the student is introduced to the essentials in development of a volunteer program within a business or service organization. The objective is to assist students to understand the role volunteers play in many of our workplaces, so that in the future they may be knowledgeable and at ease in working with volunteers. Further, the information will help students begin to understand the activities involved in organizing a volunteer program. They may be involved in such an activity in a future paid position.

Suggested class handouts include an article by Erna Bombeck, a Steve

McCurley classic, some Gallup Poll results and a chart describing the steps involved in the development of a volunteer system within an organization. All are provided at the end of this unit. Teacher resources and/or assigned readings include:

Ellis, Susan J., and Noyes, Katherine I., eds. By The People: A History of Americans as Volunteers. Philadelphia: Energize, 1978.

Kapell, Bernard M. "The Volunteer Movement In The United States," Volunteer Administration, Fall 1968, Volume 2, Number 3, pp. 11-29 (Appendix B).

### Suggested Activities

1. Small group discussions centered on elaboration of the Gallup information highlighted on pages 21-26 .
2. A discussion focused on the Kapell article referenced above, with questions such as: What volunteer groups are having an impact upon our society today?
3. In regard to the Bombeck article, ask students to think about the effect if all the volunteers disappeared from their community.
4. Use McCurley's list to spur discussion about staff attitudes toward volunteers.

### Volunteerism At Work In The U.S.

A recent survey (Gallup, 1981) shows that between 1980 and 1981 over half (52%) of adult Americans were in some way involved in volunteer effort. Nineteen percent volunteered in a church related or religious activity, twelve percent in the health area, another twelve percent in educational activities, and seven percent in the recreational area. The largest number, twenty-three percent, were involved in informal volunteer activities on their own (See Gallup handouts at end of unit).

An interesting way to consider the impact of volunteer activity on our society is to consider what services would disappear if there were no volun-

teers. Erma Bombeck offers the reader a clear picture of the tremendous variety of services and functions volunteers perform in our lives. The article is included with this unit on page 27 and may be used as a handout if desired.

Our country is probably unique in its historical emphasis upon voluntary activity (Ellis, 1978). Readings in any American history book emphasize the migrations of groups of people to a newly-discovered, sparsely-populated land where survival depended upon the mutual support and assistance of the so-called "colonists." Since no human habitation existed in the areas where colonists settled, the skills of each individual were pooled with those of others to build the necessary buildings, till the land, and establish protection against any kind of outside attacks. The pioneering spirit was one of mutual help, or of what we have come to know as voluntary assistance or activity. From the time of the early settlements, to the great migrations westward; from the provision of a system to care for the persons who could not care for themselves, to the development of our government, armies and educational systems, people donated their time in a secure knowledge that they would be assisted when needed (Ellis, 1978). Today the spirit of volunteering continues to be a distinguishing feature in this country, and it is likely to expand as we enter another challenging era of scarce resources.

Some unique functions are currently being performed by volunteers and voluntary associations. One of the most significant is what has been called the distribution of power (Rose, 1965). At every level of government, individuals or groups of individuals work to influence the decisions made by elected officials. When citizens individually have a part in the decision making, they broaden the basis of consent. As the number of people involved in a decision becomes larger, each person has a correspondingly smaller amount

of power. A current example of distributing power by voluntary action occurred recently in Chester, Virginia, where a woman was concerned that old Landmark buildings were being destroyed. She asked the governing body to authorize funds to study the history of old buildings in the county. This was done. She then asked that the results of the study be published (an additional expenditure) for the benefit of the population of the county. This was done also. One can see that some of the power assigned to the governing body was assumed by this citizen volunteer.

Legislators at every level, but particularly at the state and federal levels, feel the impact of lobbies representing almost every aspect of every issue involved in any legislation, thus limiting the legislator's power to vote as he believes his constituency wishes him to vote. The assumption of power by voluntary organizations may be ill-advised or dysfunctional at times, but it also can be an important safeguard to basic rights and freedoms. Volunteer effort can function legitimately only in representative forms of government. In totalitarian states there are no organizations other than those of the state. Volunteer groups, however, can and sometimes do operate covertly in such cases, as occurred recently in Poland. The process becomes much more dangerous and awkward where it is illegal, and often the government will not acknowledge the demands of such a group until the time for peaceful change has passed and violence is seen as the only option. In representative governments, volunteers function to bring about change, or in some cases, to preserve the status quo when the government wishes to bring about unpopular change.

Some social scientists believe that this process of change by citizen volunteer influence upon legislators operates as a safety valve to prevent violence.

In the United States, volunteers, acting as free agents, can speak up about unfair conditions or laws and actually bring about desired changes. Other functions performed by volunteers are not as significant as the first two: power distribution and social change. However, they are beneficial, especially to the individual, for the volunteer effort tends to enable him to feel more a part of his community, to feel he identifies with important communal objectives. Social and economic advancement are also possible by-products.

#### Developing A Volunteer Program

Important things happen when people become volunteers. But perhaps as a volunteer, I don't want to become involved in an activity such as those just described, but would rather just help a person here or there who needs assistance. I could do this by working in an already-defined job in an established organization or agency. It would be most helpful to me and to the community, in addition to assisting the persons I volunteered to help, because:

- ... I would be learning more about my community and perhaps see some aspect of community life I had never seen before.
- ... My business or organization could extend its services through my efforts.
- ... I might begin to see how this work could help me develop skills to do additional things, perhaps consider other community problems.
- ... Other persons volunteering as I have could become a community of more informed citizens, able and interested in solving community problems.

Now let's suppose that as a volunteer I have seen so many benefits, both to myself and my organization, that I have decided to start something entirely different. I want to establish a volunteer program where I work. In

order for all these benefits to occur, the volunteer program must be a part of a well-thought-out system. Ideally, it will be administered by me or a full-time manager who can place volunteers appropriately.

### Management Support

Let us suppose further that I have gone to my supervisor with this idea and he/she agrees it is a good one. I am assigned the job of establishing the program. I just did the first thing right: I obtained the approval of the manager so now everyone will know that he/she supports the program. The next important step has been taken also: namely, the manager has assigned a staff person to set up the program. That is me. There are a few other things he/she should do in order to get a program going; for example, the staff should be told that a volunteer program is going to be established and I have been assigned to do it. Further, the staff should know that they can take some of their work time to plan the details with me.

### Planning

My title is volunteer director, and I meet with my co-workers to explain the program, the objectives of which are clearly defined. We try to think of all the ways volunteers can assist us, job descriptions are written, and office space is located for the volunteers. We establish a method of keeping track of work hours, a plan of recognition, a plan for recruitment, publicity, orientation, and training. This process may take some time but is worth it. The persuasion of my co-workers that volunteers are going to make our organization more effective and thus raise our status with the manager is just as important as the other tasks mentioned here. Many good volunteer programs have gone down the drain because of staff resistance to volunteers. I

really need to anticipate every possible objection and respond to it; i.e., a volunteer might be so skillful that he/she would take my job, or volunteers are never dependable, etc.

It would be wise at this stage of planning to develop a projected achievement plan for the program for the first year. Progress will then be measured according to the plan.

### Presentation of the Program to the Prospective Volunteer

The following is a checklist of things to do when approaching any individual to ask for a volunteer commitment (Naylor, 1983):

- \_\_\_\_\_ Telephone or write ahead to make an appointment.
- \_\_\_\_\_ Have a current volunteer approach the prospect.
- \_\_\_\_\_ Invite the person to visit the office.
- \_\_\_\_\_ Introduce the individual to volunteers and staff at the office.
- \_\_\_\_\_ Encourage the potential volunteer to state his/her needs, interests, and expectations.
- \_\_\_\_\_ Make the job look interesting and worthwhile.
- \_\_\_\_\_ Allow the person a choice of jobs.
- \_\_\_\_\_ Allow for immediate sign-up for the individual.
- \_\_\_\_\_ Allow the person, if he/she accepts, to carve out his/her own job.
- \_\_\_\_\_ Allow for a period of adjustment.

### Recruitment

Once begun, recruiting volunteers becomes an on-going process. This gradually increases program visibility in the community, so that when the time comes for a given individual to begin volunteer work the chances are our organization will be remembered. We will make an effort to utilize our current volunteers to recruit others, will register with local volunteer placement programs, look for newcomers to the community, and try recruiting groups of

persons, such as company employees, church groups, or civic organizations. Often two friends will want to volunteer together; we will encourage that. The media will assist by announcing our volunteer openings to the community.

The places we will look for volunteers will depend upon the kind of volunteer currently being sought. Placing signs in laundromats, supermarkets, bowling alleys, post offices, or other community buildings can often bring results.

The volunteers will want to know about our organization, and even though they may be involved in only one small portion of the total operation, they will be more likely to remain with the work if they are better informed. Therefore, an educational session will include information about the background of the agency, its history, the goals and objectives, policies, procedures and regulations, the daily routine, the significance of the volunteer job, and the general and specific responsibilities of the volunteer.

### Appreciation

We all need to be told, occasionally at least, that we are doing a good job and our work is appreciated. Volunteers probably need an extra "thank you" because they are giving their services and not selling them. Arranging some special occasion or gift for them is the usual way organizations recognize contributions. Other recognition might include special name tags, uniforms, or perhaps reimbursement for travel and meals.

In summary, organizing and operating a volunteer program is quite similar to the process involving a paid staff. Volunteers can best be looked upon as unpaid staff. Since they are unpaid in dollars, it is necessary to be even more careful that other reward systems and special attentions are provided for them.

## TYPE OF VOLUNTEER WORK PERFORMED IN PAST YEAR (MARCH '80-MARCH '81)

Profile of the Volunteer Compared with Profile of  
General Public

	Adult Volunteer	Adult General Public
<b>Sex</b>	%	%
Male	44	48
Female	56	52
Total	100	100
<b>Race</b>		
White	90	87
Non-White	10	13
Total	100	100
<b>Age</b>		
18-34	42	38
35-49	27	24
50 and Older	31	38
Total	100	100
<b>Education</b>		
College Graduate	21	14
College Incomplete	21	16
Technical or Business School	6	6
High School Graduate	35	34
High School Incomplete	9	15
Grade School or No Schooling	8	15
Total	100	100
<b>Annual Household Income</b>		
\$20,000 and Over	53	44
\$15,000-\$19,999	14	14
\$10,000-\$14,999	16	18
\$5,000-\$9,999	10	15
Under \$5,000	7	9
Total	100	100
<b>Size of Community</b>		
1,000,000 and Over	16	19
250,000-999,999	23	21
50,000-249,999	16	16
2,500-49,999	17	15
Under 2,500	28	29
Total	100	100
<b>Region</b>		
East	27	27
Midwest	28	27
South	25	28
West	20	18
Total	100	100

## TYPES OF VOLUNTEER ACTIVITY SPECIFIED IN GALLUP SURVEY

The following areas of volunteer work were listed on cards used by interviewers in conducting the Gallup Survey on Volunteering. Respondents were shown these categories to help them answer a variety of questions about their volunteer work in the previous year and the previous three months.

- A. **Health**—hospitals, rescue squad, mental health clinics, March of Dimes, other health drives, etc.
- B. **Education**—room parent, tutors, PTA, school board, college fund raiser, etc.
- C. **Justice**—court volunteers, civil liberties, legal aides, etc.
- D. **Citizenship**—scout leader, VFW officer, Jaycees, Junior League, etc.
- E. **Recreation**—activity leaders, little league coaches, etc.
- F. **Social and Welfare**—Salvation Army, NAACP, home for the aged, family planning, orphanages, drug rehabilitation, hotline, etc.
- G. **Community Action**—neighborhood groups, consumer or environmental, etc.
- H. **Religious**—usher, choir, Sunday school teacher, etc.
- I. **Political**—fundraiser, poll watcher, campaign worker, party official, or office holder. (not receiving pay), etc.
- J. **Arts and Culture**
- K. **Work Related**—labor union, professional association, safety patrol, etc.
- L. **Informal-Alone**—help a sick or elderly neighbor or friend, etc., but not as part of an organized troupe
- M. **General Fund Raisers**—United Way, Catholic Charities, Jewish Federations, and similar general fund raisers
- N. **Other** (please specify)
- O. **None of These Areas**



## GENERAL REACTIONS

The forum produced both agreement and differences on the survey results in general:

**Van Til:** I view this survey as a triumph of those of who who have argued over the years that volunteering is not something that is the province of organizations.

**Horner:** I am reassured by the survey that there is a normalcy out there. Nothing radical appears. The information is truly *mildly* interesting—it strikes me as not so much a survey of volunteering as one of charity and self-help.

**Allen:** The survey certainly doesn't tell us everything we need to know about volunteering. I think it was a breakthrough just to get this definition used and to begin to be recognized for using the word "volunteering" in this public a manner to talk about what people are doing to help each other on their own.

*There was some concern among survey designers that certain answers might be influenced by respondents' attitudes*

toward volunteering—i.e., that it is—or is not a socially desirable activity.

**Nygreen:** What I think is actually a finding is that people *do* want to think of themselves as volunteers. If you look at the answers—what people described they had done—you'll find a high figure of people who say, "Yes, I've done something here."

**Horner:** I think we should also consider that people have residual good feelings about words like "volunteering" which are rooted in awareness of volunteer fire fighting and similar activities from their early years. So I would contend there is a considerably stronger bias in favor of saying, "Yes, I do volunteer."

**McCurley:** I think we probably have very good results that aren't biased by either socially desirable or socially undesirable feelings. When presenting this very good list of activities, you get rid of the persons who are saying "yes" when they are not volunteering, and you tend to surface the "yes" answer from the persons who have a tendency to volunteer to start with.



### Demographic Analysis of Type of Volunteer \*

	Volunteer	Not Volunteer	Total	Number of Interviews
<b>Sex</b>	%	%	%	
Male	47	53	100	(808)
Female	58	44	100	(793)
<b>Age</b>				
14-17	53	47	100	(152)
18-24	54	46	100	(205)
25-44	59	41	100	(633)
45-54	55	45	100	(244)
55-64	45	55	100	(237)
65 and Older	37	63	100	(276)
<b>Race</b>				
White	54	46	100	(1406)
Non-White	41	59	100	(195)
<b>Marital Status</b>				
Married	53	47	100	(1081)
Single	58	42	100	(263)
Widowed/Divorced/ Separated	42	58	100	(257)
<b>Employment Status</b>				
Total Employed	57	43	100	(927)
Employed Full-Time	55	45	100	(753)
Employed Part-Time	65	35	100	(174)
Not Employed	45	55	100	(651)
<b>Annual Household Income</b>				
Under \$4,000	40	60	100	(91)
\$4,000-\$6,999	36	64	100	(186)
\$7,000-\$9,999	35	65	100	(104)
\$10,000-\$14,999	46	54	100	(278)
\$15,000-\$19,999	53	47	100	(222)
\$20,000 and Over	63	37	100	(711)
\$40,000 and Over	62	38	100	(155)

	Volunteer	Not Volunteer	Total	Number of Interviews
<b>Education</b>	%	%	%	
College	75	25	100	(284)
Some College	65	35	100	(363)
High School Graduate	54	46	100	(531)
Some High School	31	69	100	(243)
Grade School	26	74	100	(176)
<b>Child Under 18 in House</b>				
Yes	57	43	100	(716)
No	48	52	100	(873)
<b>Region</b>				
East	51	49	100	(448)
Midwest	54	46	100	(446)
South	48	52	100	(430)
West	57	43	100	(277)
<b>City Size</b>				
Metropolitan	46	54	100	(483)
Suburb	55	45	100	(607)
Non-SMSA	55	45	100	(511)
<b>Religion</b>				
Protestant	50	50	100	(927)
Catholic	52	48	100	(450)
Jewish	64	36	100	(38)
<b>Household Size</b>				
One	41	59	100	(189)
Two	47	53	100	(485)
Three	55	45	100	(330)
Four and Over	59	41	100	(580)

\*All demographics except age are based on adult sample only

## HOURS SPENT IN VOLUNTEER ACTIVITY

Respondents were asked to give their best estimate of the total number of hours spent in the previous three months on each of the volunteer activities described.

To differentiate between those who appear to be regular volunteers and those who are "sometime" volunteers, the hours spent on volunteer activity were grouped as follows:

Number of Hours Actually Worked in Past 3 Months (13 Weeks)	Average Number of Hours Worked Per Week in Past 3 Months
0	0
1-13	1 or Less
14-26	More than 1 to 2
27-39	More than 2 to 3
40-52	More than 3 to 4
53-65	More than 4 to 5
66-78	More than 5 to 6
79-91	More than 6 to 7
92 +	More than 7

The assumption was then made that those who spent an average of one hour per week or less in the past three months on volunteer work are *not* regular volunteers. This includes those who spent no time on volunteer activity in the past three months. As a result, 69 percent spent either no time or less than an average of one hour per week on volunteer activity in the past three months, and 31 percent spent an average of two or more hours per week on volunteer activity.

The following groups are slightly more likely to have spent more hours in volunteer activity in the previous three-month period:

- Women** (21% of women spent 37 hours or more vs. 14% for men)
- People who are not the chief wage earner** (23% spent 37 hours or more vs. 15% for chief wage earners)
- Upper income people** (29% among people earning \$40,000 or higher spent 37 hours or more vs. 11% among people earning less than \$7,000)
- More educated people** (34% among college educated spent 37 hours or more vs. 7% among grade school educated)
- People living in rural areas** (24% among non-SMSA residents spent 37 hours or more vs. 10% among urban residents)

### ON GETTING INVOLVED

*The survey produced some surprise regarding the low percentage of respondents who first learned about their volunteer activity from the media,*

**Warren:** There are some significant implications for local program people here. For instance, this shows the mass media is not a critical resource, yet I assume funds devoted to it are out of proportion to these percentages

**Allen:** This is a very important result because it reinforces vividly an instinct that you recruit volunteers by asking them, and that what groups ought to be doing is spending more time on building networks in the community as opposed to buying time on TV.

**McCurley:** The survey didn't seek the most effective way of recruiting: it asked how one learned about it. It's not to say the media is an ineffective means—it only says that the media is not the way one was recruited.

*Another general reaction to the Gallup report was frustration at the survey's inability to discover citizens' real motivations for volunteering*

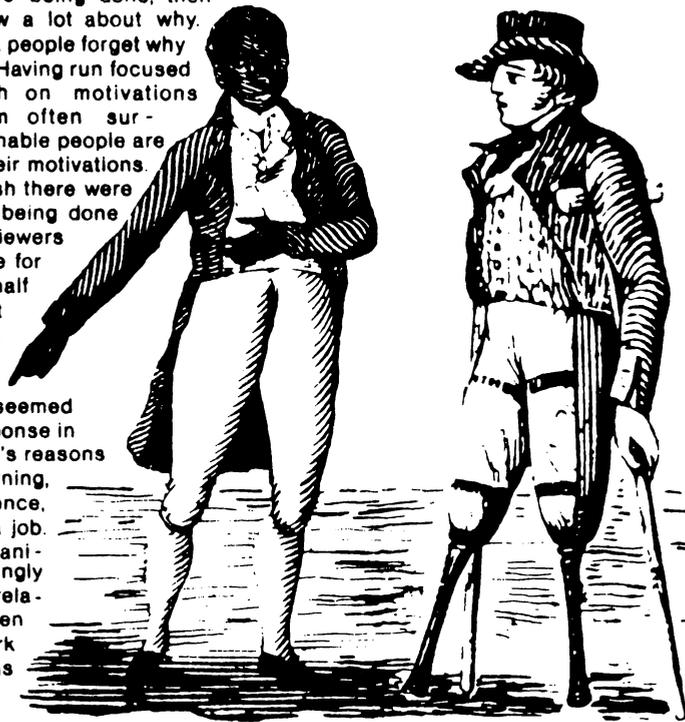
**Horner:** I wanted to know why people volunteer, but when I read these reasons, I found there's nothing that tells you why. If

you find out for whom these things are being done, then you really know a lot about why.

**Nygreen:** I think people forget why they do things. Having run focused group research on motivations for things, I'm often surprised at how unable people are at giving you their motivations.

**McCurley:** I wish there were another survey being done in which interviewers talked to people for an hour and a half to find out what motivates them to volunteer.

**Allen:** I was struck by what seemed to be a low response in terms of people's reasons being the learning, getting experience, helping to get a job. Volunteer organizations increasingly have cited the relationship between volunteer work and paid work as a selling point for themselves



## ON THE PERCENTAGES

One of the primary reactions of forum participants (and the volunteer community) to the Gallup survey was concern that it overstates volunteering in its conclusion that 52 percent of adults volunteer.

**Warren:** Usually in surveys everyone is skeptical about low figures. Here, we're skeptical about high figures.

**Nygreen:** When things come out differently from what you expected, there's often a tendency to think something's wrong. When it's not surprising, the tendency is to think, What did we learn, we already knew this.

**Horner:** I find the 52 percent low by this definition. From my own familial, social and work experiences, I assume that human beings do help each other on a rigorous basis. I can't imagine knowing no one who hasn't volunteered in the last two to three weeks. It's part of a requirement of daily life.

**Allen:** What's interesting is that a lot of negative reaction to the 52 percent has come from people who organize or manage some kind of volunteer effort. I've heard it most often phrased this way: Think of all your friends. Do you believe that 50 per-

cent volunteer? My hypothesis is that we have convinced ourselves that we live in a selfish world, that people aren't volunteering, that we have to launch great efforts to get more people involved.

**Horner:** Ironically, it's correcting misperceptions on the part of the supposedly most knowledgeable people. It is a professionally induced deficit being corrected by a professionally conducted survey.

*Panelists also reacted to the low volunteer rate among low-income people.*

**Horner:** There's a suspicion that there has been and still is self-help activity going on among this group of which we are unaware.

**Warren:** It's not at all surprising that the higher the status in society, the higher are the resources. Thus, the poor and those with long-term minority status are less likely to be part of society. However, the survey tool may not be one that can be used with this group. My own experience in doing a number of cross-racial surveys in Detroit in the '60s, suggests that, in general, alienated groups don't participate in surveys.

**Eberly:** What I see enough evidence of—

especially in the '74 survey but reinforced here—is the very strong correlation between income levels and education: The lower the income and educational levels, the less likely you are to find volunteers. I think it's a question of the opportunity that is appropriate for people of various communities.



## Charitable Contributions

	Percentage of adults who volunteer in an area and make a char. contribution in same area.	Percentage of all adults who donated to each area of voluntary activity but did not do any voluntary work in that area.	Percentage of all adult volunteers who donated to each area of voluntary activity but did not do any vol. work in that area.	Percentage of all non-volunteers who donated in each area of voluntary activity.
Health	65	29	32	26
Education	46	11	15	6
Justice	9	2	3	*
Citizenship	53	5	7	3
Recreation	38	7	9	4
Social/Welfare	48	18	21	16
Community Action	31	6	9	4
Religious**	75	31	31	32
Political	45	9	12	5
Arts and Culture	51	4	6	1
Work Related	40	7	9	4
Informal/Alone	26	6	5	7
General Fund Raisers	74	32	40	23
Net Who Donate	NA	73	79	66
Total Donate No Money/ Don't Recall If Donated	NA	27	21	34
Number of Interviews	***	(1601)	(843)	(758)

\* Less than one half of one percent

\*\* On the card that respondents were shown that listed areas in which they might give a contribution, the religious category did not explicitly state "to your church." From other sources, we know that roughly two out of every three Americans give to their church on a regular basis. In the 1978 survey of charitable contributions conducted by The Gallup Organization for CONVO, it was found that 70 percent of the heads of households gave to their church or to a religious organization. A 1978 survey conducted by The Gallup Organization for *Christianity Today* found that between 62-74 percent of the United States adult population give to their church or other religious organizations. In both these questions, "giving to your church" was explicitly mentioned in the question wording. We must conclude that a large proportion of respondents in the current survey did not include money given to their church on a regular basis (the weekly offering) as part of their charitable contributions to volunteer groups or activities.

\*\*\* These percentages are based on the number of people who volunteered in each area.

## HOW VOLUNTEERS FIRST LEARNED ABOUT ACTIVITY

Among adults who have volunteered in the past year, the largest percentage first became involved in the volunteer activity because they were asked by someone if they would volunteer (44%). Other sources of information or reasons for becoming involved in the volunteer activity are having a family member or a friend involved in the activity and through participation in a group or organization. One person in four sought out the activity on their own. Relatively few (6%) first volunteered because they had seen an ad for or some information about the volunteer activity in the media.

Among teenage volunteers, the three reasons most frequently cited for having become involved in the volunteer activity are the same: having been asked by someone (53%), having a family member or friend involved in the activity, and through participation in a group or organization.



How Learned About Volunteer Activity	All Adult Volunteers	All Teen Volunteers
	%	%
Asked by someone	44	53
Had a family member or a friend in the activity or benefiting from the activity	29	42
Through participation in an organization or group (including a religious group)	31	33
Saw an ad—radio, TV, or printed source	6	3
Sought out activity on my own	25	21
Other	3	2
Don't Recall	4	0
<b>Total</b>	<b>142*</b>	<b>154*</b>
<b>Number of Interviews</b>	<b>(843)</b>	<b>(81)</b>

\* Total exceeds 100 percent due to multiple responses.

## REASONS FOR FIRST BECOMING INVOLVED IN THE ACTIVITY

Among both adult and teenage volunteers, the reason most frequently mentioned for becoming involved in volunteer work is the desire to do something useful—to help others (45% among adults and 49% among teens). Other reasons mentioned with almost equal frequency include having an interest in the volunteer work and the belief that the volunteer work would be enjoyable.

Reasons	All Adult Volunteers	All Teen Volunteers
	%	%
Enjoy doing the volunteer work; feeling needed	29	36
Like doing something useful; helping others	45	49
Am getting job experience	11	20
Work helps child, relative, or friend	23	16
Religious concerns	21	24
Have a lot of free time	6	26
Am interested in the activity	35	46
Work helps keep taxes or other costs down	5	0
Other	1	1
Don't Know	5	2
<b>Total</b>	<b>181*</b>	<b>220*</b>
<b>Number of Interviews</b>	<b>(843)</b>	<b>(81)</b>

\* Total exceeds 100 percent due to multiple responses.

## REASONS FOR CONTINUING IN VOLUNTEER ACTIVITY

The reasons people mention most often for continuing to volunteer are the same reasons most frequently mentioned for first becoming involved in a volunteer activity. However, it is *not* the case that reasons for first volunteering are always the same as reasons for continuing to volunteer. This is particularly true for people who first volunteered to gain job experience. Of those who first volunteered to gain job experience, only 37 percent are continuing to do the volunteer work to gain job experience, while 64 percent of this group are continuing to do the volunteer work because they are interested in the work, and 67 percent because they enjoy doing something that is useful and helps other people. On the other hand, large proportions of people who first volunteered because they thought they would enjoy the work (63%), because they wanted to do something useful (77%), for religious reasons (79%), and because they were interested in the work (72%) continue to do the volunteer work for the same reasons they give for first volunteering. But in each case, there are also other reasons for continuing to do the volunteer work.

	All Adult Volunteers	All Teen Volunteers
<b>Reasons</b>	<b>%</b>	<b>%</b>
Enjoy doing the volunteer work; feeling needed	28	34
Like doing something useful; helping others	49	61
Am getting job experience	6	21
Work helps child, relative, or friend	21	18
Religious concerns	20	16
Have a lot of free time	5	16
Am interested in the activity	35	39
Work helps keep taxes or other costs down	4	0
Other	1	2
Don't Know	9	9
<b>Total</b>	<b>178*</b>	<b>216*</b>
<b>Number of Interviews</b>	<b>(843)</b>	<b>(81)</b>

\* Total exceeds 100 percent due to multiple responses.

### ON WOMEN VOLUNTEERS

*Panelists found interesting the survey's report of an increase in volunteer activity among certain groups in the past three years:*

**Horner:** There seems to be a proportionately greater leap over the previous three-year period in volunteer hours worked among full-time employed people. That flies in the face of many common-sense notions. The fact is that more women are employed full-time. It strikes me as odd and in need of explanation that more people who are employed full-time are volunteering more. Perhaps if you look at certain trends that are associated with a decrease in volunteering, such as divorce, that might cancel them.

**Van Til:** The findings are mind-boggling, particularly regarding men and women. The conventional estimate by those who know anything about volunteering is that women have been moving out of volunteering and men have been replacing them grudgingly. That apparently is not true.



## WITHOUT VOLUNTEERS, A LOST CIVILIZATION

I had a dream the other night that every volunteer in this country, disillusioned with the lack of compassion, had set sail for another country.

As I stood smiling on the pier, I shouted, "Good-bye, creamed chicken. Good-bye, phone committees. So long, Disease-of-the-Month. No more saving old egg cartons. No more getting out the vote. Au revoir, playground duty, bake sales and three-hour meetings."

As the boat got smaller and they could no longer hear my shouts, I reflected, "Serves them right. A bunch of yes people. All they had to do was to put their tongue firmly against the roof of their mouth and make an O sound. Nnnnnnoooooo. Nnnnnnoooooo. Nnoo. No! No! It would certainly have spared them a lot of grief. Oh well, who needs them!

The hospital was quiet as I passed it. Rooms were void of books, flowers, and voices. The children's wing held no clowns...no laughter. The reception desk was vacant.

The Home for the Aged was like a tomb. The blind listened for a voice that never came. The infirm were imprisoned by wheels on a chair that never moved. Food grew cold on trays that would never reach the mouths of the hungry.

All the social agencies had closed their doors, unable to implement their programs of scouting, recreation, drug control, Big Sisters, Big Brothers, YW, YM, the retarded, the crippled, the lonely, and the abandoned.

The health agencies had a sign in the window, "CURES FOR CANCER, MUSCULAR DYSTROPHY, BIRTH DEFECTS, MULTIPLE SCLEROSIS, EMPHYSEMA, SICKLE CELL ANEMIA, KIDNEY DISORDERS, HEART DISEASE, ETC., HAVE BEEN CANCELLED DUE TO LACK OF INTEREST."

The schools were strangely quiet with no field trips, no volunteer aides on the playground or in the classrooms...as were the colleges where scholarships and financial support was no more.

The flowers on church altars withered and died. Children in day nurseries lifted their arms but there was no one to hold them in love. Alcoholics cried out in despair, but no one answered, and the poor had no recourse for health care or legal aid.

But the saddest part of the journey was the symphony hall which was dark and would remain that way. So were the museums that had been built and stocked by volunteers with the art treasures of our time.

I fought in my sleep to regain a glimpse of the ship of volunteers just one more time. It was to be my last glimpse of civilization...as we were meant to be.

Erma Bombeck  
Syndicated Columnist

# How to Generate Conflict Between Paid Staff and Volunteers

By Steve McCurley

VOLUNTEER's Director of Program Services

1. Don't involve staff in the decisions as to if and how to utilize volunteers in the program. Everybody loves a surprise.
2. Don't plan in advance the job descriptions or support and supervision systems for the volunteers. These things will work themselves out if you just leave them alone.
3. Accept anyone who volunteers for a position, regardless of whether you think they are over-qualified or under-qualified. Quantity is everything.
4. Assume that anyone who volunteers can pick up whatever skills or knowledge they need as they go along. If you do insist on training volunteers, be sure not to include the staff with whom the volunteers will be working in the design of the training.
5. Assume that your staff already knows everything it needs about proper volunteer utilization. Why should they receive any better training than your volunteers?
6. Don't presume to recognize the contributions that volunteers make to the programs. After all, volunteers are simply too valuable for words.
7. Don't reward staff who work well with volunteers. They are only doing their job.
8. Don't let staff supervise the volunteers who work with them. As a volunteer coordinator, you should be sure to retain all authority over "your" volunteers.
9. In case of disputes, operate on the principle that "The Staff Is Always Right." Or, operate on the principle "My Volunteers, Right or Wrong." This is no time for compromise.
10. Try to suppress any problems that come to your attention. Listening only encourages complaints.

# A Volunteer Development System

One out of every four Americans over the age of 13 does some form of volunteer work during the year. That means that nearly 40 million citizens—40 percent of whom are men—give their time, energy, and effort to some cause.

This vast resource is often untapped by human services delivery systems supported by HEW. Although administrators of human services programs universally express commitment to greater volunteer participation, and often volunteer themselves, few take full advantage of this valuable potential. Inadequate planning for volunteer participation is generally the reason for lack of meaningful volunteer involvement.

HEW encourages volunteering because:

- Volunteering as an option is a basic human right—everyone can help someone. We all need to be needed.
- Volunteers can represent a significant program resource, and they can provide a capacity to mobilize community support.
- Volunteers can extend and reinforce the work of paid staff—but they should never be used to supplant paid staff.
- Volunteers can improve program performance by acting as linkages within the community, interpreters of services, advocates for the inarticulate, as recruiters, trainers, or supervisors, and extend the outreach of the paid staff in delivering services.
- Volunteers come from all parts of communities, are all ages and do all sorts of things. Never underestimate the value of youth, older persons, the poor, or minorities to improve the quality of programs.



In order to use their abilities effectively and to grow, volunteers need help. This help should be in the form of a well-planned, volunteer development system based on the following principles:

- A freedom of choice is essential for volunteers, staff, and the persons being served. Volunteers work with, not for other people. Expectations and goals should be defined in clear, contractual terms.
- Volunteers need appropriate placement to utilize their skills, knowledge, and interests; training to supplement their knowledge and skills; a place and tools to work with; and someone to turn to for support, encouragement, and appreciation.
- Volunteers need periodic review of their accomplishments and growth opportunities when ready for more or different responsibilities; records to prove their service and training; and recognition.
- Volunteers need access to the policy development process. Firsthand perspective helps policy makers focus on priority needs.

A volunteer development system produces enriched and more effective services and an informed dedicated

citizenry ready to participate in collaborative efforts outside the agency in meeting human needs, and attacking problems. Solving some problems may create new ones, so there is an ever-expanding need for this kind of citizen network.

A volunteer system must be well conceived and create a climate in which people can risk giving their best. An ideal program is staffed with a full time administrator who decentralizes administration to line staff as readiness is indicated.

Provision of opportunities to participate in policy development, program innovation, and advocacy roles attracts and motivates the best volunteers. A volunteer system is a continuously intrinsic part of the overall program planning cycle and fits into the total system, rather than being a separate program.

All long-range planning in the human services delivery area should include explicit provisions for volunteer participation in providing services, in interpretation, setting program goals, and in carrying out program goals.

The following chart illustrates the basic elements of a volunteer development system. Additional information can be obtained by writing Office of Volunteer Development, HEW, Washington, D.C. 20201.

# A VOLUNTEER DEVELOPMENT SYSTEM

## Division of Responsibilities in Overall Volunteer Development Cycle

Phase I Preparation	Phase II Operation	Phase III—Evaluation/Future Planning
<p style="text-align: center;"><b>Executive</b></p> <p>Demonstrate support for volunteer development:</p> <p>A. Establish volunteer development system</p> <p>B. Set long-range goals and objectives for volunteer development system involving leadership, paid staff, boards or committees, volunteers, and consumers</p> <p>C. Appoint qualified Director to focus efforts</p> <p>D. Designate staff time to define roles, prepare training, evaluate plans, meetings</p> <p>E. Communicate support through: Staff meetings Memos of authorization Public statements</p>	<p style="text-align: center;"><b>Executive</b></p> <p>A. Support recruitment through public statements, community activities</p> <p>R. Offer explicit encouragement—welcome trainees</p> <p>C. Monitor progress</p> <p>D. Informal observation</p> <p>E. Encourage staff cooperation</p> <p>F. Allocate support as needed</p>	<p style="text-align: center;"><b>Executive</b></p> <p>A. Evaluate actual performance of the volunteer development system against targeted goals and objectives</p> <p>B. Assess overall effect of volunteer on agency's ability to respond to needs</p> <p>C. Assess overall cost/benefit of volunteer development system</p> <p>D. Assess long-range effects of volunteer development system on agency consumers, community</p> <p>E. Provide for volunteer perspective input in new program development cycle</p> <p>F. Make recommendations for future priorities for volunteer development system</p> <p>G. Recognize the status of Volunteer Director as member of top administrative team and volunteers as essential to agency services</p>
<p style="text-align: center;"><b>Volunteer Director</b></p> <p>Define goals and objectives for volunteer development system:</p> <p>A. Work with unit heads, line staff, representative volunteers and consumers defining needs for volunteers</p> <p>B. Assess community for volunteer resources:</p> <ol style="list-style-type: none"> <li>1. Volunteers Voluntary Action Center Service Groups Schools and colleges, etc.</li> <li>2. Organizations interested in cooperation</li> </ol> <p>C. Establishment referral, reporting and record systems</p> <p>D. Plan and budget for: Office services Volunteer expenses Public relations Recognition process</p> <p>E. Develop orientation and training procedures for staff, volunteers and self.</p>	<p style="text-align: center;"><b>Volunteer Director</b></p> <p>A. Activate continuous targeted recruiting</p> <p>B. Develop skill bank and record bank of opportunities for volunteer assignments</p> <p>C. Counsel new volunteers, refer to units</p> <p>D. Operate orientation, training events</p> <p>E. Record assignments, training</p> <p>F. Participate in program development</p> <p>G. Cooperate with other agencies, educators to develop learning opportunities and joint programming</p> <p>H. Operate feedback system through meetings, roundtables, evaluations</p> <p>I. Represent volunteerism—to executive, staff, consumers, volunteers, volunteer resource groups, public</p> <p>J. Arrange for mobility and progression of volunteers; recognition of volunteers, staff</p> <p>K. Work with community volunteer administrators, professional groups, volunteer centers, civic and consumer groups</p>	<p style="text-align: center;"><b>Volunteer Director</b></p> <p>A. Collate and record volunteer service and training</p> <p>B. Assess referrals, dropouts, special accomplishments, services; consumer, volunteer, and community reactions</p> <p>C. Assess the capacity of volunteers to provide services and accept responsibilities through staff, consumer, and community reactions; honors; offices held; etc.</p> <p>D. Assess effects of volunteer development system on community understanding</p> <p>E. Measure impact of volunteer effort on program operations/delivery of services</p> <p>F. Summarize and make recommendations from data gathered for future priorities for volunteer development system</p> <p>G. Adjust recruiting, referral and training plans in tune with new priorities</p> <p>H. Insure volunteer perspective in future program development efforts</p>
<p style="text-align: center;"><b>Line Staff and Supervisors</b></p> <p>A. Define unit and specific program objectives for volunteer services, unmet needs, volunteer opportunities, requirements</p> <p>B. Contribute ideas for volunteer assignments, group projects</p> <p>C. Suggest ways target group members could volunteer</p> <p>D. Schedule time for:</p> <ol style="list-style-type: none"> <li>1. Own training</li> <li>2. Counseling, placing, working with and through volunteers</li> <li>3. Participation in orientation and training of volunteers</li> <li>4. Unit staff meetings, volunteer meetings, joint staff/volunteer meetings</li> <li>5. Recording and reporting quantity, quality, impact</li> </ol>	<p style="text-align: center;"><b>Line Staff and Supervisors</b></p> <p>A. Interview, place volunteers</p> <p>B. Refer target group members as volunteers</p> <p>C. Recruit volunteers from own professional groups, membership organizations</p> <p>D. Operate on-the-job training for volunteers, provide counseling or supervision in groups as well as to individuals</p> <p>E. Review impact and extent of volunteer participation in unit</p> <p>F. Provide regular reports of service, changes, new needs, training requests, program recommendations</p> <p>G. Participate in recognition process—selection, awards, promotion to greater responsibilities, etc.</p> <p>H. Provide feedback from experience for future planning, public education, citizen recruitment</p>	<p style="text-align: center;"><b>Line Staff and Supervisors</b></p> <p>A. Evaluate impact of volunteer effort on: Staff Target group (consumers) Volunteers</p> <p>B. Assess performance of executive and Volunteer Director in the volunteer development system</p> <p>C. Summarize and make recommendations of program effectiveness from staff reports, target group responses, volunteer assessment</p> <p>D. Submit plans for supervision patterns and on-the-job training</p> <p>E. Submit future requests for volunteers, suggest sources</p>

UNIT III  
THE MOTIVATION TO VOLUNTEER

Objective

To learn what motivates people to volunteer and how volunteerism can help in career planning and preparation.

Motivation--Background

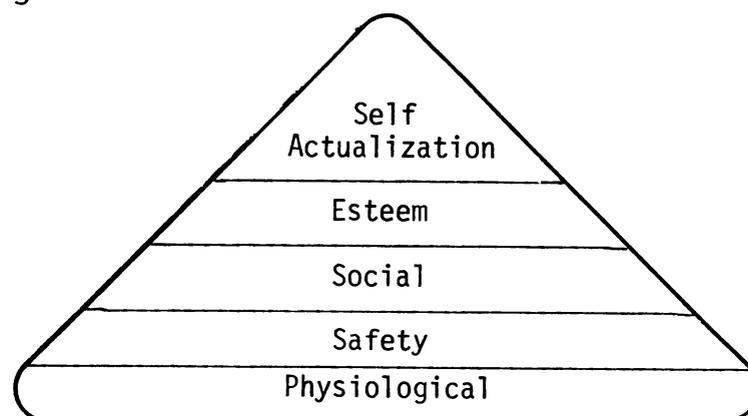
A considerable amount of thought and study has been devoted to the subject of motivation at work. In order to understand what it is that encourages volunteers to work, a review of current knowledge about motivation and paid employment is appropriate. It is believed that much of the explanation about motivation for the volunteer is similar.

There are three very generally accepted theories about worker motivation. McClelland and Atkins (Wilson, 1981) suggest three motives underlying work-related behavior: the need for achievement, the need for power, and the need for affiliation. Most persons probably have all three motives, but tend to display one of them predominantly. Therefore, it is reasoned, the more completely any individual's needs are met, the more motivated that person is to perform his/her work. The need for achievement is met by success in a situation which requires excellent or improved performance; the need for power is met by having impact or influence on others; and the need for affiliation is met by being with someone else and enjoying mutual friendship.

Frederick Herzberg, organizational psychologist, has developed a somewhat different approach to the subject. He states there are two categories that affect people and how they perform; namely, the "hygiene factors" and

the "motivational factors" (1968). The hygiene factors include work conditions, status, security, pay, administration, work space and policies. Herzberg points out that the presence of these factors will not cause people to work harder, but the absence of them will demotivate workers. The motivational factors; namely, challenging work, increased responsibility, opportunities for growth and development, achievement, and recognition are important ones in the workplace. It is assumed they are also important for volunteer work.

Abraham Maslow (Wilson, 1981) developed what he called the Hierarchy of Human Needs, and it is the basis for the third explanation of worker motivation. Maslow believed that human needs include the physiological (food, water, air, sex, etc.), safety (security), social (affiliation with others), esteem (recognition), and self actualization (life's peak achievement). The lowest level of unsatisfied need is generally dominant in any given person's existence. Higher-level needs normally become operant when lower-level needs are essentially satisfied. Maslow illustrated his Hierarchy of Needs in the following figure:



- Physiological- The basic physical needs for food, water, etc.
- Safety- To be safe from harm and to have security.
- Social- The need for affiliation or closeness with others, to be liked.
- Esteem- The need to be recognized as a person of value, to be rewarded.
- Self Actualization- The highest need, which Maslow called life's peak experience, "what a person can be, he/she must be."

### Volunteer Motivation

It appears that people are motivated to volunteer by the degree to which certain needs are met, and among these needs are those emphasized by Maslow, Herzberg, and McClelland and Atkinson. In the case of the volunteer, however, there is no "hygiene" factor of pay. What causes one to volunteer then? In the 1981 Gallup Poll Survey, the most popular response to the question "Why do you volunteer?" was "In order to help someone." Helping someone does not emerge as a need in any of our motivational theories, unless it is contained in the Maslow concept of self actualization.

(The need to help others may be the underlying motive, but not "enough" to keep the volunteer enthused with the volunteer activity.) For example, Mrs. A decides to volunteer at the Red Cross because she wants to do something to assist other people. Her options at the Red Cross might very easily include emergency hot line counseling, collating newsletters for mailing, or developing a new statistical reporting system for blood collections. Each of these activities could satisfy her need to be helpful to others, but she might be miserable in one of them and perfectly delighted in another. It seems then that some additional needs must be met in her volunteer activity if she is to be a happy and motivated volunteer. Let us assume that most people volunteer because they are motivated to some degree at least by an altruistic concept of brotherhood and helping others. (We can also assume (indeed most of us have had the experience to support it) that it is easy to become disenchanted if the volunteer work is uninteresting.) And what is uninteresting to one volunteer may be quite attractive to another. The question then becomes: how does the volunteer, or the professional hiring the volunteer, locate the most appropriate activity for that individual? Probably what we are doing as volunteers is assisting others even as we meet our own needs. This occurs

across the spectrum of human activity, but may be more evident in volunteer activity as we define it in our society. So by meeting our own needs, we assist others, or vice versa.

If volunteers can describe their "needs" for volunteering, they can be placed in activities which meet them, and therefore which make them motivated volunteers. If the program for the volunteer is well constructed and the volunteer is placed in a job suited to his/her needs, the chances of keeping the person highly motivated are greatly enhanced. In other words, all the preparations mentioned in Unit II of this module need to be done and in place. If that occurs, and if the volunteer is placed according to his/her needs as described in this unit, all should go well.

### Career Planning and Preparation

Referring to the Gallup Poll results discussed earlier, you will recall that one of the reasons respondents offered for volunteer activity was to look into the related area of work as a career possibility. While that is not the case with students who have already made career choices, volunteer activity is sometimes a way they can enhance career opportunities: that is, a young person who is preparing for employment and a career in a given field is likely to get "a jump on" other applicants by recording volunteer work on his/her resume. Medical schools giving extra attention to applicants who have volunteered in the emergency rooms of hospitals, and thus have some practical experience, is an example.

### Suggested Activity

1. Use handout from Lambert on "Emerging Theories" for discussion to integrate the various theories of motivation.

## EMERGING THEORIES OF MOTIVATION

To summarize what currently is believed regarding volunteer motivation, the following statements made by Lambert, are appropriate:

1. People behave to satisfy personal needs. Motivation is behavior directed to the satisfaction of personal needs.
2. People contribute more, perform better in their work when they feel their work is worthy and they have personal worth (esteem).
3. People work better to achieve the shared goal of a group in which they have membership (affiliation, belonging).
4. Human needs exist in a hierarchy of "prepotency" in which the lowest level of unsatisfied need is generally dominant. Higher-level needs normally become operant when lower-level needs are essentially satisfied (physiological, safety/security, belonging, esteem, self actualization).
5. Needs that people satisfy in the work situation consist of:
  - a. Motivational satisfactions: Those feelings associated with personal fulfillment in work (achievement, recognition, responsibility, advancement, work itself and growth, and merit pay).
  - b. Hygiene satisfactions: Those feelings associated with security and belonging in the work environment (policy and administration, relationships with supervisors, peers and subordinates, working conditions, the fairness and sureness of salary and benefits, work direction, status, etc.).
6. Needs and behavior of people are a product of their life history, personal growth and the situation in which they find themselves at the moment.
7. For people to behave according to a performance standard, they must know the standard and accept it into their value system.

From: T.F. Lambert  
United Way of America  
NAV Training Session, 1976

NOTES

UNIT IV  
THE ECONOMIC VALUE OF VOLUNTEERING

Objective

To learn the economic value of the contribution made by volunteers to an organization, as well as to the community and nation.

The Problem and Its Answer

There is a tendency for employees in an organization to think of volunteers as engaged in the somewhat superficial, non-critical elements of the organization. Some people take volunteers for granted. Some resent the continually changing aspects of a volunteer program. As a result, employees often look upon volunteering as a big problem or nuisance, and they miss the gains that come from developing an effective voluntary program. Besides the direct practical ways by which volunteers help an organization, there are many other benefits.

Employees need to learn and appreciate the high economic contribution that volunteers provide. There are many situations where the use of volunteers represents one of the main reasons for an organization's very survival. In other situations, such as a hospital, heavy use of volunteers curtails costs that would skyrocket even more without their "free" work. Just how to determine this economic contribution, however, is difficult.

The kind of volunteers who must be counted in determining what volunteer activity is "worth" economically, are those who provide non-compensated services with a market counterpart, performed outside the immediate family. The researcher must estimate the total number of volunteer hours per week that are contributed across America, calculate their commercial (market)

value, and estimate the gross value of hours worked. This calculation would include all volunteers with organized or unorganized status in "such activities as fund-raising and union activities, including picketing, political activity, teaching Sunday School...and any other activities which require expenditure of time and effort for the benefit of a third party not of the immediate family" (Wolozin, 1976).

The economic value of all the volunteering that goes on in a given year is then indicated in Gross National Product (GNP) terms. The GNP represents the market value of all goods and services produced for sale in the country during a given year, and indicates the final sale amount, only to avoid duplication. Thus the total number of people volunteering, their average hours worked in a survey week multiplied by 52 weeks, and their estimated pay based upon the kind of work they do, are all elements in the formula leading to a gross national volunteer product figure.

Wolozin, an economist with the National Information Center on Volunteerism, calculated that for 1974 the organized part of volunteer activity alone added up to seven billion hours, a contribution worth about \$34 billion. This figure for organized activity alone would represent 5% of total wages or 6% of the GNP. Since research studies have shown that there are as many unorganized volunteers as there are organized ones, it can be estimated that approximately 12% of the total goods and services produced each year in the nation as measured by dollar value, is presumably the result of this "not so significant" volunteer activity. At a post-1980 GNP level of well over a trillion dollars, this assumes that more than \$300 billion dollars is contributed to the nation's productivity by volunteers, a truly "mind-boggling" contribution.

Employees need to appreciate the direct economic value made by volunteers to their organization, completely apart from all the other satisfying

values that cause volunteers to be involved. Mutual appreciation of the roles of both the paid employee group and the non-paid volunteers is a critical element in the effective functioning of the organization.

### Suggested Activity

1. Use the Individual Work Profile as a tool for discussion. The student may keep it but report the information, or it can be collected after discussion to permit the instructor to prepare an aggregate report.

INDIVIDUAL WORK PROFILE: SURVEY QUESTIONNAIRE  
FOR THE MONTH OF \_\_\_\_\_

The purpose of this survey is to get some idea of the amount of time people spend in volunteer work outside the immediate family as compared to paid work. We also want to estimate the dollar value of paid work as compared to unpaid work which people perform. Do not put your name on this form. The data will be used for summaries of a whole group, and perhaps your own reflection.

Work Period Under Study: Please complete this questionnaire giving information about your work experience during the latest calendar month. State "none" in those cases when you have not worked during that period.

Personal Information:

Sex: Male _____	Age: Under 20 _____
Female _____	20 - 24 _____
	25 - 29 _____
	30 - 34 _____
	35 Or Older _____

I. Paid Work: Fill out the table below for each job you held during the survey month.

Job Title and/or Description	Average Hours Worked/Week	Hourly Pay In \$	Total Pay Per Week = Hours X Hourly Pay
#1			
#2			
#3			

Total Weekly Hours \_\_\_\_\_ Total Weekly Earnings \$ \_\_\_\_\_

II. Organized (Unpaid) Volunteer Work: This would include volunteering for an agency. Estimate the market value if you had to pay someone to do this work.

Job Title and/or Description	Average Hours Worked/Week	Estimated Market Value Hourly Rate	Total Weekly Value = Hours X Hourly Rate
# 1			
# 2			
# 3			

Total Weekly Hours \_\_\_\_\_ Total Value Weekly Unpaid Work \$ \_\_\_\_\_

Briefly describe who benefits from this work: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

III. Unorganized (Unpaid) Volunteer Work: This would include work for neighbors or friends which is not organized by some agency.

Description of Activities	Average Hours Worked/Week	Estimated Market Value Hourly Rate	Total Weekly Value = Hours X Hourly Rate

Total Weekly Hours \_\_\_\_\_ Total Value Weekly Unpaid Work \$ \_\_\_\_\_

Briefly describe who benefits from this work: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

IV. Summary Table Work Profile: Transfer totals to the table below:

Type of Work	Number of Hours Worked Per Week	Total Market Value In \$
Paid Market Work		
Organized Volunteer Work		
Unorganized Volunteer Work		
TOTALS		

Any Comments? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Developed by National Information Center on Volunteerism through a W.K. Kellogg Foundation Project, Community Leadership and Participation Through the Educational System: Unit V,

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# **VOLUNTEERS: A VALUABLE RESOURCE**

**PREPARED FOR POLICY MAKERS**

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The President's Task Force on Private Sector Initiatives

# VOLUNTEERING: THE POLICY MAKER'S ROLE

**V**olunteering in the United States is alive, healthy, and growing. Like the democracy it helped to give us, though, volunteering must be actively preserved and protected. It doesn't just happen.

Volunteering grows out of the leadership of creative, committed people who believe that it is possible to solve problems in ways that help people in need become independent and self-sufficient.

Much of this leadership comes from individual volunteer leaders and from those organizations at the local, state, and national levels which seek to promote more effective volunteer involvement.

But there is also an important role to be played by elected officials and those in key decision-making and resource-allocation roles in both the private and the public sectors.

**Elected officials can help increase public awareness of the importance of volunteering.**

- President Ronald Reagan has chosen to do so through sponsorship of The President's Volunteer Action Awards Program.

- Governor James Hunt of North Carolina spends an hour a week tutoring at a Raleigh high school.
- In 12 states, governors give awards to outstanding volunteers, as do innumerable mayors.
- Many members of Congress help call attention to volunteers through their newsletters, speeches, and insertions in the Congressional Record.
- Most importantly, public officials can help give legitimacy to the idea that it is the right and responsibility of citizens to participate fully in the lives of their communities.

**Public officials can recognize that volunteering is a legitimate area of public policy discussion.**

- Government can both remove impediments and create incentives for people to get involved.
- Congress is currently considering legislation to increase the tax deduction for mileage expenses incurred by volunteers to a level equal to that given paid workers.
- Bills have been introduced to remove the blanket restriction on volunteer involvement in federal agencies.
- Issues for further consideration include state regulations that re-

strict the volunteer involvement of those drawing unemployment benefits, and the need to alleviate possible liability problems for volunteers.

**Public officials can understand the role government has played in supporting volunteering and the structures through which people volunteer.**

- The allocation of public resources in support of programs that maximize volunteer involvement—for example, hospices or neighborhood associations—can stimulate people to volunteer.
- Government has funded demonstration and pilot programs, assisted in the replication of successful programs, and supported technical assistance and training programs.
- Government has also been a heavy user of volunteers—through the stipended full-time and part-time programs at ACTION and the Peace Corps, in the National Park Service, in veterans' programs, in counseling small businesses, and in the Department of Agriculture.
- Many states, counties, and cities have established publicly supported offices of volunteer services.

*"The volunteer spirit is still alive and well in America."*

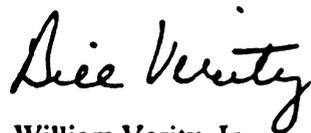
PRESIDENT RONALD REAGAN

**Public officials can accept responsibility for helping to maintain and protect the independence of voluntary organizations.**

- Through legislation and regulation, public officials set the pattern for the behavior of government agencies.
- Volunteering could not survive in a hostile public environment in which the desire for dominance by government overwhelmed the urges of people to help themselves and others in the ways they choose.
- If the involvement of Americans as volunteers insures the survival of our democratic institutions, then those institutions must act to preserve the opportunity and ability of citizens to volunteer.

The following is intended as a supplement to your knowledge of the world of volunteering. Included are questions and answers, a fact sheet, quotations about volunteering from American leaders, suggested remarks, and acknowledgments.

The publication was produced by the Committee on Marshalling Human Resources of The President's Task Force on Private Sector Initiatives, assisted by an advisory group comprised of representatives from volunteer organizations, business, and organized labor.



C. William Verity, Jr.  
Chairman  
The President's Task Force on  
Private Sector Initiatives



Frank Pace, Jr.  
Chairman  
The Committee on Marshalling  
Human Resources

# THE WORLD OF VOLUNTEERING: QUESTIONS AND ANSWERS

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## Why are volunteers important in the life of a community?

- Volunteers are a cost-effective supplement to paid helpers, enabling both public and private sector agencies and organizations to reach more people with better services at less cost and allowing more paid helpers to better focus their professional skills and energies.
- Although not “free,” in that they require appropriate management and support structures, volunteer programs provide services valued at many times the dollars invested.
- Volunteers are an important way of humanizing services, reducing bureaucratic obstacles between consumers and the help they need.
- Through their volunteer involvement, citizens learn more about community needs and resources, and serve as communications links to the entire community.
- Volunteering enables citizens to meet their own needs and to create those self-help and mutual aid efforts that are most appropriate and useful.
- The sheer number of volunteers is staggering. According to the most recent Gallup study, over 80 million Americans volun-

teered between March 1980 and March 1981.

## How has volunteering changed in recent years?

- More Americans than ever before are volunteering in self-help and mutual assistance efforts.
- Volunteering increasingly is an activity involving those at either end of the age spectrum.
- Volunteering is being seen as an integral part of a person’s life-long work experience, integrating unpaid work with paid work.
- Volunteerism is increasingly being used as a vehicle for mainstreaming into society those individuals who had formerly been perceived as recipients of service.
- There has grown up around volunteering a whole army of organizations, scholars, trainers, consultants, and individual leaders. Volunteer service administration is now recognized as a true profession with ethics and standards.

## What is volunteering?

Volunteering is the voluntary giving of time and talents to deliver services or perform tasks with no direct financial compensation expected. Volunteering includes the participation of citizens in the direct delivery of service to others; citizen action groups; advocacy for causes, groups, or individuals; participation

in the governance of both private and public agencies; self-help and mutual aid endeavors; and a broad range of informal helping activities.

## Are voluntarism and volunteerism the same thing?

Not exactly. When people talk about voluntarism, they may or may not be talking about volunteers, because not all voluntary organizations work with volunteers. However, the word “volunteerism,” now found in dictionaries, refers solely to volunteering.

## Why do people volunteer?

- People volunteer out of a wide range of complex motives. They feel a need to give as well as to receive. And it is the balance between selflessness and selfishness that is essential to sustain the interest of volunteers.
- People volunteer because they see a need and try to fill it—a need for schools, for libraries, for food and clothing, for health and medical services, for beauty and culture.
- People volunteer to satisfy a universal human need for companionship. The satisfaction of working with others on a common goal, and the sense of belonging that such involvement brings, are central to the volunteer experience.

*“And so, my fellow Americans,  
ask not what your country can do for you;  
ask what you can do for your country.”*

PRESIDENT JOHN FITZGERALD KENNEDY

- People volunteer because they want to help make a change in some aspect of life—a political change, a personal change, a social change, an environmental change. *Or*, people volunteer because they want to preserve what already exists, and to maintain control over their own environments.
- People volunteer because volunteering provides an educational experience available nowhere else.

#### **What does the volunteer get from the experience?**

Besides companionship, volunteers frequently report that they acquire information and skills, a break from the routines of paid work, and a sense of responsibility, of being a contributing member of a community.

#### **Who is a volunteer?**

Almost everyone is a volunteer at some time in his or her life. Volunteers come from every segment of society, and may include:

- The retired newspaper editor who teaches swimming to the handicapped.
- The business executive who serves on the board of directors of a local nonprofit.
- The family that participates in their neighborhood crime watch.
- The housewife who works at her polling place on election day.
- The citizen who circulates a petition aimed at getting the city to put “no parking” signs on residential streets.
- The usher at church or synagogue.
- The teenager who runs in a marathon to benefit medical research.

#### **Do older Americans volunteer?**

Yes, they do. A 1981 survey conducted by the American Association of Retired Persons showed that 30 percent of Americans over 55 were serving as volunteers. Of those not volunteering, 20 percent said they were interested in doing so. In broad terms, there are nearly 25 million potential older volunteers, but at present older Americans volunteer in numbers far less than those of other age groups.

#### **Why don't more older Americans volunteer?**

Mostly because no one asks them. This may be in part because of mistaken perceptions about aging. It may also be because older Americans frequently live on limited incomes, have reduced access to transportation, and are sometimes reluctant to leave their homes. However, today's generation of older Americans is the largest, best-educated, most physically able, and longest-

lived older population ever known and thus, if they can be reached and encouraged, a potential source of more volunteers.

#### **Do young people volunteer?**

Yes. The 1981 Gallup survey indicates that last year 7.7 million young people aged 14-17, or 53 percent, volunteered.

#### **What kinds of volunteer jobs do young people do well?**

When they are treated seriously as responsible people, and are given appropriate training and supervision, young people can do many of the volunteer jobs that adults can do.

#### **Why is it important to challenge young people to volunteer?**

Volunteering gives young people meaningful work experience and smoothes the transition from youth to adulthood. Volunteering provides:

- The opportunity to explore career options.
- The opportunity to reinforce and apply the basic skills acquired in academic work, and to gain an understanding of effective work habits.
- The opportunity to make decisions.
- The opportunity to interact with adults.

- The opportunity to serve the community and thereby contribute to the welfare of others.
- The opportunity to test values.

Volunteering provides a means through which young people can explore, question, and decide what it is they wish to be. As a training experience in citizenship, youth volunteering becomes a vital investment in our nation's future.

#### **How do neighborhood groups fit into volunteering?**

The biggest growth in recent years within the volunteer community has been in the area of neighborhood organizations. Such efforts include local crime prevention, clean-up campaigns, child-care services, and housing and street repair. Neighborhood-based volunteering by its nature can be flexible and quickly responsive to needs that arise. Ad hoc groups can form to deal with a specific problem and disperse when that project is completed. Self-help and advocacy groups frequently operate on the neighborhood level, as do community partnerships, which combine private and public resources.

#### **Are there volunteers in government?**

Yes, there are volunteers at all levels of government—local, state, and national. While no figures exist on the exact number of volunteers

involved in Federal agencies, the involvement is extensive in those agencies permitted by law to work with volunteers. Such agencies include the Department of Agriculture, ACTION, the National Park Service, the Small Business Administration, the Consumer Product Safety Commission, and the Veterans Administration. At the local and state levels, people volunteer through extension services.

#### **Do people who have paid jobs volunteer?**

Yes. A 1981 Gallup survey shows that in fact 55 percent of full-time employed people, both *men* and *women*, are volunteers.

#### **But isn't it true that because more women are working at paid jobs, they are no longer volunteering?**

Apparently not. All evidence suggests that working women continue to volunteer. As the role of women has changed, however, so have their requirements for their volunteer work. More flexibility in scheduling, assignments closer to home, and volunteer activities which mothers can share with their children are among the options which allow volunteering to continue to be attractive to women.

#### **Is it true that individuals can receive credit on resumes for volunteer work?**

Yes, increasingly employers recognize the valuable experience that

volunteer work represents. Largely through the work of a single volunteer, Ruth March of Los Angeles, a growing list of employers in both the private and public sector recognize such experience when considering job applicants. Using and extending the concept and basic I CAN materials developed by the Council of National Organizations for Adult Education (CNO), a coalition of national voluntary organizations, working under the leadership of the American Red Cross, has created a special training program to help volunteers identify the skills they have gained. Some colleges are giving academic credit for documented learning from volunteer experience as well.

#### **How can volunteering in the workplace be encouraged?**

In many ways. In fact, both business and organized labor have made significant efforts to increase volunteer opportunities for their workers.

#### **How has business done this?**

More and more corporations, both large multinationals and small local businesses, have sought ways to encourage and facilitate the involvement of their employees in volunteer community service activities. Some 400 corporations have formal volunteer programs which:

- Make information about community volunteer opportunities

available to employees via in-house publications, bulletin board notices, flyers, and clearinghouses within the company which match individual employees with community volunteer jobs.

- Allow nonprofit groups to recruit employees on company premises, as at volunteer fairs.
- Grant forms of released time to employees who wish to volunteer during regular working hours.
- Give recognition to employees who volunteer.

#### **How has organized labor done this?**

Organized labor has encouraged its members to volunteer through its community service programs, which include a wide range of human and social service activities, as well as fundraising. Specifically, the AFL-CIO:

- Presents the George Meany Scouting Award.
- Documents volunteer activity through union newspapers, pamphlets, and other publications.
- Provides one-third of the blood contributed to the American Red Cross in the United States annually.

- Is an active participant and contributor to the volunteering and fundraising activities of major voluntary organizations and public broadcasting.
- Provides over 300 full-time community service staff in 196 communities, all of whom work with volunteers and stimulate volunteer activities.
- Volunteer activities take place through local central labor councils and individual local unions.

#### **Clearly, volunteers have a role in both the private and public sectors. How, then, are they actually integrated into formal work settings?**

- In many formal settings, volunteer staffs are headed by a volunteer coordinator, a director of volunteers, or a volunteer administrator. This position may be full-time or part-time, paid or unpaid, but in most cases will include recruiting, placing, training, supervising, and evaluating volunteers, and planning volunteer activity, for any organizations in which volunteers participate.
- Both volunteers and paid staff are important; however, problems arise between them when their respective roles are not clearly defined.

- In volunteer organizations, "professional" usually refers to paid staff. The distinction is made on the basis of remuneration, not of skill or competence. Misuse of the term adds strain to the relationship between paid staff and volunteers, because many volunteers are, both by occupation and by the kinds of volunteer work they do, professional in both their skills and their commitment. An attempt to substitute the term "paid staff" for "professional" would represent a step toward easing what is often an ambiguous relationship.

#### **Is volunteering free?**

Not completely. Except in the most informal ad hoc situations, the volunteering requires some financial backing ranging from small out-of-pocket expenses to formal management and support structures. Nevertheless the dollars spent to support volunteering are returned many times over—volunteers contribute over \$64 billion in service to our economy a year!

#### **Are volunteers the answer to all of America's social problems?**

No. While it's important to recognize the role volunteers *can* play in problem solving—a role which has often been underestimated—it is also necessary to avoid unrealistic expectations.

# WHO VOLUNTEERS? A STATISTICAL SURVEY

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## Fact Sheet VOLUNTEERING IN AMERICA

### 1. HOW MANY VOLUNTEERS ARE THERE?

According to a 1981 survey by the Gallup Organization, approximately 84 million Americans (52% of the adult population) typically donate some part of their time as volunteers. Of this 84 million, about 55 million (31%) donate more than 100 hours of their time during the year. A similar percentage of volunteer participation is found among American teenagers.

The total amount of volunteer time in 1981 is estimated to be about 8.4 billion hours, with an estimated value of over \$64 billion.

### 2. WHAT KINDS OF PEOPLE VOLUNTEER?

Almost everyone. Volunteers clearly come from all areas of society; the volunteer population contains diverse people from all areas, ages, races, and income levels. The demographic picture of American volunteers is as follows:

*"It is important to test public officials and candidates about their understanding of volunteerism. Those who don't understand the historic and other values of volunteering are not adequately equipped to serve in public office."*

SENATOR DAVE DURENBERGER

## Demographic Analysis of Type of Volunteer\*

	Volun- teer Percent	Not Volun- teer Percent	Total Percent	Number of Inter- views
<b>Sex</b>				
Male	47	53	100	(808)
Female	56	44	100	(793)
<b>Age</b>				
14-17	53	47	100	(152)
18-24	54	46	100	(205)
25-44	59	41	100	(633)
45-54	55	45	100	(244)
55-64	45	55	100	(237)
65 and Older	37	63	100	(276)
<b>Race</b>				
White	54	46	100	(1406)
Non-White	41	59	100	(195)
<b>Marital Status</b>				
Married	53	47	100	(1081)
Single	58	42	100	(263)
Widowed/Divorced/ Separated	42	58	100	(257)
<b>Employment Status</b>				
Total Employed	57	43	100	(927)
Employed				
Full-Time	55	45	100	(753)
Part-Time	65	35	100	(174)
Not Employed	45	55	100	(651)
<b>Annual Household Income</b>				
Under \$4,000	40	60	100	(91)
\$4,000-\$6,999	36	64	100	(186)
\$7,000-\$9,999	35	65	100	(104)
\$10,000-\$14,999	46	54	100	(278)
\$15,000-\$19,999	53	47	100	(222)
\$20,000 and Over	63	37	100	(711)
\$40,000 and Over	62	38	100	(155)

	Volun- teer Percent	Not Volun- teer Percent	Total Percent	Number of Inter- views
<b>Education</b>				
College	75	25	100	(284)
Some College	65	35	100	(363)
High School				
Graduate	54	46	100	(531)
Some High School	31	69	100	(243)
Grade School	26	74	100	(176)
<b>Child Under 18 in House</b>				
Yes	57	43	100	(716)
No	48	52	100	(873)
<b>Region</b>				
East	51	49	100	(448)
Midwest	54	46	100	(446)
South	48	52	100	(430)
West	57	43	100	(277)
<b>City Size</b>				
Metropolitan	46	54	100	(483)
Suburb	55	45	100	(607)
Non-SMSA	55	45	100	(511)
<b>Religion</b>				
Protestant	50	50	100	(927)
Catholic	52	48	100	(450)
Jewish	64	36	100	(36)
<b>Household Size</b>				
One	41	59	100	(189)
Two	47	53	100	(485)
Three	55	45	100	(330)
Four and Over	59	41	100	(580)

\*All demographics except age are based on adult sample only.

### 3. IN WHAT AREAS DO PEOPLE VOLUNTEER?

Volunteers are active in all areas of community life. Because many people volunteer in more than one area at a time, the following breakdown of volunteer participation adds up to more than 100 percent:

Of all Americans:

- 23 percent volunteer in Informal Ways or Alone
- 19 percent volunteer in Religion
- 12 percent volunteer in Health
- 12 percent volunteer in Education
- 7 percent volunteer in Recreation
- 6 percent volunteer in Citizenship
- 6 percent volunteer in Community Action
- 6 percent volunteer in Work-Related Areas
- 6 percent volunteer in Politics
- 6 percent volunteer in General Fund Raising
- 5 percent volunteer in Social Welfare
- 3 percent volunteer in Arts/Culture
- 1 percent volunteer in Justice

Source: *Americans Volunteer 1981*, a survey conducted by the Gallup Organization, Inc. for Independent Sector, June 1981.

For more information about the Gallup study, contact:

Independent Sector  
1828 L Street, N.W.  
Washington, D.C. 20036

VOLUNTEER: National Center for Citizen Involvement  
1111 North 19th Street  
Suite 500  
Arlington, VA 22209

APPENDIX B

Student Reading

THE VOLUNTEER MOVEMENT  
IN THE UNITED STATES

Bernard M. Kapell<sup>5</sup>

The volunteer in the United States is a citizen by birth or naturalization, or a noncitizen; young or old, or at some in-between age; male or female. In short, a volunteer is anyone who joins an organization or a cause without financial remuneration for services rendered because he or she believes in it or chooses to become a member of that group. He thus extends the services of this group beyond that possible by the paid personnel of the organization. In some instances there may not be paid personnel; the organization's leadership and its program may be conducted entirely by volunteers.

A volunteer may possess a considerable degree of competence for the assignment he undertakes or may have little experience or skill. Regardless of his competence, the essential factor is that he functions without financial remuneration. This does not mean that the volunteer works outside a 'reward system'--only that the reward is in a form other than money. For the volunteer the terms 'reward' and 'money' are not synonymous. A study of the growth of the volunteer movement in this country is sufficient evidence of the meaningful and personal satisfactions the volunteer achieves through service.

It has been estimated that more than ten thousand national, regional, state, and local voluntary health and health-related agencies now exist in the country. Educated guesses have been made that over 51 million volunteers are serving the estimated ten thousand agencies. Of this number about 30 percent are men and women gainfully employed who serve during their free time. Students, both male and female, make up about 10 percent

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Reprinted with permission from Volunteer Administration Vol. 2, No.3  
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of the total. By and large women comprise the largest representation, with approximately 55 percent of their number in the category of housewives.

Many volunteers are concerned with church or church-related activity. This is a logical extension of the origins of the volunteer movement in the United States. William Penn (1644-1718) founder of Pennsylvania, is known to have appreciated the value of money, but he believed God gave men wealth to use rather than to hoard. His puritanical attitude reflected his conscience. He believed that if the money wasted on extravagance were put to public use the wants of the poor would be well satisfied. "The best recreation is to do good," was one of his frequently heard pieces of advice.

During the early years of our history Cotton Mather (1663-1728) stood above most men in the development of philanthropy. This grandson of two of the founders of Massachusetts was an early and outstanding exponent of voluntaryism. He proposed that men and women acting as individuals or as members of voluntary associations should engage in a "perpetual endeavor to do good in the world." His own charitable gifts were generous enough to make him virtually a one-man relief and aid society. He promoted many charitable activities, among which were associations for helping needy clergymen and for building churches. Furthermore, he showed a sincere and perceptive concern for the poor by urging extreme care in the bestowal of alms. He believed giving wisely was an obligation equal to giving generously.

Cotton Mather's objectives were not new--but the proposed voluntary method was--and it was destined to characterize philanthropy in America even unto the present.

Benjamin Franklin (1706-1790) of kite-flying fame was probably not aware of the Quaker influence on his character and career, but the evidence of his work bears witness to his close association with 'The Friends.' He has been quoted as saying that "Leisure is time for doing something use-

ful." In keeping with his own advice he used his leisure to advance his own knowledge, and he worked just as earnestly for social improvement within the community.

At the age of 42 Franklin retired from active work in the business field and devoted his intelligence, his ingenuity, and his talents to service for the common good. He was instrumental in the formation of a club, "The Junto," dedicated to the mutual improvement of its members; out of this grew the first library, started in 1731 by the club. His contributions to better community living are exemplified by the diversity of his activities and service, all of which resulted in improved patterns of community living: he founded a volunteer fire company; developed systems for paving, cleaning and lighting the streets of Philadelphia; sponsored a plan for policing the city; was instrumental in the establishment of the Pennsylvania Hospital and the Academy which later became the University of Pennsylvania; he founded the American Philosophical Society in 1743 for promoting research in the natural and social sciences; and because of his work and interest in establishing a postal system became known as the 'father' of the U.S. Mail.

Franklin suggested two major principles which were later recognized as good public policy and constructive philanthropy. He articulated the importance of preventing poverty, rather than relieving it; and he demonstrated that the principle of self-help so frequently prescribed for the individual man could be applied with equally beneficial results to society.

Another Philadelphian, Benjamin Rush (1746-1813), soldier, teacher, statesman and writer, made his major contribution as a physician during the Yellow Fever epidemic in Philadelphia in 1793. His treatment of the disease is now known to have been ineffective, but without doubt his faith in his cure and the confidence he inspired were key factors in allaying the panic in the early stages of the epidemic.

This emergency evoked a new type of community action. Mayor Matthew Clarkson and a small group of public spirited citizens remained in the

plague-ridden city while others were fleeing; they organized themselves into a 'voluntary committee' and gradually involved many other citizens. In this manner they provided extraordinary services to the stricken community.

Stephen Girard was a hard-driving businessman who would not have made anyone's list as a likely candidate to become a leading volunteer. Born in France in 1750, he became a sailor and settled in Philadelphia about 1775. He was a self-made man whose gospel was work, Laissez-faire, and caveat emptor. Girard became a volunteer because he was impatient with the interruption of business as a result of the Yellow Fever epidemic in Philadelphia. He undertook to organize things so that business could go on as usual. The duty he assumed for a few days stretched into two months. With the dedicated help of Peter Helm, another volunteer, and a French doctor, Jean Deveze, a makeshift posthouse at Bush Hill was transformed into a well functioning hospital. They were not able to effect miraculous cures, but with care the staff turned Bush Hill into a haven of mercy for the sick and dying.

Girard responded to specific needs rather than to general causes. Unlike Dr. Rush and others who had reformer impulses, Girard was not interested in preventing social disorder; nevertheless he was an example for acts of compassion and public usefulness.

The name Alexis de Tocqueville is known to all of you. Permit me to quote him once again:

Americans of all ages, all conditions, and all dispositions, constantly form associations....I have often admired the extreme skill with which the inhabitants of the United States succeed in proposing a common object to the exertions of a great many men and in inducing them voluntarily to pursue it....As soon as several of the inhabitants of the United States have taken up an opinion or a feeling which they wish to promote in the world, they look out for mutual assistance; and as soon as they have found each other out, they combine. From that moment they are no longer isolated men, but a power seen from afar, whose actions serve for an example, and whose language is listened to.

De Tocqueville was a twenty-five year old French lawyer when he

came to this country in the Spring of 1831. Ostensibly, his nine-month journey through the United States was to gather material for a report on American prison systems; his real interest was deeper. In his own words, he was interested in "all mechanisms of the vast American society which everyone talks of and nobody knows." He proved himself a perceptive student and recorded what he observed. He recognized that voluntarism, and the role of the volunteer, was already an integral element in the cultural and sociological pattern of the United States. Future historians and sociologists validated his observation that democracy, by reducing barriers of class and privilege, generated and stimulated a feeling of compassion for all of the human race.

The earlier role for volunteers had been concerned mainly with alleviating distress after it appeared. Eventually enlightened citizens recognized other social needs and worked to improve conditions which caused illness and dependency. The story merits telling, but the list of outstanding men and women is too long to detail here. Several names deserve brief mention.

Joseph Tuckerman (1778-1840) of Boston, and John Griscom (1774-1840) of New York, were two influential reformers who did not fear that helping the poor would inevitably pauperize them. They supported many reform movements and helped initiate a new series of important conceptual additions to our cultural pattern: the spread of savings banks, life insurance, and benefit societies among the poor.

Robert M. Hartley (1796-1881) was concerned with the material needs of the poor. In 1843 he founded the New York Association for the Poor, and he directed its activities for the next thirty years. During this time he staunchly supported advances in the fields of housing, sanitation, and child welfare.

Dorothea Dix (1802-1887) was a trained teacher who became involved in improving conditions in insane asylums. For four decades this New England spinster maneuvered and cajoled public leaders and politicians, as well as the general public, into greater efforts to alleviate the shocking condi-

tions under which the mentally ill lived.

By the second decade of the 1800's the volunteer in the United States was ready to accept international responsibilities. Money was raised for the cause of Greek independence. In the autumn of 1830 a shipload of food was sent to the starving inhabitants of the Cape Verde Islands. Irish-Americans demonstrated their sympathy for the sufferers in the Irish famine of 1846-47, but the generous response of all Americans transcended ethnic and religious boundaries. These were but a few of many similar demonstrations of volunteer compassion.

Up to this point the voluntary movement was dominated by the male sex. As the country developed economically after the Civil War the role of American women underwent a subtle and steady change. Little is known about the lives of the majority of American women in the 1800's, and almost nothing about those in the lower income groups. Poverty is a leveler of great force, and drabness is generally fairly uniform. Both are shrouded in a charitable cloak of anonymity. The customs and ideas of women of the middle and upper classes are better known because their patterns of living had greater visibility to those who could take note. With increasing prosperity and decreasing time demands for household duties, these women began to discover personal interests to absorb their developing leisure. Some gravitated into the business world; others found expression in serving the less fortunate. Inevitably the service role of the volunteer attracted increasing numbers of women.

One of the pioneers in helping other members of her sex find ways to express themselves and to develop their individuality was Sara Josepha Hale (1788-1879). Her vehicle was the first big women's periodical, The Boston Ladies Magazine, and she was its first editor. Mrs. Hale was a feminist and a persistent and effective reformer. She insidiously fostered discontent with women's lot and encouraged them to enter the labor market at lower wages, in competition with men. Later, as editor of Godey's Ladies Book, she popularized labor saving devices in the home and encouraged her readers to engage in other worthwhile activities outside the home, with the released time.

Other women may have taken more forthright action, but Mrs. Hale drove a wedge into the economic and cultural life of the American scene through which women marched thereafter in ever-increasing numbers.

Clara Barton (1821-1912) advanced the role of her sex and contributed a humanitarian and social concept to the ideals of many who followed her. This dedicated New Englander was a small woman--only a little over five feet in height--but she was a veritable tiger under her nurse's hood. She had a simple philosophy: "What is nobody's business is my business"--an effective guidepost for leadership in any public activity.

At the age of fifty, following a chance meeting in Switzerland in 1870 with officials of the International Committee of The Red Cross, she decided to found an American Red Cross Society which would respond to public disasters by giving voluntary help to victims of misfortune beyond their control. Her goal was to systematize and centralize relief activities in public emergencies so that the unhappy victims could be helped to return to normal lives. Clara Barton met considerable resistance, but this lady with a 'whim of iron' fought the good fight and incorporated The American Red Cross Association in 1881. She was able to make sense to the American people as she showed what could and should be done for victims of natural disasters and catastrophies.

The 1880's also saw the beginning of a new type of volunteer. De Tocqueville's book, Democracy in America, had pointed out the limited number of very rich men in this country in the year of its publication--1835. Andrew Carnegie, born in Scotland in that same year, came to this country in 1848; by 1885 he was a striking example of the new 'millionaire' class. This group of men put new vigor into philanthropy and the role of the volunteer in carrying out the programs of their choice. They were not concerned with improving the morals of the poor or in reforming their characters. They preferred to make indirect contributions--to the community at large instead of to individuals. Libraries, parks, concert halls, and institutions such as Cooper Union and Pratt Institute were their tangible products.

Voluntaryism in those decades was dominated by the 'big givers' who, by the start of the 1890's, numbered 4047, according to an estimate made that

year by the New York Tribune. These men did not necessarily concur with Carnegie that it 'was a disgrace to die rich,' but many distributed large portions of their surplus wealth during their lifetime.

In contrast to the wealthy, who used money as the vehicle for serving the public good, others stepped forward with less tangible but equally valuable gifts.

Louis Dembitz Brandeis (1856-1941) spent a quarter century after his graduation from Harvard Law School in 1877 as an eminently successful practicing attorney. In the Supreme Court case of Muller vs. Oregon (1908) he presented cogent sociological, statistical, economic and psychological arguments in favor of limiting women's working hours, and thus established the precedent for subsequent social welfare legislation. This now famous 'Brandeis Brief' revolutionized the practice of law by introducing the elements of 'human values and needs' into what had otherwise been rigid legalistic patterns. From this point on he devoted himself almost exclusively to practicing law in the public interest. Among other things, he broke the transportation monopoly in New England, protected the consumer against unwarranted railroad rate increases, investigated insurance practices, and was instrumental in the establishment of the Massachusetts Savings Bank Life Insurance Plan which became a model for other such plans throughout the country. Until his appointment to the Supreme Court of the United States he served without pay as attorney 'for the people' in their fight against many financial and industrial monopolies, and he advanced the cause of conservation of natural resources.

What Louis Brandeis did in the field of law to shape a meaningful social philosophy was emulated by talented men in other fields. The National Tuberculosis Association, founded in 1904, was followed within the next twenty years by The National Society for the Prevention of Blindness, The American Social Health Association, The National Association for Mental Health, The American Cancer Society, The National Society for Crippled Children and Adults, and The American Heart Association. The growth of these national voluntary health agencies, and others equally dedicated, was possible because the medical profession and paramedical individuals and groups all contributed their specialized knowledge and skills to the social and edu-

cational processes required by the National Health and health-related agencies. The voluntary health movement presented a vehicle to leading men and women in these fields to work in the public interest--this time for the better health of all mankind.