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Aboriginal family services

The Gumbaynggirr and Bundjalung Aboriginal Family Mediation Project progress report. Kelly, L. In: *What About Me? The Voice of Children in the Family Relationships Services Program: 2001 Annual Conference Proceedings*. Deakin, ACT: Family Services Australia, 2001, pp.33–37.

The author presents a report on the Gumbaynggirr and Bundjalung Aboriginal Family Mediation Project that involved consultation with 25 Aboriginal communities in the named region. The community meetings included discussion about the types of conflict that occurs within families; the types of dispute resolution that follow this; the needs of Aboriginal families; the role of Aboriginal customary law; and the types of family services that are needed. She describes the process followed by some community members who underwent training to become a part of Interrelate's new General Aboriginal Family Mediation Panel.

Working with Indigenous children and families: what do services need to know to provide effective support to protect Indigenous children, provide care and strengthen Indigenous communities? Cadd, M. *SNAICC Newsletter*, Winter–Spring 2002, pp.1–6.

Addressing the issue of how best to protect Indigenous children, the author discusses strategies that can be used by agencies in the field of child and family welfare. She urges service providers to engage in a cooperative effort to achieve child protection through strengthening Indigenous families and communities, pointing out that Indigenous children must be seen in the context of their community, and



therefore the needs of the community or family must also be met. Indigenous organisations providing community and family services are often small and inadequately funded, and she asks that government agencies offer the funding and infrastructure to support Indigenous organisations. She believes that partnerships between mainstream and Indigenous agencies will result in the delivery of appropriate and effective child and community services to Indigenous people.

Addressing violence in Aboriginal Communities

Community-based strategies for combating Indigenous violence. Memmott, P. *University of New South Wales Law Journal*, vol.8 no.1 Jul 2002, pp.11–15.

Discussing various community violence programs for the resolution and prevention of Indigenous family violence, the author argues that these programs should also aim to treat the stress and harm that the

violence causes. The author further suggests that local government, in partnership with Indigenous communities, should be supportive of these community-driven programs. A range of community violence program types are discussed, along with different ways in which they can be incorporated into the design of an overarching 'community action plan'.

Holistic community justice: a proposed response to family violence in Aboriginal communities. Lawrie, R. & Matthews, W. *University of New South Wales Law Journal*, vol.8 no.1 Jul 2002, pp.16–18.

Aboriginal family violence has received increased attention in recent years and this article discusses issues and ideas raised in a discussion paper released by the Aboriginal Justice Advisory Council. A holistic solution to the problem is proposed, whereby the complex needs of victims would be balanced with those of offenders in an effort to achieve a better result

for Aboriginal communities in general. The authors recommend that such a system should be completely controlled by Aboriginal communities.

Restorative justice and Aboriginal family violence: opening a space for healing. Blagg, H. In: Strang, H. and Braithwaite, J. eds. *Restorative Justice and Family Violence*. Cambridge, UK: Cambridge University Press, 2002, pp.191–205.

Rates of interpersonal violence are significantly higher amongst Aboriginal communities than in the general Australian population. In this chapter, the author looks at several Western Australian projects that were concerned with Indigenous family violence prevention, intervention and treatment. He reports that Indigenous people believe any effective remedy would need to be holistic and community based, as conventional criminal justice methods would simply perpetuate the cycle. A model of restorative justice specifically designed for Indigenous communities needs to be developed in order to empower Aboriginal women, educate the offenders and achieve effective outcomes. The author believes that justice models involving Indigenous people should be brought into line with Aboriginal law.

Using restorative justice principles to address family violence in Aboriginal communities. Kelly, L. In: Strang, H. & Braithwaite, J. eds. *Restorative Justice and Family Violence*. Cambridge, UK: Cambridge University Press, 2002, pp.206–22.

The author, an Indigenous woman, investigates whether restorative justice is culturally appropriate in relation to Indigenous Australians. There is concern over the over-representation of Indigenous men in Australia's criminal justice system, and the fact that Indigenous



women are at greater risk of fatal domestic violence than other Australian women. The author stresses the need for justice processes to be designed and controlled by Indigenous community members, and the importance of involving women and community leaders in the safety of women and children who are victims of family violence. She further notes the need for programs to reflect Indigenous values, for their implementation to be culturally sensitive, and to empower and achieve desired outcomes for Indigenous communities. The author discusses the case of an Aboriginal couple affected by family violence. Inspecting a conferencing program that operates for juvenile offenders in New South Wales, she finds that it largely does not meet her criteria for cultural appropriateness.

Action research

Action research facilitator's handbook. Caro-Bruce, C. [United States]: National Staff Development Council, c2000.

This handbook is a practical guide for action research facilitators to help groups as they start out on their action research adventure. This handbook includes handouts, strategies, resources and useful insights from the author's own experience.

Social action with youth: a community psychology empowerment approach to well-being. Morsillo, J. *ALAR Journal: Action Learning and Action Research*, vol.7 no.2 Oct 2002, pp.45–50.

The author lists empowering processes and outcomes deriving from a multi-site action research project, Social Action with Youth, which is a linkage project of Victoria University in partnership with Good Shepherd Youth and Family Service, St Albans.

Child protection

An integrated strategy for child protection and placement services. Victoria. Department of Human Services. Community Care Division Melbourne, Vic: Community Care Division, Department of Human Services, 2002.

During 2002 the Victorian Department of Human Services undertook research to identify better

responses to complex and chronic problems within some families, and to allow earlier intervention to prevent child abuse and neglect. This document outlines an integrated strategy designed to achieve an improved service response for children within the protection and placement system. The strategy is based on five themes: strengthening prevention and diversion; improving flexibility and responsiveness; community based solutions to recognise local issues; more effective support for Indigenous children and families; capacity building to improve services and processes.

Strengthening families to protect children: a discussion paper. PeakCare Queensland. Paddington, Qld: PeakCare Queensland, 2002.

PeakCare is the peak body for non-government child and family welfare services in Queensland. In this discussion paper, PeakCare puts forward strategies to help prevent the abuse and neglect of children and young people; to provide early intervention for families unable to protect and care for their children; and to assist families to cope with and recover from past instances of child abuse or neglect.

Capacity building

Assessing community strengths: a practical handbook for planning capacity building. Skinner, S. & Wilson, M. London: Community Development Foundation, 2002.

The importance of community profiles for effective planning, capacity building and community development initiatives are examined in this handbook. Practical ideas on how to produce a profile are included with step-by-step instructions. A list of ready-made questions which may be used to survey the needs of groups in the community are provided.

Building community: the shared action experience. Beilharz, L. Bendigo, Vic: St Luke's Innovative Resources, 2002.

Community capacity building is seen as a new way of enhancing communities to find their own solutions to the perceived difficulties they face in maintaining a healthy social environment. In this

book that author documents Shared Action, a three-year community development project that aimed to promote the safety and well-being of children in Long Gully, an inner suburb of the regional Victorian town Bendigo. Shared Action worked with adults and groups in the community to mobilise resources and undertake community building activities. The process of capacity building is described, and an approach that builds on the strengths inherent in a community to define their own goals is documented.

Building community capacity: the case of CDEP. Macfie, G. *Impact*, Sept 2002, pp.8–9.

Ways of building communities that respond to social and economic change in a sustainable way have been much debated in recent years. The author discusses the Community Development Employment Projects (CDEP) scheme, which was introduced in the 1970s and has survived many political changes, an indication for the author of its status as a successful community project. He describes CDEP schemes through which funding is provided for employment initiatives in Aboriginal communities in place of the payment of unemployment benefits to individuals. He looks specifically at Port Augusta's Bungala CDEP. This scheme tries to meet diverse objectives between mainstream employment and community building. The author describes the different programs Bungala CDEP operates and their success in meeting objectives.

Capacity building and your organisation: Meerilinga. Long, L. *Every Child*, vol.8 no.3 Winter 2002, pp.4–5.

The author discusses the notion of capacity building, what it is and how it works at an organisational level at Meerilinga Children's Services in Western Australia. She considers how capacity building, or strategies which empower and motivate, can enhance services. She describes successful organisational building as based on the essential elements of: committed leadership, knowledge enhancement, network building, valuing the organisation, and quality information.

Community capacity building – old wine or new. Hounslow, B. *QCOSS Bulletin*, Dec 2002, pp.10–11.

Definitions of community capacity building are discussed, and comparisons are made between earlier concepts of 'community development' and the newer concept of 'community capacity building'.

Connecting with Good Beginnings. Welleseley, B. *Every Child*, vol.8 no.3 Winter 2002, pp.10–11

The Good Beginnings Connect program uses a community development approach to support families to parent effectively. The author describes the establishment of the project in an area of Tasmania with a high ratio of public housing, young adults and one parent families, and the services it offers these families. She then explains how the principles of community development have guided the program's extension to other communities.

Community participation

Building communities from the inside out: the Queensland government's community engagement process. Hogan, M. *QCOSS Bulletin*, Sept 2002, pp.16–17.

Australia's first Community Engagement Division (CED) has been created within the Queensland Premier's Department to provide every Queenslanders with the opportunity to become involved in government in a meaningful way. The author explains how the CED will work and what its goals are. One of the CED's priorities will be to build on the many valuable and successful examples of community engagement in Queensland, states the author, providing details of several such examples.

Building practitioner strengths: reflecting on community development practice. Wilson, M. & Wilde, P. London: Community Development Foundation, 2001.

This handbook provides a framework for practitioners to examine their current practice. Included are guidelines and examples to aid in the development of a reflective framework.

Community involvement: theoretical approaches and educational initiatives. Stukas, A & Dunlap, M. *Journal of Social Issues*, vol.58 no.3 Fall 2002, pp.411–27.

The authors discuss the recent trend of increased participation by citizens in their communities, either through top down processes such as government initiatives, or bottom up processes such as grassroots organisations. They provide examples of how institutions encourage this in the United States and internationally. They question definitions of 'community' and 'involvement' and ask why community involvement should be promoted at all. They then look at theoretical approaches to understanding community involvement, and at applied

Carin M. Ness (pp.194–95) – Trading power for trust / Andrea Coffey (pp.196–98) – The way I feel / John (p.199) – Can you hear me? Are you listening? / Carin M. Ness & Arlin E. Ness (pp.200–202) – A community school in action / Joy G. Dryfoos (pp.203–205) – Overcoming adversity through community schools / Mary M. Harris & John H. Hoover (pp.206–10) – A vision for learning beyond testing and choice / Ira Harkavy & Martin J. Blank (pp.211–15) – Leadership in community schools: a frame analysis / Daniel Rice & Mary M. Harris (pp.216–20) – Full-service schools: a revolution in health and social services for children, youth, and families / reviewed by Maria Cardle (p.221) – Safe passage: making it through adolescence in a risky



research on educational initiatives that seek to get students and community members involved.

Creating better cities with children and youth: a manual for participation. David Driskell in collaboration with members of the Growing Up in Cities project. London; Sterling, VA: Earthscan; Paris: UNESCO Pub., MOST/Management of Social Transformation, 2002.

This practical manual provides information on programs that help young people take a more active role in their communities. The core ideas and methods have been field tested and case studies of successful programs are included.

Creating communities for growth. *Reclaiming Children & Youth*, vol.11 no.4 Winter 2003, Special Issue.

Contents: Creating communities for growth / John H. Hoover &

society / reviewed by John H. Hoover (p.222) – A study on the effectiveness of life space crisis intervention for students identified with emotional disturbances / Carol A. Dawson (pp.223–30) – Community mental health – in an alternative school, in the public schools, and in the kitchen! / Cindy Long et al. (pp.231–35) – Pathways to collaboration / Linda M. Olson (pp.236–39) – Creating community through service / Erik K. Laursen (pp.240–41) – Reconnecting youth from migrant farmworker families / Ann Cranston-Gingras (pp.242–46) – Art for peace / Lou Rizzolo & Nobel Schuler (pp.247–49) – A crisis in the community / Judith Schubert (pp.250–54).

Search: a participative community planning process including a

participant workbook. Dick, B. et al. Chapel Hill, Qld: Interchange, version 7, 2001.

Search is a participative strategic planning activity for small groups, a process designed to help them to agree on goals. This workbook presents a community search to guide organisers and participants of community groups in planning to achieve a shared vision. It explains the process and includes activities for a one-day search.

Southern Health: working with the community. Slater, C. *Health Issues*, no.72 Sept 2002, pp.30–32.

Southern Health established a Community Advisory Committee in April 2001 to provide advice to the Board and to ensure consumers, carers and the broader community play a participatory role in planning, service delivery and policy development. This article outlines the Committee's progress in integrating consumer and community participation as core business of the health service, with a particular emphasis on the development of a Community Participation Plan. (Journal abstract)

Special section. *Family Process*, vol.41 no.4 Winter 2002, pp.561–90.

Contents: The citizen therapist and family-centred community building: introduction to a new section of the journal / William J. Doherty & Jason S. Carroll (pp.561–68) – The family re-union initiative: a springboard for family-centred community building, locally and nationally / Martha Farrell Erickson & Richard Louv (pp.569–78) – The families and democracy project / William J. Doherty & Jason S. Carroll (pp.579–90).

Early intervention

Empowering children for life: a preliminary report. Spencer, R., Jordan, J.V. & Szama, J. Wellesley, MA: Stone Center, 2002.

Details the beginnings of a project for the prevention of psychological difficulties, and the enhancement of health and vitality among children and adolescents. It identifies healthy relationships as the key factor, outlining what is already known about these relationships and suggests areas for further research.

Evaluation

An adapted version of a community practice approach to evaluation owned by indigenous stakeholders. McIntyre, J. *Evaluation Journal of Australasia*, vol.2 no.2 Dec 2002, pp.57–59.

Values are at the heart of the definition of well-being and are at the heart of all evaluation initiatives. Unless the initial definitions of evaluation are owned by stakeholder groups (age, gender, ethnicity, culture, language etc.) and shared to develop a co-created sense of citizenship rights and responsibilities (McIntyre 2000; Romm 2001), then the process of evaluation may be compromised. This paper discusses work in progress where the author acts as a facilitator of Indigenous facilitators, who are in the process of developing an integrated model for governance that is defined and owned by an Indigenous public housing association. (Journal abstract)

Developing evaluation indicators for consumer and community participation. Wohlers, M. *Health Issues*, no.72 Sept 2002, pp.24–29.

Evaluation is an important component of any health care program. Assessing how well and in what areas a program has succeeded helps to establish its value and guide future program development. The National Resource Centre for Consumer Participation is increasingly asked for advice on how to evaluate consumer participation activities, and for examples of performance and outcome indicators. This article draws heavily on the theory of participation and, where possible, demonstrates the theory with practice examples in an effort to encourage progress toward the development of indicators for the evaluation of consumer and community participation activities. (Journal abstract)

Mixed-method evaluation: a way of democratically engaging with difference. Greene, J. *Evaluation Journal of Australasia*, vol.2 no.2 Dec 2002, pp.23–29.

Evaluation is widely practised in diverse and important areas such as economic development, education, environmental management, family welfare and community well-being. However, evaluation rarely fulfils its own potential to be a



powerful contributor to the health and vitality of these and other critical domains of social life. The author argues that this is because evaluation is commonly viewed as an activity practised at a distance – separate from the world of political decision-making about resources and priorities, in a space somehow shielded from special interests and advocacies. Yet, it is the author's view that values, ethics and politics are intertwined with, rather than separable from, epistemology and knowledge generation.

Fathers

Fathers as partners in change.

Fletcher, R. *Threshold*, no.75 Jan 2003, pp.12–13.

Focusing on the need to involve fathers in change of the school or education system, the author raises questions about how to acknowledge the positive role men can play as a father or father figure; how to involve men in the school environment; and how policy makers can encourage a more cohesive society by fostering the participation of all of its members.

Making men into fathers: men, masculinities and the social politics of fatherhood. Hobson, B.M., ed. Cambridge: Cambridge University Press, 2002.

One important way to strengthen families is to help fathers feel included and valued. This book examines how different countries are going about achieving this.

Help seeking behaviour

Family support: strengths and pressures in a high risk neighbourhood.

Gill, O., Tanner, C. & Bland, L. Ilford, Essex: Barnardos, 2000.

Carried out in a Bristol neighbourhood this study of parenting found that natural support systems such as family and friends were usually the first port of call for support. Those parents who did not have this network to rely on, however, often had greater difficulties, being more isolated and more vulnerable.

Marriage education

Competencies and capacity building. Simons, M. *Threshold*, no.75 Jan 2003, p.29.

A review of the competency standards for marriage and relationship

education brought to light significant changes in the field. Revision of the standards has expanded the range of skills and services that educators must provide. The author applauds the development of a national framework to shape the training and professional development of educators. She describes the capacity building process to follow, which will focus on the use of technology to support learning and development: for instance, web-based resources; power point presentations; on line tutorials; and the introduction of a network of regional advisors.

Parent education

Reaching parents: producing and delivering parent information resources: a qualitative research study and practice guide. Cragg, A. et al. London: NFPI, 2002.

Investigates through interviews the main information and support needs of parents about parenting. Various sources of information and their accessibility are considered. The research finishes with a brief guide to producing information that parents will use.

Supporting young parents: models of good practice. Hendessi, M. & Dodwell, C. Oxford: YWCA, 2002.

The idea of providing parenting support is relatively new as recognition has grown over the last decade that parents may need help and support in an increasingly complex world. Parenting education is being considered in terms of social policy as a potential way of addressing and preventing a number of social problems which may arise in later life of both the children and adults. A review of the current literature available is provided, along with a possible model of good practice and possible ways forward.

Partnerships

At the starting blocks: community involvement in local strategic partnerships. Dale, P. London: Community Development Foundation in association with Urban Forum, 2002.

In England local authorities are required to produce a 'community strategy' that will improve the development and coordination of services in their area with input from all relevant partners. These

strategies emphasise the importance of the active participation of the local community and voluntary organisations. This report examines the progress of these strategies and provides a baseline against which to measure later progress.

Building community partnerships: an Australian case study of sustainable community-based rural programmes. Packer, J., Spence, R. & Beare, E. *Community Development Journal*, vol.37 no.4 Oct 2002, pp.316–26.

The Torrens Valley Youth Programme, a partnership between a community centre and a non-government organisation operating in a South Australian rural community, is examined in order to evaluate the success of the partnership model in reducing

in regional Australia that was initiated and organised by the Centre for Community Child Health at the Royal Children's Hospital, Melbourne. These seminars were attended by parents and a wide range of professionals, and provided participants with the opportunity to meet and talk to one another as a means of building good working partnerships. The seminars aimed to challenge people to look critically at their practice in relation to parent-professional partnerships. Presentations were made by Gay Olchiltree on 'Building communities: why bother?'; Anne Stonehouse on 'The agony and the ecstasy – exploring the nature of parent-professional partnerships' and 'Lessons from the roadshow'; and Janet Gonzalez-Mena on 'Honouring diversity in partnerships'.



problems associated with globalisation. The authors suggest that partnerships between different community sectors, through the sharing of resources, can overcome social problems such as marginalisation, deprivation and disadvantage. The authors examine how this partnership compares with the experience of other communities; they also identify potential barriers to the success of such partnerships and provide suggestions as to how these may be overcome.

Partnerships for children – parents and community together: a summary of a seminar 'roadshow' offered in 13 locations across Australia. Parkville, Vic: Centre for Community Child Health, Royal Children's Hospital Melbourne, 2001.

This booklet provides a record of the seminar 'roadshow' held in 13 loca-

Visible signs of a well-functioning community service system: the Clarence Valley research project in northern New South Wales – 'Working Together'. Vinson, T. & Hornibrook, J. Lismore, NSW: Northern Rivers Area Health Service, 2001.

The Working Together Project was initiated through NSW Health and the Department of Community Services as part of the Government's approach to agencies working collaboratively to achieve better outcomes and reforms in health and community services. It also belongs within the framework of community strengthening so that outcomes relate to development of the community as a whole and recognition of well-being as a significant factor in community life. The project described in this paper has been a response to recent community service initiatives and the

way human services have been transacted in society. This report provides feedback on the second stage of the project, which was to design indicators for an effective community service system. It provides a reference point in the debate about strategies for integrated approaches to development which will have the capacity to provide services to disadvantaged communities and at the same time strengthen the fabric of the community and the well-being of its members.

Publishing

How to write up a social work outcome study for publication. Thyer, B.A *Journal of Social Work Research & Evaluation*, vol.3 no.2 2002, pp.215–24.

The author outlines his and others' learnings of both mistakes and successes based upon twenty years experience of writing, reviewing, and editing outcome studies in social work practice. This is presented as a standardised outline for the organisation of journal manuscripts that report evaluation studies. He reviews the most common errors that occur in writing outcome studies and describes correct practice. Also recommended is an outline to structure the way social work outcome studies are formatted.

Rural communities

Growing and learning in rural communities: a training manual in rural community development enabling rural people to determine their own futures. Sheil, H. Churchill, Vic: Centre for Rural Communities, Monash University, 2000.

Written as a part of the Building Rural Futures Through Cooperation Project, this training manual is designed to assist rural community development workers to gain the skills to facilitate and support social, economic and environmental development within their own communities. Its intended audience includes church groups, women's organisations and local financial services. The author introduces the theory and practice of rural development, with a focus on active partnerships to achieve change within the community.

More than an education: leadership for rural school-community partnerships. Kilpatrick, S. et al., Barton, ACT: Rural Industries Research and Development Corporation, 2002.

Increasingly, schools are the major institutional presence in rural areas, particularly given the continuing departure of banks and other services. This project stemmed from research into social capital in rural communities, which found that the quantity and quality of interactions between individual and institutional players influence the social and economic outcomes of those communities. Schools provide one of the major opportunities for interaction in rural communities. The three project objectives were to: examine the extent and nature of the contribution of rural schools to their communities' development beyond traditional forms of education of young people; investigate the ways in which the modes of leadership of the school and community leaders influence the extent and nature of the school's contribution to the community; and consider the constraints to schools being put to other uses. The report presents case studies of rural school-community partnerships in five very different rural communities. Drawing on findings from the case studies, the report then develops a model of the leadership process for developing school-community partnerships, and identifies a number of indicators of effective school-community partnerships and effective leadership. The report concludes with lessons to assist schools and communities to develop effective partnerships. It also provides a number of recommendations to policymakers.

Social inclusion

Excluding undesirables from the local community. Mendes, P. *Social Alternatives*, vol.21 no.3 Winter 2002, pp.48–54.

Discussing the recent call for renewed community participation and rebuilding of community and neighbourhood, the author points out that this activity has the potential to exclude, as well as

include, marginal and disadvantaged groups. He provides examples of both inclusive and exclusive groups, and argues that positive outcomes will only occur if social inclusion, diversity and participation are explicitly sought and social disadvantage is addressed.

Viewpoint: community capacity building – how can it help achieve a fair and inclusive community? Watters, S. *QCOSS Bulletin*, Sept 2002, p.3.

Reasons are suggested why, at a time when there are strong calls for community-based solutions to problems, the community sector, which has in the past spearheaded community development work, may find it hard to lead and engage in prevention and community-building strategies. The author welcomes the Queensland Government's Community Engagement Process, but argues that the resource issues regarding the ability of community service organisations to fully engage in the process still need to be addressed.

Volunteering

BOOMNET: capturing the baby boomer volunteers: a 2001 research project into baby boomers and volunteering. Western Australia. Department of the Premier and Cabinet & Western Australia. Department for Community Development. Office of Seniors Interests. *Australian Journal on Volunteering*, vol.7 no.1 2002, pp.15–17.

The acronym BOOMNET covers the seven focus areas that must be met for Baby Boomers to commence volunteering for an organisation. BOOMNET stands for Boomers, Organised, Openness, Meaningful, Needs, Education and Time. This article discusses the options for maximising volunteering among the baby boomer population.

Neighbourly acts – volunteering, social capital and democracy. Wilkinson, J. & Bittman, M. *Australian Journal on Volunteering*. vol.7 no.2 2002, pp.32–44.

Since the mid-1990s, following the reception in Australia of Robert Putnam's theory about social capital,

volunteering has been seen as a means of expanding democracy. Social researchers have stressed the role of friendly social networks and informal civil associations in generating reserves of trust and social capital. The broad social benefits of trust are now widely recognised as having the potential to sustain and renovate economic and political institutions. Robert Putnam uses volunteering as an index of civic participation and argues that the imminent decline of volunteering signals a potential crisis for democracy. In this paper, the authors challenge Putnam's thesis from two directions: empirically and theoretically. Using information about time spent in volunteering from 1974 to 1997, it can be shown that far from the decline in volunteering, Putnam predicts that there is likely to be a significant increase in the total number of volunteer hours supplied. While this does give us some reason to anticipate an expansion of democracy in the future, they argue that Putnam also underestimates the democratising potential of volunteering by ignoring the relationships of care in which volunteering is anchored. (Journal abstract)

Volunteering in Western Australia: trends and patterns 1995 to 2000. Volunteering WA Perth, WA: Department of the Premier and Cabinet, 2001.

This publication represents a cooperative effort on the part of the Department of the Premier and Cabinet and Volunteering Western Australia, and reflects the partnering approach taken during the International Year of Volunteers 2001. How volunteers contribute to society, a demographic profile of volunteers in Western Australia, their reasons for volunteering, volunteer activities and volunteer involvement, are examined in this publication. This information provides a comparison between data from 1995 and 2000, looks at trends and patterns, and presents a snapshot of Western Australian volunteers.

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