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ABSTRACT

Glaring inadequacies and a lack of coordination in the field of youth development stimulated the extensive data collection and analyses presented in this report. Recent and current efforts in the youth development area at the college and university level were surveyed. Among the data reported are: (1) administrative perceptions of youth programs, youth development centers, and the concept of youth development; (2) descriptions and analyses of operating or potential youth development centers located in colleges and universities; (3) colleges offering degree programs in the youth area; and (4) extensive personal data on persons identified as youth specialists. A history of the rise and demise of university-based centers concerned with youth provides background for the current problems being encountered in developing a unified, national program. The feasibility of a national system of youth development centers (regional, state and local) is discussed. Based on the considerable data, analyses and discussions, several recommendations are made, the essence of which is that only a joint effort by the universities and the federal government will result in a coordinated, nationwide youth effort based on solid knowledge and competence. (TL)

AN INVENTORY AND ASSESSMENT OF YOUTH DEVELOPMENT CENTERS AT COLLEGES AND UNIVERSITIES IN THE UNITED STATES

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Harold J. Belgum
September 1, 1971

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The chapter on university based Training Centers of the early 60's s written by Barbara Knudson. Gisela Konopka wrote the Epilogue and Recom- ndations.

PREFACE

The field of youth development stands in sharp contrast to the field of child development. Beginning with the first White House Conference on Children called by Theodore Roosevelt the first half of the century saw the emergence of a national social policy in regard to the child. The Children's Bureau, child labor legislation, child welfare standards, certification of private agencies by state departments of child welfare, school attendance laws are examples of society's concern for the child being translated into public social policy. This concern of society continues to be expressed in such programs as Head Start.

The mid-century White House Conference on Children and Youth brought to public attention issues of adolescence such as the psycho-social moratorium, youth identity crisis, and other problems experienced by those coming of age in America. The sixties were characterized by a rising sense of anxiety about the youth population. Juvenile delinquency, school dropouts, youth unemployment, racial conflict, campus unrest, the new style in behavior and appearance combined to produce a great proliferation of private and public programs to serve youth. Many were experimental. Some were short-lived. They were not coordinated. In fact, they were not even collected by or known to any single federal unit of government.

It is hoped that this "Inventory and Assessment" may contribute to a better understanding of the national situation in youth studies and youth programs so that the institutions of higher learning in cooperation with government may develop socially responsible policies affecting American youth.

Harold J. Belgum

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PART I

THE STUDY

CHAPTER I

PROJECT ORIGINS

In January of 1970 the Center for Youth Development and Research was established at the University of Minnesota. Located within the Center for Urban and Regional Affairs its purpose is :

> To bring together knowledge and skills from various disciplines, professions, and experiences to better understand and work with our youth population;
>
> To provide training for persons working with youth to improve their skill and understanding of this age group;
>
> To organize and make useable and available existing knowledge about youth from this country and abroad (to translate knowledge and theory into practice);
>
> To add to knowledge through research and communication between youth itself and those concerned with youth.

In June, 1970, a proposal was presented to the Office of Child Development, Department of Health, Education, and Welfare, that an inventory and assessment of youth development centers at colleges and universities in the United States be conducted. The proposal was approved and funded with work on the project to begin October 1.

There were several assumptions underlying the proposal. It was assumed that a number of colleges and universities throughout the United States had established youth development centers. It was also assumed that these centers had started sporadically, knew very little about each other, and sometimes died. A corrolary to this was the assumption that there is wasteful repetition in the research being conducted and poor utilization of the existing knowledge in practice. In spite of the vast amount of knowledge about

youth today, there is no comprehensive, authoritative source regarding the availability of published and republished materials. In view of this situation there is only limited interaction between experts in the youth field.

The proposal was to be implemented by searching out youth development centers existing under academic auspices, describing their functions, and evaluating their usefulness. This was to be followed by a national conference of representatives of such centers to coordinate tasks, identify gaps in knowledge, and stimulate creative projects in research and action.

The findings were to be utilized through distribution of the final report by HEW, through the organization of an information system regarding youth at the Center for Youth Development and Research, University of Minnesota. The proposal closed with this statement: "The Center for Youth Development and Research will work on the development and implementation of practical action programs on a cooperative basis with youth, with youth centers and universities reaching for continuing relationships beyond the terms of this grant."

In July, the original purpose of the inventory as set down in the proposal was enlarged in discussions and communications between the Office of Child Development and the Center for Youth Development and Research. It was suggested that the inventory be viewed as a feasibility study for a potential network of youth development centers to serve the ten HEW regions in relation to future national youth programs.

These possible regional youth development centers were envisaged as becoming focal points for collection of youth information and resources for technical assistance to directors of youth programs within their regions. It was suggested that they might also become the location for annual field conferences wherein experiences could be shared and criteria for success and failure evaluated. From such conferences might emerge the planning for, and

coordination of, future national youth programs.

There emerged a model for the potential regional youth development centers of the future which contained such criteria as: the capability to conduct research and demonstration, a multi-disciplinary approach to youth issues, a broad spectrum of interests in youth and a concern for the central tasks of youth such as education, work, health, leisure, politics, and preparation for marriage.

A national clearing house was seen as a necessary capstone to the projected structure of regional centers. The national clearing house would collect the data assembled by regional centers and hence have the capacity to present "the national scene" in ongoing youth research and demonstration programs, in the area of published and unpublished materials on youth, and in the matter of detecting emerging youth problems which seem to merit special attention.

The perception of the "Inventory of Youth Development Centers" serving as a "feasibility study" for a national network of youth development centers was rooted in the assumption that there were in fact operational or potential centers throughout the United States which might be in a position to take on the regional responsibilities being projected by the Office of Child Development. By February, 1971, the data received concerning operational or potential youth development centers with such capabilities did not justify these assumptions. Hence the feasibility study concept was minimized and limited to what evidence might be found to support the need for a national network and a country-wide clearing house for youth issues and affairs. (See Appendix 1 for Proposal, Appendix 2 for Conversations Concerning Feasibility Study, and Appendix 3 for Communications Regarding National Clearing House.)

CHAPTER II

RESEARCH METHOD

In August, 1970, soon after the project was officially begun, an initial mailing was made to twenty-nine institutions, based on a list received from the Youth Division of the Office of Child Development. They were institutions which had, at some time in the last decade, youth-focused centers or activities known to Youth Division personnel.

The letter sent requested general information about the nature of current youth-focused programs. (See Appendix 4.)

Only a minimal response to this letter was received, it was obvious that any available lists were seriously out of date and required extensive revision and up-dating. It was apparent that only through national census of institutional offerings could the necessary information be gained, in order to provide the comprehensive picture of higher educational programming in the field of youth studies. In responses to the original request to 29 institutions, one month later, only six replies had been received. Ultimately nine answers came back, several marked "addressee unknown."

Accordingly, the first months of the project were spent in preparing a large scale, mass personalized mailing to 1048 four year colleges and universities. Mailing information was obtained from The World of Learning, 20th edition, London, 1970. Junior colleges, art and technical institutes, and agricultural and mining schools were eliminated from the list. In other words, the mailing was sent to the nation's liberal arts colleges and its universities. State by state mailings began October 1 and were completed over a three week

period.

The letter to presidents of institutions reads as follows, giving the basic rationale for the project and an overall summary of project objectives:

> Today there is widespread public concern about youth similar to concern about the child at the beginning of the century. The first White House Conference on Children in 1910 resulted in the Children's Bureau. In 1971 there will be a White House Conference on Youth, specifically focused on the nation's youth population.
>
> To assist the Youth Division of the Office of Child Development, Department of Health, Education, and Welfare, in planning future programs, the Center for Youth Development and Research at the University of Minnesota has been asked to make an inventory and assessment of university and college resources in the field of youth. The project is concerned with searching out established and potential youth development centers, and individual faculty members from all disciplines who are particularly interested in training, research, and services to this age group. Our focus is on youth aged approximately twelve to twenty-one.
>
> The purpose of the project is to determine the feasibility of establishing a network of youth development centers throughout the country, building on existing university resources to add to knowledge about youth, improve training of youth serving personnel, and aid in provision of quality services for youth populations. The enclosed form indicates the information needed.
>
> Please feel free to comment or ask further questions; cooperation from institutions of higher education will be our biggest assest in the tasks described above.

The data requested in the enclosed questionnaire were as follows:

A. Professional persons working or writing primarily in the area of youth . . . youth specialists?

NAME	DEPARTMENT	SPECIAL INTEREST

B. Does your institution
   1. . . . offer a degree program in the field of training for youth work? (Other than social work, recreation, education)
   2. . . . sponsor interdisciplinary programs in regard to youth problems?
   3. . . . operate a youth development center? (If "yes," we would appreciate receiving any descriptive material on the program. If "no," have you had such a center within the past five years?)
   4. . . . have any plans to establish a youth development center?

C. Other centers or individuals you may know about? (See Appendix 5, 6.)

In general, the response to the information request was exceptionally

[illegible] a mailed questionnaire. Three weeks after the initial mailing, a follow-up request for information was sent to those who had not as yet responded.

A data cut-off date, December 15, was established. As of that date, 546 replies were received, a response rate of 71.2 per cent. Replies received later (forty-four) brought the response to 75.3 per cent. Late replies were received but are not included in the statistics summarized in Chapter III (a brief precis of the "Interim Report").

In the period of time following the final cut-off date for receipt of information on the original questionnaire, analysis of the data was made and an interim report issued on February 1, 1971.

Simultaneously with analysis of the initial data, a second questionnaire was sent out addressed to the "youth specialists" referred by the colleges on the original information blanks. The letter addressed to these persons read as follows: (See Appendix 7, 8.)

> We are developing a directory of youth specialists at colleges and universities in the United States. In a letter that went to the president of each college and university this fall, we asked for the name, department, and special interest of "professional persons working or writing primarily in the area of youth . . . youth specialists." Youth was defined as ages 12-21.
>
> In response, the president of your university sent us your name. Two hundred eighty colleges and universities submitted 964 names of "youth specialists." For purposes of in-depth analysis of this youth specialist population, would you please take the time to complete the enclosed "Personnel Data Form."
>
> The directory is part of an "Inventory and Assessment of Youth Development Centers at Colleges and Universities in the United States," a project requested and funded by the Youth Division of the Office of Child Development in the Department of Health, Education, and Welfare. The purpose of the project is to identify and analyze the university-based resources and facilities in the broad area of youth, including research activities, training of youth serving personnel, and direct service to youth populations.

The second round of data collection was mailed to individuals in the period January 4, 1971 to March 15, 1971. No follow-up was used; a return of 685 out of 964 or 71.03 per cent was received by March 15. These data were prepared for machine processing and computer analysis.

The months of April and May were spent in final analysis of the data collected and in preparation for the report.

CHAPTER III

ADMINISTRATIVE PERCEPTIONS OF COLLEGE AND UNIVERSITY BASED YOUTH PROGRAMS

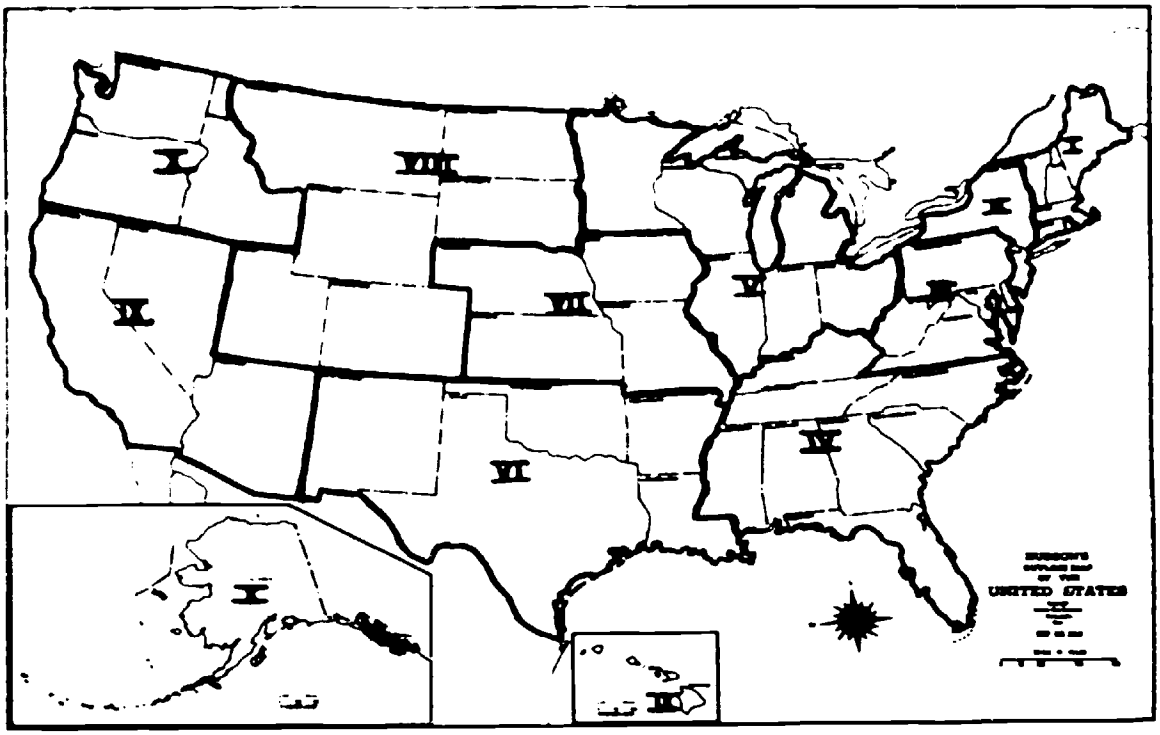
The letter and questionnaire which was sent to the presidents of 1048 four-year colleges and universities brought back 746 replies, a response of 71.2 per cent. A comparison of the ten HEW regions is of interest in terms of the total number of colleges and universities located in each region and the number of institutions responding from each region. The ten HEW regions represent the following groups of states:

CHART I

HEW REGIONS IN THE UNITED STATES

REGION I	REGION IV	REGION VI	REGION IX
Connecticut	Alabama	Arkansas	Arizona
Maine	Florida	Louisiana	California
Massachusetts	Georgia	New Mexico	Guam
New Hampshire	Kentucky	Oklahoma	Hawaii
Rhode Island	Mississippi	Texas	Nevada
Vermont	North Carolina		American Samoa
	South Carolina		
	Tennessee	REGION VII	
REGION II		Iowa	REGION X
New Jersey		Kansas	Alaska
New York	REGION V	Missouri	Idaho
Puerto Rico	Illinois	Nebraska	Oregon
Virgin Islands	Indiana		Washington
	Michigan		
	Minnesota	REGION VIII	
REGION III	Ohio	Colorado	
Delaware	Wisconsin	Montana	
Dist. of Columbia		North Dakota	
Maryland		South Dakota	
Pennsylvania		Utah	
Virginia		Wyoming	
West Virginia			

TEN H.E.W. REGIONS OF THE UNITED STATES



The number of institutions per region and the number responding to the questionnaire is shown in the following table:

TABLE 1

INSTITUTIONS RESPONDING TO YOUTH INVENTORY QUESTIONNAIRES

Region	Number of Institutions	Number of Institutions Responding	Percent of Institutions Responding
V	194	152	78
IV	169	111	65
III	141	98	69
I	102	73	71
VII	96	74	77
VI	95	61	64
II	89	58	65
IX	79	56	70
VIII	44	35	79
X	39	28	71

Since the inventory and assessment was originally perceived as a feasibility study for a network of youth development centers serving the ten HEW regions the number of colleges and universities located in each region becomes a matter of interest. Those who showed a special interest by responding, giving names, reporting programs with a youth focus, must be seen against the background of the total number of institutions region by region.

There is a difference of 15.3 per cent between Region VIII which showed the highest percentage of returns and Region VI which showed the lowest; 79.5 per cent as compared with 64.2 per cent respectively. May it be a reflection of the responsiveness of administrations to recent youth developments?

For the purpose of analysis all the responses were categorized into an "active" or "inactive" status according to whether they reported some of the following youth facts on their questionnaire, i.e.:

A. A person working or writing primarily in the area of youth . . . youth specialist

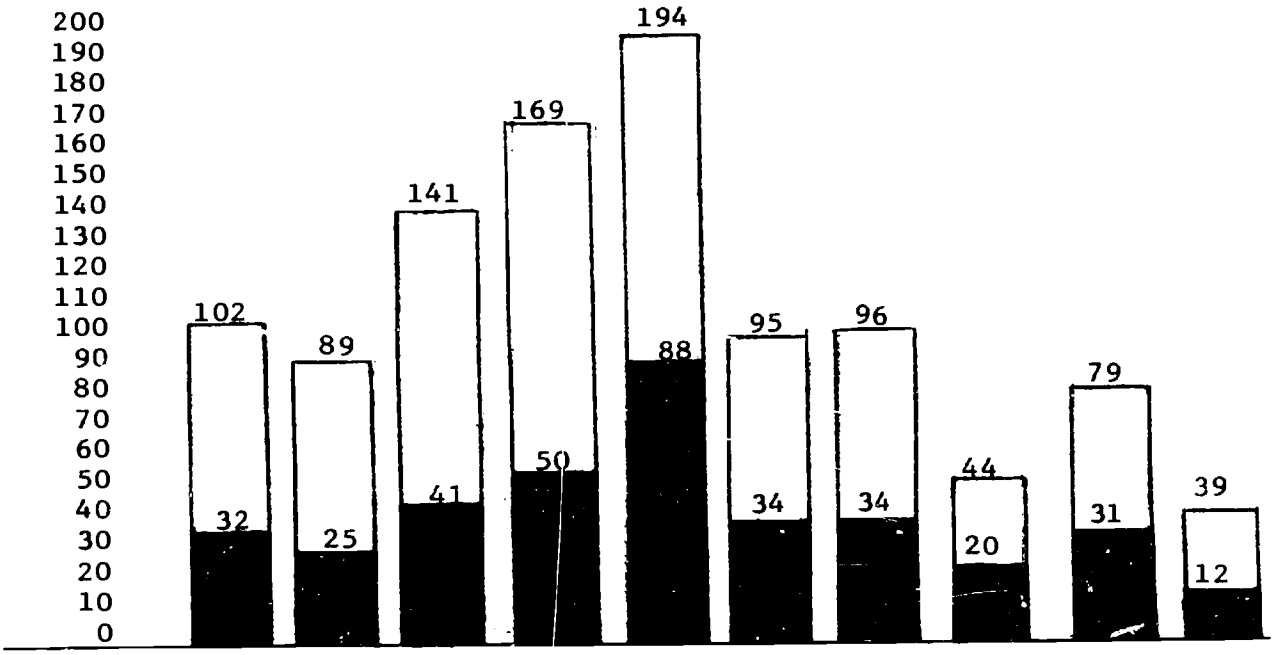
B. That their institution
   1. Offered a degree program in the field of training for youth work, other than social work, recreation, or education, and/or
   2. Sponsored interdisciplinary programs in regard to youth problems, and/or
   3. Operates a youth development center or did within the past five years, and/or
   4. Has plans to establish a center.

Those institutions which provided some youth facts range from 88 in Region V to 12 in Region X. In all, 367 provided some youth facts and 379 provided none. Although there is quite a variance from state to state, and between high and low regions, in general we can say that of those colleges answering the questionnaire half of them reported some youth activity of the kind indicated by the questionnaire. However, it is puzzling to examine sheet after sheet of questionnaires which contain no names of youth experts in view of the fact that many, even small colleges, list four or five and indicate

their special responsibilities. This study made no attempt to investigate the reasons for this difference. (See Chart 2 below for an indication of the ratio of institutions supplying youth facts by regions.)

CHART 2

NUMBER OF INSTITUTIONS SUPPLYING YOUTH FACTS, BY REGIONS



Number of colleges and universities receiving questionnaire shown in white, by region. Number of colleges and universities returning questionnaire and reporting some "youth facts" shown in black, by region.

Administrative Perceptions of the Youth Development Concept:

Whereas only eighteen colleges and universities said "yes" to the question: "Does your institution operate a youth development center," many respondents added "comments" at the bottom of the questionnaire, wrote letters, or enclosed mimeographed and printed materials describing certain projects or programs which seemed to them relevant to the inquiry. Respondents were, in

An examination of their responses yields some understanding of the [illegible] tative meanings suggested by the term "development." Considering the great variety of activities in colleges and universities which have something to do with youth development, it is interesting to see what elements [illegible] are selected as being most nearly related to our inventory and assessment.

There was a good deal of simple, affirmative response to the general idea: "Good luck in your youth study project." "We would like to participate in any way possible." "I am quite interested in hearing more about the Youth Development Center." "We would be interested to see such a center develop here." "Please keep us advised." "We would be interested in exploring the possibilities." A private college in California telephoned to express interest in being considered as a regional youth development center. Another college reported that they were reviewing their program and were "very interested in linkages with other centers."

Some communications were confused, skeptical, or defensive. At the end of a letter saying in several ways he did not understand the purpose of the study, a college president wrote, "Please do not consider the above remarks as being other than a perfectly sincere reflection of puzzlement." Here and there a warning flag was raised: "An organization set up to deal with the problems of adults in dealing with the youth of this country can be of no service to the United States." The same respondent added the proviso: "If goals established are clearly defined as being truly beneficial to youth," his institution would be "most happy to cooperate and assist in this project." Sometimes "center" called to mind a building: "We operate a Student Union building." "We operate a Minority Student Center." "We have a Hall of Youth." Several colleges pointed out that "development" simply

characterized the whole purpose of their institution: "All our work could be considered in the area of youth development." "Our college is committed to the concept of youth development philosophically and actually. The presence of the Student Development Center on campus is one of the reality reflections of our intent to give evidence of our congruence."

One's curiosity is aroused by hastily scribbled notes across blank questionnaires, like: "Nothing here like this," or "No such program," or "This was referred to me from the President's office. Do not know of activities that are helpful." One wonders how many questionnaires were missent or misplaced or forgotten by administrative assistants beset by immediate concerns more urgent to them than such inquiry. Of the 1048 colleges and universities that received the questionnaire 302 had not responded by December 15, about two months after they were mailed. There were 379 institutions who replied that they had nothing of interest for an "Inventory and Assessment."

Of the 746 questionnaires that were returned by December 15, 379 contained names of no "youth specialists," no indications of "degree programs," "interdisciplinary programs," or "youth development center" past, present, or future. It is possible that some respondents refrained from naming "youth specialists" because for them the connotations of "degree programs," "interdisciplinary programs," and "youth development centers" created a frame of reference more prestigious, formal, or integrated than would apply to their own institutions.

One respondent said, "We have many individuals who are acquainted with various aspects of work with youth. However, I have answered the above question (Do you have youth specialists?) in terms of the fact that we have no program in this context." Another wrote, "We do have people working in adolescent psychology, etc. but none that are specifically in the category as I understand you to define it." Another: "Our people read a great deal of the

literature in the youth field, but we do not have special studies in youth. We do not have a graduate school." Yet another: "Some work in this area is done, but we do not have any special programs." One college which is known to have a youth specialist (He has published a study of adolescent sex behavior and is currently at work on a book about sexual experience from birth to death.) did not name him as a youth specialist but instead named the college chaplain. It must be kept in mind that information appearing on the questionnaire represents the perceptions of that particular person to whom the task of responding was assigned by the president of the institution.

A mood of change is frequently felt. "Our student personnel institute is reviewing its future program." "We are a new university." "At one time we had talked about establishing an Adolescent Youth Study Center. After this proposal was made by University High School, a part of the University, a change in the administration of the school was made." At one university where a youth development center had been in operation for several years but had been discontinued, it is known that a new center with a much broadened focus of concern is being completed, but this was not reported in the questionnaire.

The word "possible" crops up as a change indicator. "The Department of Graduate Studies in Education has been giving serious consideration to the possible development of a youth development center and the training of people who would be working at such a center." "We are just now beginning to add special offerings." "We are presently concerned with problems relating to excess leisure time and youth problems which will become very important." "I have done some work at rock festivals with drug users--nothing formal." A state college in Wisconsin reported that two youth specialists had "generated interest and activity regarding parent-youth communications in several communities."

It is natural that the primary focus of youth concern in a college or university will be on its own youthful student body and that secondary focus will be on those students in junior and senior high schools who may be entering this college and university student population. Many respondents simply described the guidance and counseling services offered to their own students. There is apparently a tendency to subsume services to students and activities open to them under the term "student development center." Of those colleges and universities that named "youth specialists" there were 177 instances when the "department" of the "youth specialist" was listed as "guidance and counseling." The only "department" mentioned more often was education which was listed 193 times. The third most frequently mentioned "department" was psychology, 125 times; the fourth was sociology, 73 times.

Time and again respondents described programs for underprivileged, minorities, and culturally disadvantaged students enrolled in college or looking toward college from junior and senior high schools. "For the last three summers," writes one respondent, "we have had a summer session for high school juniors and seniors. Through scholarships we have brought economically disadvantaged youth into this program." From the southwest comes this report: "Our students have sponsored such programs as Project Amigos, devoted to improving the communities of our neighbors in Mexico; Project Tutor, where they teach underpriveleged students in surrounding communities; and Directions Unlimited, designed to bring vocational awareness to minority students in the junior and senior high schools."

Upward Bound is mentioned often with suggestions that it has a philosophy related to the youth development center "ideal." "We do not have specialists in the area of youth, but we do have people working in Upward Bound." One college put nothing on the questionnaire except this: "We do have an Upward Bound Program." Somehow Upward Bound is viewed, at least by some

institutions of higher learning, as extracurricular, to wit: "We have been involved in an Upward Bound Program in the past four years. This is the fifth year and the people involved in it are specialists in 'teen-age problems.' But this is not an accredited course given for academic credit toward a degree From California is reported Project 50: "We have asked for government money to help fund 'Project 50' over the summer. It would aid 50 students in eighth and ninth grades by introducing them to college type classes and so motivate them to take college preparatory courses in high school." One college dean said, "Our closest approach to a youth evelopment center is our Upward Bound Program." Another tells this: "About one third of our student body is involved in programs of tutorial assistance to disadvantaged youth in our area." Yet another : "We plan to establish a learning center to serve pre-college youth."

Two final illustrations will suggest still further connontations evoke by the concept of youth development: One is field work, the other is in-servi training. A respondent from an education department describes a three year, one hour a day program of field experience in teacher training: Sophomores work as assistant elementary teachers; juniors as associate junior high teachers; seniors as interns in senior high schools. Obviously this style of teacher training assumes an orientation in the development of children and youth. In response to a request from the New England Association of Child Care Personnel one university has initiated an Associate in Arts degree program for workers in child care institutions. Although this response to a questionnaire about youth development may, at first flush, seem irrelevant, it indicates once again the connotative power of the youth development "ideal." This "ide may have suggested to this respondent the contributions which more insightful and creative workers might make to the unfolding of children and youth separated from their families and now growing up in institutions . . . in short

to their whole development as human beings.

Summary:

The administrative perceptions of such open-ended and many-sided concepts as "youth development center," "youth specialist," and "public concern about youth" resulted in a wide spectrum of responses. They ranged from enthusiastic expressions of interest in the study to confused and skeptical remarks.

The youth development programs reported ranged from traditional counseling services for campus students on the one hand to experimental programs directed toward cultural and racial minorities and economically disadvantaged youth on the other. Evidences of increased interaction between town and gown are numerous. These include expanded use of field work experiences for college students and in-service training programs for community youth leaders.

A mood of change and uncertainty comes through in the responses. Plans for the future may be described as "nebulous" or "not ready to be reported." Many youth programs are just beginning or are waiting for funds. But there is also the pervading presence of an ideal of youth development which institutions, large and small, seem to hold in common. This ideal includes the equal dignity and worth of all youth, their need to develop as whole persons and their right to a meaningful role in society.

Administrative Perceptions of Youth Programs in Institutions:

In response to the questionnaire inquiry about youth programs a total of 48, or 13.1 per cent, indicated that they had a degree program in youth work (separate from social work, education, recreation, as asked on the questionnaire). This percentage varied from 5 per cent in Region VIII to 21.9 per cent in Region I. It was suspected that some of the degree programs mentioned might not really be youth focused. This suspicion grew out of some of the rather vague comments which accompanied many replies. The 48 degree

programs therefore were investigated further. (See Chapter V.)

A substantially larger number of institutions reported some variety of interdisciplinary programs in regard to youth problems, 118 or some 32.3 per cent of the reporting colleges, with a range from 24 per cent in Region II to 41.5 per cent in Region III.

Sixteen colleges reported having an operating youth development center on their campus at the present time, four indicated nothing at the present but a past program of this kind, and twenty-four colleges indicated some plans in this direction for future years. It was apparent that some of these "plans" were in response to the letter indicating the potential "feasibility study" nature of this project, by such answers as "if funds become available" and the like. However, all responses noting "yes" with regard to the question, "Does your institution have any plans to establish a youth development center?" were marked for further contact for details concerning the nature of their planning in this area, as were the current youth centers, some of which were also questionable.

It would seem useful to place the findings on youth programs against the same grid that the gross responses to the questionnaire were placed, namely the number of institutions queried by region. (See table 2.)

Those colleges and universities which answered "yes" to the question "Does your institution operate a youth development center?" are listed below together with the descriptive comments they furnished. (They were requested to furnish more detailed information concerning their centers.)

Southern Connecticut State College
501 Crescent Street
New Haven, Connecticut

"Yes, we operate a youth development center." It is aimed at "cutting down drastically the dropout-flunkout rate of students at Connecticut State." The Academic Supportive Services Program is designed for students

who have the potential to succeed in their college work, but who are suffering from one or more deficiencies which could have serious effects on their studies. The program is also aimed at students who are capable of high quality work but for a variety of reasons are just getting by in their studies.

TABLE 2

NUMBER OF YOUTH DEVELOPMENT CENTERS, DEGREE PROGRAMS AND INTERDISCIPLINARY PROGRAMS REPORTED OPERATIVE, BY REGION

Region	Number of Institutions	Youth Development Centers Operative	Degree Programs	Interdisciplinary Programs
V	194	4	13	30
IV	169	2	4	17
III	141	3	4	17
I	102	3	7	9
VII	96	0	9	2
VI	95	1	4	13
II	89	1	7	6
IX	79	1	4	8
VIII	44	1	5	1
X	39	1	2	4
Total	1048	16	48	118

"It is our ultimate goal," says Dr. Charles E. Bailey, director of the program, "to develop multi-media resources that will introduce students to materials and skills needed to insure college success." (November 5, 1970)

Atlantic Union College
South Lancaster, Massachusetts

"Yes, we operate a youth development center. A counseling Center for Youth Problems. We enroll 700 in a liberal arts accredited college."

Tufts University
Medford, Massachusetts

Yes--youth development center. The Lincoln-Filene Center specializes in political socialization, political process, and ethnic group relationships. Three of its staff were nominated as "youth specialists," one being the director, John S. Gibson.

Syracuse University
Syracuse, New York

Yes--youth development center. The questionnaire respondent was David Dresser, Assistant Provost. He named Dr. Robert H. Hardt of the Youth Development Center as having a special interest in delinquency. He did not name Dr. Walter M. Beattie who is Acting Director of the Youth Development Center and who told over the phone that the Youth Development Center will be changed to "Life Span Study Center." (Youth Development Center funded, together with the University of Southern California Youth Development Center by Ford Foundation, 1958)

Howard University
Washington, D.C.

No youth development center is operative now. They have had a youth development center in the past five years and have plans to establish a youth development center in the near future. Howard had one of the original 13 training centers.

West Chester State College
West Chester, Pennsylvania

Yes--youth development center. No further information was provided during the first phase of the study.

Lock Haven State College
Lock Haven, Pennsylvania

Yes--youth development center. No additional information was provided

t this time.

a Salle College
hiladelphia, Pennsylvania

Yes--youth development center. "The Counseling Center at La Salle ollege would be interested in any information you develop concerning this roject." The Director of the Counseling Center was respondent, Dr. Frank hreiner.

lorida Atlantic University
oca Raton, Florida

Two respondents sent in questionnaires because the first response rossed the follow-up letter in the mail and apparently got referred to a ifferent respondent.

1. Robert Wiegman, Dean of the College of Edcuation, said, "We have no youth development center in operation but have plans to establish one." He added, "We have a center on campus that has an extensive program to serve disabled youth. We would like very much to develop a more comprehensive program in research that would address itself to the total youth population."
2. Everett Cutaldo, acting director of the Institute of Behavioral Research, said, "Yes, we operate a youth development center." He enclosed a description of the Institute which specializes in studies in the Juvenile Justice Program.

University of South Florida
Tampa, Florida

Yes--youth development center. It is a Counseling Center for Human Development offering these services: psychiatric, reading and study skills, research, speech and hearing, testing, tutoring, vocational, career and guidance, vocational rehabilitation . . . for students enrolled at the University

of South Florida.

Morehead State University
Morehead, Kentucky

Yes--youth development center. Mr. Hubert Crawford is listed as a "youth specialist" in the Juvenile Delinquency Center.

Lewis St. Francis College
Lockport, Illinois

Yes--youth development center. "For college students" says a note on the questionnaire. An enclosed brochure described services valuable to students in the "Student Development Center," a part of which is devoted to helping college students with reading and study skills.

Taylor University
Upland, Indiana

From this institution we received two questionnaires which contradicted each other:

1. Thomas Beers, Administrative Assistant, said,"Yes, we operate a youth development center," and attached a description of "The Iron Waffle" and "Wandering Wheels" . . . "wholesome and character building programs." The Schwin Bicycle Company donates bicycles and high school students participate in cross-country tours.
2. Gordon Zimmerman, Vice-President for Academic Affairs, said, "No we do not operate a youth development center, but we have a 'youth specialist,' Robert Davenport, whose 'department' is 'Wandering Wheels' and whose 'special interest' is bicycle cross-country tours for youth." Thomas Beers had also named Mr. Davenport as a "youth specialist" but gave his "department" as "University Church Leadership Programs."

Hanover College
Hanover, Maryland

Yes--youth development center. "The college and students sponsor a program which is called 'Link.' This program is one of assistance to underprivileged and disadvantaged children."

Albion College
Albion, Michigan

Yes--youth development center. "A Center for Community Advancement in which are included Big Brothers, Big Sisters, Read, Learn-Play, etc."

Aquinas College
Grand Rapids, Michigan

Yes--youth development center. "The Individual Development Center recognizes the wide range of differences and needs of students and has as its purpose to maximize each student's opportunity for success in college."

Eastern Michigan University
Upsilanti, Michigan

Yes--youth development center. No information was provided during this phase of the study.

University of Cincinnati
Cincinnati, Ohio

Yes--youth development center. They have plans to establish a youth development center. Attached was a description of a comprehensive "Educational Development Program whose purpose is to provide remedial and other services to students with academic potential." It is related to "Upward Bound" and "Talent Search" which provide for "the identification, encouragement, and preparation of disadvantaged students for post-secondary education." "The Educational Development Program takes over when the student is admitted to college."

University of Albuquerque
Albuquerque, New Mexico

Yes--youth development center. W. V. Niederberger, director of Division of Social Sciences and Center for Law Enforcement, Corrections and Social Services was the respondent. He enclosed a description of the "Southwest Cultural Center" whose focus is on native arts, crafts, traditions, and history. He named Robert Martinez, whose special interest is youth development and who is associated with the Southwest Cultural Center, as a "youth specialist."

University of Denver
Denver, Colorado

Yes--youth development center. "Our Child Study Center deals with children through high school age, their families, their schools, and community institutions. We work closely with special education, social work, psychiatry, physical education, and speech and hearing. The University of Denver was one of the 13 original training centers funded by HEW.

South Dakota State University
Brookings, South Dakota

Yes--youth development center. "We operate 4-H Club Camps and Music Camps."

University of Southern California
Los Angeles, California

Yes--youth development center. It is operative now, has been during the past five years, and will be in the future. The respondent was Robert H. Finnell, Director of Office of Institutional Studies. The University of Southern California was together with Syracuse University a recipient of Ford Foundation funding in 1958 for a youth development center. A special case.

Administrative Perceptions of Youth Specialists on Faculties:

Two hundred and eighty colleges and universities nominated 964 youth specialists in answer to the question, "What professional persons are working or writing primarily in the area of youth . . . 'youth specialists?'" They were asked to give name, department, and special interest. The average number of names submitted was a little above three from each institution.

Region V submitted the largest number of questionnaires containing some youth facts. This region also had the largest number of colleges and universities selecting out and nominating youth specialists. Region IV is second in rank on the same three counts. Region III and VI are close to each other in third place. Regions I, VII, and IX are similar. Regions II, VIII, and X are lowest in rank with regard to the volume of their responses on the three counts.

Because it is difficult to form a picture of regional relationships, each region containing several states with great differences in population and area, it will be helpful to repeat from Table 1 the rank order of regions with regard to the total number of questionnaires sent to colleges and universisties in each region. This can be taken as the "count" of institutions of higher learning in each region. Shown below are the number of institutions nominating youth specialists and the number of youth specialists nominated. (See Table 3.) It will be seen from Table 3 that the rank order of colleges and universities reporting youth facts and youth specialists corresponds roughly to the rank order of institutions in each region. In short, the more institutions, the more reports; the more reports, the more youth specialists. On the basis of those returns, one can assume that the volume of response is proportional to the volume of college and university life. That is, the degree of interest in youth seems to be evenly distributed over the ten regions.

TABLE 3

NUMBER OF YOUTH SPECIALISTS REPORTED, BY REGION

Region	Number of Institutions	Number of Institutions Nominating Youth Specialists	Number of Youth Specialists Nominated
V	194	67	233
IV	169	37	107
III	141	31	96
I	102	25	95
VII	96	25	81
VI	95	27	98
II	89	20	61
IX	79	23	94
VIII	44	15	58
X	39	10	35

Table 4 shows the frequency with which academic departments were named as having youth specialists on their faculties.

TABLE 4

ACADEMIC DEPARTMENTS WHERE YOUTH SPECIALISTS ARE LOCATED AS DESIGNATED BY ADMINISTRATIVE RESPONDENT

Number of Times Named	Department	Number of Times Named	Department
193	Education	7	Special Community Programs
177	Guidance and Counseling	5	Political Science
125	Psychology	4	Philosophy
73	Sociology	3	Vocational and Industrial Education
38	Administration	3	Arts
37	Special Centers	3	Biology
36	Theology and Religion	3	Human Relations
34	Agricultural Extension	2	History
29	Education Opportunity Programs	2	Humanities
27	Medical	2	Chemistry
26	Physical Education	2	General Science
19	Not Appropriate as a "Department"	1	Human Development
17	Home Economics	1	Afro-American Dept.
16	Special Education	1	Foreign Language
16	Child Development	1	Anthropology
10	Family Studies	1	Economics
9	English	1	Business Administration
7	Community Development		

Areas of special interest of the youth specialists named by 280 colleges and universities responding to this question, as listed by the administrative respondent, are ranked in order of frequency with which each special interest was designated.

TABLE 5

SPECIAL INTEREST FIELD OF YOUTH SPECIALISTS AS DESIGNATED BY ADMINISTRATIVE RESPONDENT

Number of Times Designated	Special Interest	Number of Times Designated	Special Interest
133	Guidance and Counseling	29	Developmental Psych.
107	Education	27	Specific Age Groups
76	Community Relations	26	Recreation
67	Child Development	25	Adolescent Culture
53	Psychology	23	Miscellaneous
49	Compensatory Education	22	Religion
45	Special Education	21	Special Activities
41	Adolescent Problems	18	Health
41	Delinquency and Corrections	12	Vocational
		9	Family Life

It seems redundant to find guidance and counseling and education mentioned most frequently as areas of special interest when they were also the most frequently mentioned departments. Community relations is named as an area of special interest somewhat more often than child development and may reflect the efforts of some colleges and universities to move beyond the campus and express the communiversity concept. On the other hand, it may be that the seventy-six instances reported simply identified individual professionals who on their own initiative related to the community quite apart from any policy of the college or university.

Four special interests are concerned with rather specific problems impeding development. These are: (1) compensatory education, (2) special education, (3) adolescent probelms, and (4) deliquency and corrections. If

these are summed they exceed the number reportedly having guidance and counseling as a special interest.

Those perceived by the respondents as having an age group as a special interest might have placed themselves in the area of child development or developmental psychology. Adolescent culture, miscellaneous, religion, and special activities are terms so broad and elastic as to contain anything affecting youth.

The two areas of interest mentioned least frequently, namely vocational and family life, provoke several questions. In view of the massive youth unemployment problem why are there so few youth specialists in this area? Is it because colleges and universities feel this is outside their area of responsibility? Is it not a question that is open to research? Delinquency is mentioned three times as often as vocational, yet there are many more jobless youth than deliquent youth.

Family life occurs only nine times as an area of special interest, in spite of the obvious fact that each student was born, reared, and heavily influenced by his family of origin. The reason for omission of naming this interest may be that those with special interests in child development and psychology may deal with the implications of the family origin of the student. It could also be that this is considered a separate interdisciplinary field.

Summary:

The letter to college and university presidents contained ideas and phrases which influenced the way in which administrative respondents reacted to the inquiry. The letter referred to "widespread concern about youth;" said the inquiry was "to assist in planning future programs;" spoke of "searching out established and potential youth development centers and individual faculty members from all disciplines;" and named "training, research, and

service to youth, aged 12-21" as of particular interest to the study.

The purpose of the study was stated: "to determine the feasibility of establishing a network of youth development centers throughout the country, building an existing university resource to add to knowledge about youth, improve training of youth serving personnel, and aid in provision of quality services for youth populations."

The fact that 746 out of 1048 (71.2 per cent) responded reflects the high degree of interest evoked by the issues raised in the letter. The large number of letters received as well as comments added to the returned questionnaires indicated a wide variety of attempts to respond to youth needs both on campus and in the community. Running through the comments was an ideal of youth developnent as a many faceted, total process to which colleges and universities were trying to contribute.

The sixteen institutions which reported youth development centers in operation used a whole spectrum of definitions. Included were objectives such as reducing the drop-out rate of students, offering special services to students, providing recreational and inspirational opportunities, arranging for college students to assist underprivileged and disadvantaged children. There were also indications of more comprehensive goals related to the training of teachers, youth workers, and corrections personnel. It was from these clues that the special study of youth development centers was developed (see Chapter IV). Special studies were also designed for the institutions reporting degree programs and interdisciplinary programs in the youth area (see Chapters V and VI).

Two hundred and eighty colleges and universities nominated 964 youth specialists. They were mainly from the departments of education, guidance and counseling, psychology, and sociology, although thirty other departments were named as having one or more youth specialists. The special interests

of youth personnel were not clearly defined by the administrative respondents nor were they specific enough to merit classification or analysis. Here again, the clues provided were used to build a questionnaire to which the youth specialists themselves were asked to respond. The results of this phase of the study are found in Chapter VII.

CHAPTER IV

YOUTH DEVELOPMENT CENTERS

Youth Development Centers for Student and Community Services:

The heart of the research project was, as indicated in the introductory section, the search for operating or potential youth development centers located in colleges and universities throughout the country.

Before attempting to describe and analyze the material that was received from colleges and universities concerning currently operative youth development centers, it is important to review the assumptions that were advanced in the proposal for "An Inventory and Assessment of Youth Development Centers at Universities and Colleges in the United States."

These assumptions were:

1. Youth activity and development centers have been established in a number of colleges and universities all over the United States.
2. These centers have made attempts to collect, coordinate, and/or produce knowledge and skill.
3. They have started sporadically; they have sometimes died; and they know very little about each other.
4. To actually expand the capability of this country to work with its youth, it is necessary to learn more about these centers and to bring together the people who are especially knowlegable about them.

On the basis of these assumptions the proposal offers that "the Center for Youth Development and Research at the University of Minnesota make an inventory of such centers and assess their effectiveness in knowledge dissemination and utilization in regard to all youth problems with particular emphasis on the disadvantaged."

The proposal goes on to spell out the three steps in implementing the "Inventory and Assessment" as follows : The first step will be to find out where such centers are located or have existed within the past five years. The second step will be to learn about their various functions and activities, including reasons for success or failure. The third step--looking toward improved effectiveness of these centers--will be to organize a national conference with representatives of such centers, including youth with whom they have worked or served. The aim of this conference will be to: (1) coordinate tasks, (2) identify gaps in knowledge and skill, (3) stimulate creative projects in research and action.

Material presented in this section represents the findings with regard to steps one and two (that is, a description of the current situation) above. Step three, dealing with organizational plans for the future of university based youth activities, is discussed in a later section.

As described in Chapter II, Research Method, a national survey was completed in the Fall of 1970 requesting information on current, past, and future youth development centers (See Chapter III).

A letter and questionnaire was sent to the sixteen colleges and universities which had indicated they had a youth development center currently in operation. The following questions were asked :

1. Could you send more information on the youth development center?
2. Which youth are served? In what ways?
3. Is the center supported by funds from outside the university?
4. Does it sponsor research?
5. Do several disciplines or departments participate in its program?

Of the sixteen institutions queried, seven answered the second questionnaire. Our interpretation for this relatively poor response is the likelihood that several institutions misunderstood the original questionnaire and when the follow-up request came, discovered they did not, in fact, have a youth development center on their campus.

Of the seven who replied, the first two were clearly in the student personnel services category, that is, focused on provision of assistance to students on their own campus. The other five were closer to the youth development center concept in being broadly youth focused, but rather exclusively service oriented, with Lock Haven, Washington State, Hanover, and Morehead serving disadvantaged populations, and Taylor serving its own community citizens, and in addition having an international missionary focus.

Respondent	Institution	Type of Center
Dr. W. Harold Grant	Auburn University Auburn, Alabama	Student Development Center
Dr. Ed Allen	Univ. of South Florida Tampa, Florida	Counseling Center for Human Development
Robert D. Lynch	Lock Haven State College Lock Haven, Pennsylvania	Upward Bound, other services to community youth
Dr. Evelyn P. Mason	Western Washington State Bellingham, Washington	Project "Catch-Up" for disadvantaged students
Dr. John E. Horner	Hanover College Hanover, Indiana	"Link" program for disadvantaged
Dr. Thomas G. Beers	Taylor University Upland, Indiana	Youth community recreation activities, "World Outreach" missionary work
Dr. Gene W. Scholes	Morehead State University Morehead, Kentucky	Technical assistance to Eastern Kentucky project

Of the nine institutions which failed to respond to the second questionnaire, personal follow-up plus the original materials enabled us to piece together the following picture of their activities.

Respondent	Institution	Type of Program
Charles Bailey	Southern Conn. State New Haven, Connecticut	Student Development
Clifford Mulvihill	Atlantic Union So. Lancaster, Mass.	Counseling
John Gibson	Tufts University Medford, Massachusetts	Lincoln-Filene Center, research in social problems and processes, including youth affairs

Respondent	Institution	Type of Program
Dr. Gerald L. Shawhan	University of Cincinnati Cincinnati, Ohio	Educational services to disadvantaged, Upward Bound
Dr. Frank Shreiner	La Salle College Philadelphia, Pa.	Counseling Center
George Fowley	Lewis St. Francis College Lockport, Illinois	Student Development Center
[illegible] William McIntyre	Albion College Albion, Michigan	Community advancement, service oriented
[illegible] Paul Nelson	Aquinas College Grand Rapids Michigan	Student Counseling Center
[illegible] V. [illegible]derberger	Univ. of Albuquerque Albuquerque, New Mexico	Center for Law Enforcement Correctional and Social Services

Summary:

Five of the nine seemed to be basically personnel offices for their [illegible] students, while the other two were focused on community service; one was [illegible]ned at local community services and the other at disadvantaged persons. The Lincoln-Filene Center at Tufts University, Medford, Massachusetts, and Albuquerque's social service oriented center have foci other than youth, while both include youth activities and studies within their sphere of action.

Youth Development Centers for Research and Development:

Drawing on the individual and collective knowledge of CYDR staff and information from HEW, certain other centers known to be engaged in research and development in a broader sense were also identified and investigated in some depth, either through correspondence, visits, or long-distance telephoning. They are as follows:

Respondent	Institution	Type of Center
Alexander McEachern	Univ. of Southern Calif. Los Angeles, California	Youth Studies Center

Respondent	Institution	Type of Center
Charles Matthew	Univ. of Southern Illinois Carbondale, Ill.	Center for Study of Crime and Delinquency
Jack Nagoshi	University of Hawaii Honolulu, Hawaii	Youth Development Center
Gisela Konopka	University of Minnesota Minneapolis, Minnesota	Center for Youth Development and Research

A brief description and analysis of these centers follows:

Southern California:

The Youth Studies Center, University of Southern California, is an interdisciplinary organization which was established on July 1, 1958, through a grant from the Ford Foundation. Its objectives were to develop more effective programs to meet the problems of delinquency through research, demonstration, and training activities. Throughout the intervening years, the Center has sponsored a variety of projects aimed at fuller understanding of the total spectrum of youth problems. Projects have been funded by grants to individual scholar-staff members and to the Center itself from such sources as the National Institute of Mental Health, the U.S. Office of Education, the Rosenberg Foundation, the Ford Foundation, and the President's Committee on Juvenile Delinquency and Crime.

In the years between 1962 and 1968, the years of activity of the President's Committee on Juvenile Delinquency and Crime, the Youth Studies Center received a variety of demonstration and curriculum development grants enabling the Center to expand staff, to relate itself to the Youth Opportunities Board of Greater Los Angeles (an OJD-YD demonstration project) and the developing poverty programs, as well as providing funds for a series of conferences and courses and supporting the publication of a variety of training materials.

The Center was initially located physically in the Civic Center Campus

...ter is the case of Watts in Los Angeles. As an outreach unit, ...ervice attempted to relate itself to the needs of the community it served, ...ecruiting systematically to utilize the vast resources of the total com- ...nity. Many staff members were tenured staff members representing a vari- ...ety of disciplines.

...e first director was Dr. E. F. ...ntz, whose background was ...ministration. He was succeeded by LaMar Empey, a sociologist and ...ime planner. A variety of distinguished social scientists have always been ...ociated with the center, including Martin Deutsch, A. H. Passow, William ...ris, Maxwell Jones, Gilbert Kahn, and Lorman Kolbrick. The center had ...o roles to play, one representing the world of academia, the other repre- ...enting the community.

...ough at the start of this report, which has had periods of emer- ...ence and periods of relative quiescence, the staff persons have struggled ...ith complex and basic issues involving the center's nature and mission. ...ese issues were the most stable internal attributes with which to conduct ...ervice, research and maintaining a competent set of individuals. The most ...ficult was that of locating, as a tenant in an active organization, the ...ivate argument for the existence of the center, and the major issues ...ere those that related to the ever mounting pressures from related ...ocial problems of the community and staff.

...The following is taken from a newsletter, dated January 15, 1967, ...ich the staff was working at that time. It cites major issues

...The issue of setting up the goals or, otherwise, a focus for ...ervice ... The statement is of a simple one ...

...The other major issue began to ... the details of their ...ork ... result in the staff's tremendous multiplication of ...ervices ... the possibilities to contribute to the welfare ...f the people ... At the same time, the best means by which to further ...ese goals are not easily determined. How much the staff was ...owledge gathering and training for the sake of the center's ...ervice to ... meet the immediate and pressing demands of the com- ...unity

program, the civil rights movement, mental health needs, or attempts to control crime and delinquency is not easily determined. Pressing problems are not necessarily amenable to immediate solution, yet the need for deliberate and long-range experimentation is not easily argued either in the face of mounting pressures or the previously unequalled availability of funds for applied research.

The problem for the Youth Studies Center is especially acute because its position has not been entirely traditional. On one hand, it has conducted basic research and attempted to integrate its functions with the University. On the other, it has conducted experimental research and training in the community, attempting thereby to study pressing community problems but, at the same time, to do so in a way that would remain objective and result in the acquisition of knowledge. The latter effort not only demands extended attention to the traditional problems of sound conceptualization and effective research techniques but an inordinate amount of time devoted to means by which understanding and communication can be maintained with cooperating agencies. Reconciling theoretical and research imperatives with action demands is difficult.

The question at present, therefore, is how best to maintain a sound and objective experimental stance in the face of risking the violation of expectations either in the University or in the community. Experimentation not only requires accommodation with professionals and scientific disciplines in the community but in the University as well. New approaches are universally a threat.

In 1971, six years later, the Youth Studies Center is still discussing some basic issues and seeking to [illegible] activities answers for changing [illegible]. Its current structure is a different one from the original. It now exists as a portion of the Systems Research Center, USC, and has had few Youth Studies Center programs for the past year and a half, other than the ongoing publication of a scholarly journal, Youth and Society. Activities exist in the individual research projects of the scholars who are linked, formally and informally, with the Center, support for whose projects has been obtained individually rather than as Center projects. A. W. McEachern, [illegible] of the Systems Research Center, serves as Director of the Youth Studies Center as well. They describe themselves currently as somewhat "in limbo," [illegible] for support and for a mechanism to renew work on the potentials offered for them in the years of greater availability of federal dollars for research and action projects.

The model offered here [illegible] the current time [illegible] the past model was

more in the combination of action, research, and teaching which the Center for Youth Development and Research at the University of Minnesota represents) is that of a community of scholars with special interest in the youth of the nation. The focus is on youth as an age group with its particular problems and potential and on the range of behavioral manifestations seen in the widely differing types of young people to be found in the generational cross cut. Center orientation is definitely international in scope--the last Center project was, in fact, an international conference on youth held in early 1969. Contact is maintained with an extensive selection of international scholars with specific interest in youth and youth problems.

The Youth Studies Center represents a vast reservoir of experience and expertise currently being under-utilized in terms of potential contribution to enhancing the basic knowledge concerning youth.

University of Hawaii:

The Youth Development Center at the University of Hawaii, established in 1964, began with a strong orientation towards correctional and judicial service agencies of that island state, concentrating heavily on provision of staff training opportunities, assistance in development and planning, and technical aid in research and evaluation. The relatively small size of the constituency to be served permitted mutually beneficial relationships to develop between "town and gown," with Hawaii providing the most successful linking of university resources with agency need in the entire national Training Center program. The interdisciplinary staff had built-in contact with educational institutions and social agencies such as settlements, courts and police, and gradually were operative and quite influential in many such youth-serving programs.

A major part of the rationale behind the Hawaii Training Center program

was the necessity to secure continuously input from the mainland correctional and social-need-meeting world, that is, make a conscious attempt to bring in new ideas and to expose Hawaiian policy makers and staff broadly via mainland travel opportunities. Hawaii's unique isolation situation meant specific mechanisms were needed and influenced the delivery systems utilized by the Center. For instance, a selected group of agency staff made an extensive tour of mainland innovative programs; the Center has "imported" experts in such methods as guided group interaction and behavior modification techniques to discuss the theoretical underpinnings to its practical problems and to provide consultation service to agencies desirous of utilizing the particular methodologies.

The Center came under the wing of the School of Social Work recently, but remains under the direction of Jack Nagoshi, an educator. It has also recently changed its name to Social Welfare Development Center, but its functions and objectives remain essentially those of enhancing youth development through teaching programs, consultation and service (in the form of research assistance) to youth-serving agencies. In this sense Hawaii's Social Welfare Development Center is a youth development center as defined by the original proposal and this report.

Southern Illinois University:

This university, one of the thirteen in which Training Centers were sponsored by OJD-YD in the early 1960's, has always had a fairly specific focus on delinquency and crime prevention and control, instead of a broad focus on the multiple aspects of the lives of youth. Its material describes the Center for the Study of Crime, Delinquency, and Corrections as a "multidisciplinary organization providing educational opportunities, pure and operational research, and professional services for the criminal justice system."

The Center was in its early history involved with a range of aspects of youth study; a broad social science theoretical frame linked crime and delinquency prevention to educational opportunity, ethnic and racial issues, and employment. The pattern of SIU's early activities in the Center reflected this in a range of programs in schools, child care programs, a Job Corps center, and various community organization efforts.

The focus, however, has evolved, particularly in the latter years of the 1960's, more specifically towards a focus related to criminal justice content areas. Currently programs include staff development and training activities in cooperation with law enforcement and correctional agencies, operational research endeavors, demonstration model operations, and most recently with degree granting curricula.

In the sense that this study has defined the term "youth development center" the SIU operation is a different type of operation than that described in our criteria. While a substantial effort of all its programs are youth-related, the focus is not upon "youth" per se, but rather a problem area which has a substantial youth component.

University of Minnesota:

The Center for Youth Development and Research, University of Minnesota, was officially started in January, 1970. No relationship exists between this Center and the original Training Center at this university.

The Center is located administratively within CURA, the Center for Urban and Regional Affairs, an umbrella organization with outreach functions aimed at meeting community needs.

The major purposes of the Center, as listed in its brochure, are:

To bring together knowledge and skills from various disciplines, professions, and experiences to better understand and work with our youth population.

To provide training for persons working with youth to improve their

skill and understanding of this age group.

To organize and make useable and available existing knowledge about youth from this country and abroad (to translate knowledge and theory into practice).

To add to knowledge through research and communication between youth itself and those concerned with youth.

Functions involve all of the University's activities, teaching and curriculum development, community action, innovation in practice, and applied and basic research.

The Center staff has its origin in the long participation in youth affairs of the director, Gisela Konopka. Other staff members represent various disciplines--political science, psychology, economics, sociology, and education. An orientation to interdisciplinary exploration and action is reflected in the statement of Center rationale:

> Knowledge about human beings in their totality--biological, mental, emotional, spiritual, intertwined with the social systems in which they move--is increasing nearly as fast as technical knowledge. Yet unlike knowledge of the physical sciences, it is value-oriented, and therefore often contradictory in application. It is also fragmented into disciplines and professions, frequently with strict separation between them. Yet effective practice cannot be achieved without a basic understanding of human beings coming from many specializations. Practice in whatever field--education, corrections, medicine--suffers from this separation and leads to fads and experimentation.

Minnesota's Center is broadly interdisciplinary, focused specifically on youth--that segment of society approximately 12-21 years of age. Activities in its initial year of activity include the following projects:

1. Identification of common learnings necessary for anyone working with youth.
2. Identification and experimentation with an interdisciplinary curriculum for the initial and continuing education of youth workers.
3. Publication of monographs which translate existing knowledge into practical application.
4. A resource service for administrators and supervisors regarding program development and evaluation of programs, drawing upon other University and community personnel.

5. Research and intervention into value conflicts in lower-middle class youth.

6. Cross-cultural studies of youthful unrest and relationships between generations.

7. Training of volunteers in a delinquency institution with a focus on practice with young people, community education, and institutional change.

8. Library and bibliographical service regarding youth, available to students, scholars, and the wider community.

Summary:

In summary to the question of "How many youth development centers are there in the country?" the answer can only be made against carefully defined criteria. Certainly Minnesota, Southern California, and Hawaii all are the broad, university-based, administrative structures described above, providing a range of teaching, research, and service activities focusing on youth as an age group rather than a major focus on broad problem areas (Lincoln-Filene Center, Tufts University), on specific problem areas such as delinquency (Southern Illinois University), or on human development or family studies with a sub-section related to youth, all of which while obviously related to youth activities do not have a primary focus on youth.

The summary to Chapter III indicates the criteria for defining youth development centers as was suggested to college and university presidents in the original mailing. Most of the institutions reporting centers used other criteria in deciding whether they had a youth development center of interest to this study.

USC, Hawaii, and Minnesota are currently the only fully developed youth development centers. American universities and colleges have, however, many other structural and conceptual arrangements, such as centers with youth concerns but with other major foci to meet needs of youth populations and prepare professions to serve the youth of the nation. Syracuse University

an illustration of this kind of center. There is also evident a substantial effort being conducted in the youth area within many departments without their being interrelated or coordinated by a center. The University of Washington provides an example. The youth study going on at Syracuse University and at the University of Washington are described in the following section.

Other University Patterns for Youth Development:

Both the University of Washington and Syracuse University seem to merit in-depth investigations. The University of Washington is an example of an arrangement which may be fairly common among this nation's universities. Syracuse University has a unique type of structure with substantial and interesting potential.

University of Washington:

Many colleges and universities which responded with substantial interest did so even though they did not have centers, degree programs, or interdisciplinary programs. The University of Washington which had none of these three to report responded through the office of its vice-provost, Dr. Herbert Elliston, with a long letter listing ten departments of the University with special programs in youth affairs and giving us the names of twenty-seven persons who had substantial involvement in youth programs. As a follow-up, a site visit was made to this institution, investigating the way in which the programs were inter-related, structural arrangements for their support, interdisciplinary cooperation and the like. The site visitor, Dr. Barbara Knudson of the Center for Youth Development and Research (CYDR) staff visited a number of the on-going youth related operations, the Child Development and Mental Retardation Center, the Psycho-Education Center, and the Office of the Vice-Provost and participated in a convening of a sampling of all the youth specialists of that institution for a half day workshop on the topic

f the youth programs of the University of Washington. Only a brief summary f the workshop material appears here. However, it is illustrative, we feel ertain, of the situation on many campuses around the country which have subtantial interest and concern for the problems of youth.

The afternoon workshop began, following a presentation of the purpose f the gathering by the site visitor, with an introduction around the table omplete with a brief description of the youth program each faculty person as involved with. Representation was present from the Medical School, the aw School, the School of Social Work, the College of Education, the departents of speech, engineering, and psychology.

The fact that struck the entire gathering immediately was that none of them knew with any degree of comprehensiveness what the others were doing; and further, that the great majority of persons involved in programs with common intent and foci for the most part had not previously met one another. (A few exceptions, to be sure, were noted; e.g., the School of Social Work and the Medical School did have some cooperative efforts.) As the programs were described, amazement grew, with such remarks as "that program sounds just like ours, only in a different area" (regarding programs designed to recruit disadvantaged young people into medical careers and scientific careers).

Secondly, it became apparent to the faculty people that they could provide assistance to one another, were more complete information available to all. Spontaneously, the question of a clearing house, internal university communication, possible structural arrangements, etc. came up and were discussed at some length.

Another item which received substantial attention was the nature of interdisciplinary work, with its potential richness and its conceptual and practical problems. The lawyer put the problem most dramatically as he described the way in which he cannot conceptualize around "child" or "youth"

rather utilizes legal concepts such as "due process" or "contracts" as
affect certain populations. Certainly support for the importance of in-
lisciplinary cooperation was universal; but a realistic assessment of the
blems was also present.

A comment which brought down the house was related to the program
cribed by an engineer, whose colleagues were involved, in a very informal
ponsored way, with a series of science clubs for junior high age youngs-
s. The aim of the program was recruitment into technological areas, and
siderable interest had been generated. The professional engineers who
the clubs loved the program, supported it solely through their profession-
societies plus the volunteering of their own time. Periodically they ran
o problems they did not know how to solve--mainly in working with youth
had serious personal problems of one sort or another. The engineer de-
ibed the help they had been able to obtain from a faculty person in the
ool of Social Work (a person not present). Another faculty member from
t school asked, in curiosity, how that connection had been made, to be
d that "Well, Professor M (School of Social Work) happened to be a neigh-
of one of the engineers, and they started talking about it one night in
back yard." Hence, the origin of the interdisciplinary cooperation, so
pful for the program in question.

It is interesting to note in this connection that the University of
hington has recently appointed a person, attached to the central adminis-
tion, to provide coordination of urban and community programs. However,
one had thought to invite him to this meeting. It was mentioned frequent-
that it would have been helpful had he been there. At the meeting's con-
sion, the faculty were very anxious to have an edited version of the con-
sations made available in order to pursue the ideas at further length.

The meeting concluded with the Washington staff asking the site visitor

what kind of programs were effective in other universities around the country. Descriptions of all known programs were presented, and a rather general discussion of the role of the universities and the role of the federal government viz-a-viz institutions of higher education concluded the meeting.

This institution is an example, one of what may be a number in the country, of universities with extensive programming in the area of youth studies and youth development. The University of Washington, as one of the thirteen univeristies to have been involved in the decade of the 60's with the training center program of the Office of Juvenile Delinquency and Youth Development, had previously had an opportunity for development of a structural arrangement to bring such resources together. For a variety of reasons Washington had not maintained the training center notion within its internal administrative arrangements. Today, with a different generation of scholars and practitioners on the staff for the most part the clear call was for the creation of some sort of information sharing arrangement, at the very least, with substantial interest in the potential of some more structured way of assisting faculty in relating common interests and projects to one another in more systematic form.

Syracuse University:

The second institution to be investigated in greater detail, mainly by phone and correspondence, was Syracuse University, Syracuse, New York, which has had a long and distinguished career of service to youth through its previous Youth development Center, founded in 1958 with the assistance of Ford Foundation money. The general purpose of the Ford grant was to enable the university to experiment with new ways of preventing delinquency. At the same time a similar grant was made to the University of Southern California. (See section on current youth development centers.)

The first director of the youth development center was Irwin Deutscher,

currently at Western Reserve University. An early position paper, dated 1961, summarizes the essence of staff thinking in those first years:

> At the youth development center we have become increasingly aware of the need for interdisciplinary study, for long range commitments, and for the integration of individual efforts into a unified whole.
>
> Built into its operation is an agreed upon system of community relationships. Policy guidance is provided by the Community Citizens board, a group of outstanding leaders in civic affairs. Professional advice is supplied by the advisory committee, representing three major groups:
>
> 1) Key agency executives and professionals directly concerned with delinquency
> 2) Lay bodies of youth serving agencies.
> 3) Representatives from major divisions of Syracuse University.
>
> A major university and a large receptive community have not only agreed to conduct joint research and service programs, but to coordinate these efforts in such a way that both community and scientific knowledge benefits.

The youth development center was also the recipient of grant funds from the Office of Juvenile Delinquency and Youth Development for specific projects, both for training and curriculum development. As new agencies such as poverty programs appeared the center continued to relate itself to them as trainer, consultant, research advisor, etc. Apparently considerable conflict occured between the community and the university in this era, much around the community organizing activities of the center which operated on a Saul Alinsky model. The center ceased operating in 1966; exact details of the circumstances around that decision are not available.

Currently, there is consideration at the university around the possibility of reconstituting the youth development center idea, using the broader rubric of Life Span Studies, under the auspices of the School of Social Work (Dean Walter Beattie, Jr.). The proposed center would have two major subdivisions, one of childhood and adolescence, the other on adulthood and aging. Plans are for an interdisciplinary emphasis, focusing on intergenerational dynamics and balanced between research and training. The development of the project will depend on the specific interests of faculty and on the availability of funds.

These examples illustrate two of the variety of different models operating today in American universities, one with much diverse and unrelated activity, and the other struggling with a scheme to develop an administrative unit for the facilitating of research, training, and service activities. Both are illustrative of universities' interest and concern in the area of youth development; both have enormous potential, untapped at present as major contributors to this nation's understanding of and capacity to relate constructively to youth populations.

Youth Development Centers in the Planning Stage:

A sub-heading of the question regarding youth development centers asked about any institutional plans for establishment of such centers. Twenty-four administrators answered affirmatively.

As follow-up, a questionnaire was addressed to the administrative offices that had indicated plans were underway for a youth development center. Twelve institutions replied. Half of these replies were to the effect that there had been a misunderstanding, or that the concept was yet in a nebulous state and could not really be described, or that they were not yet ready to report on the nature of the center.

The institutions which reported only tentative plans were the following:

Respondent	Institution
Dr. R. E. Dunlap	University of Missouri St. Louis, Missouri
Dr. Roy McClung	Wayland Baptist College Plainview, Texas
Dr. Catherine Allen	Northeastern University Boston, Massachusetts
Mrs. Bonnie Larson	Park College Kansas City, Missouri

Respondent	Institution
Dr. W. Archie Blount	Winston-Salem State University Winston-Salem, North Carolina
Dr. John Litrio	University of Texas Arlington, Texas

Six other respondents seemed to have progressed somewhat further. The plans propose specific emphases as seen below:

Respondent	Institution	Emphasis
Dr. Ellis G. Olim	Univ. of Massachusetts Amherst, Massachusetts	Broad youth focus
Dr. Sheldon Louthan	George Fox College Newburg, Oregon	Counseling and guidance
Dr. T. B. Tate	Dubuque University Dubuque, Iowa	Counseling and guidance
Dr. Everett Cataldo	Florida Atlantic Univ. Boca Raton, Florida	Juvenile justice
Dr. Ashriel Mose	South Carolina State Coll. Orangeburg, S.C.	Disadvantaged youth
Dr. Eleanore Luckey	Univ. of Connecticut Storrs, Connecticut	Interdisciplinary training, service and research activities

The twelve other institutions from which no replies were received were: Howard University, Washington, D.C.; Mansfield State College, Mansfield, Pa.; Elizabeth City State University, Elizabeth City, N.C.; Columbia Union College, Takoma Point, Michigan; Penn State University, Park, Pa.; University of Notre Dame, South Bend, Ind.; Langston University, Langston, Okla.; University of South Alabama, Mobile, Ala.; Northwestern State University of Louisiana, Natitoches, La.; Michigan State University, East Lansing, Michigan; University of Maine at Orono, Orono, Maine.

Two of the above institutions deserve special mention. Howard University was one of the thirteen university-based youth development and delinquency prevention training centers funded in the 1960's by the Office of Juvenile Delinquency Prevention and Youth Development. Howard thus has a long

history of community service with special focus on youth development and any future development will be of interest.

Penn State is one of several universities around the nation with Centers for Human Development, having one aspect of their activity focused on youth studies. The exact nature of its intentions in the youth development area will also be of interest.

Summary:

While it is difficult at this point to make any judgment as to the types of programs that will emerge, it would seem important for some national office to assume responsibility for maintaining contact with these potential youth development centers.

CHAPTER V

DEGREE PROGRAMS IN THE YOUTH AREA

Of the 1048 college and university presidents who received the original letter and questionnaire 48 replied that their institution offered a degree program in the youth area other than in social work, recreation, and education.

Most of these reports came from Region V. Regions I and II each reported about half as many as Region V. Regions III, IV, and IX had four replies each; Regions VII and X had two and Region VIII sent one reply, (see Table 6).

TABLE 6

NUMBER OF INSTITUTIONS REPORTING DEGREE PROGRAMS IN THE YOUTH AREA, BY REGION

Region	Number of Institutions	Percent of Institutions
I	7	14.6%
II	7	14.6
III	4	8.3
IV	4	8.3
V	13	27.0
VI	4	8.3
VII	2	4.2
VIII	1	2.1
IX	4	8.3
X	2	4.2%
Total	48	100.0%

Letters were then sent to the forty-eight respondents asking the following questions: (See Appendix 9, 10)

1. What degree is granted?
2. What are the requirements for the degree?
3. What types of positions do graduates with this degree most frequently move into?
4. How long has your degree program been in effect?
5. How many students received such degrees in 1970?

The twenty-two replies to this set of questions brought information which can be broken down in the following manner:

DEGREE	NUMBER OF DEGREE PROGRAMS REPORTED
Ph.D.	1
M.A.	2
M.S.	3
B.A.	11
B.S.	7
A.A.	1
	25*

Close examination shows, however, that some of the degree programs which institutions might consider to be in youth work are not exactly that. Certain notable programs are in existence, however, and will be described briefly in an overview, before the listing of the institutions and their programs appears.

The diversity of fields represented, the variety of departments auspicing programs and the types of positions most frequently secured by graduates of these programs implies the concept that "the concerns of youth are the concerns of the whole society." Several denominational colleges feature degree programs in Christianity, religion, and Christian missions, all with a youth focus. Their graduates work as youth workers in congregations, as directors of Christian education on the congregational level, as leaders

*Some schools offer more than one degree.

in youth organizations, as missionaries in inner-city congregations or to foreign countries. One religious college offers a B.A. in youth leadership and says that its graduates go into youth service positions and work with agencies of the church body.

Another cluster of colleges and universities which offer degrees in the area of youth work equip their graduates for work in youth agencies in the secular area. Youth agencies such as the YMCA, the YWCA, the Girl Scouts, and the Boy Scouts are mentioned as placement opportunities by several schools offering degrees in child development, family relations, vocational education, home economics, and human relations.

The college offering a degree in human relations indicated that their graduates frequently become executives of youth agencies. One institution offers a degree in boys' club administration.

Another focus is present in a school which trains graduates in the youth degree sequence for working with youth who have special problems or difficulties such as probation and parole. Many other colleges offer similar programs.[1] Following is a brief description of the programs reported in response to the inquiry concerning degree programs in youth work:

Religiously Oriented Colleges Offering Degrees in Youth Work:

Taylor University	Upland, Indiana
Concordia College	St. Paul, Minnesota
Howard Payne College	Brownwood, Texas
Valparaiso University	Valparaiso, Indiana
Brigham Young University	Provo, Utah

The administrative assistant to the president of Taylor University, Thomas G. Beers, describes a major in religion whose core of concentration

[1]See Education and Training for Criminal Justice: A Directory of Programs in Universities and Agencies (1965-1967). U.S. Department of Health, Education, and Welfare, Social Rehabilitation Serivce. Herman Piven and Abraham Alcabes.

is "Christian education." Thirty-six hours of religion are required with twenty-six hours in Christian education. An average of eleven students graduate each year from this program and are placed with Youth for Christ, Christian day schools, foreign missions, Campus Crusades, and as Christian education directors in congregations.

Concordia College grants a B.A. degree with an emphasis in training directors of Christian education and youth work. They move into Lutheran congregations. The program was begun in the fall of 1970. There have been no graduates to date.

Dean Joseph T. McClain, Howard Payne College, describes two degrees offered by that school: (1) a B.A. in the Institute of Christianity which leads to work in the Young Life Movement in churches, (2) a B.S. degree in Christian ministries which leads to work with vacation bible schools and related work. The two programs graduated between thirty-five and fifty students in 1970.

Kenneth Korby, an associate professor of theology at Valparaiso University, describes a B.A. degree sequence with a major in social work. Thirty hours are required for this major. Since graduates typically move into Lutheran congregations or Lutheran oriented service agencies such as family service centers, children's homes, or schools, they are required to take twenty-four hours of theology. Other required courses are principles of youth leadership and youth work administration. Recommended courses include psychology of adolescence, art studies, counseling, educational psychology, and family life. Degrees have been granted in this program since 1958.

The Department of Youth Leadership, Brigham Young University, Provo, Utah, offers both a youth leadership major and minor leading to the B.A. degree. Four sequences are set down which lead to a major. They are: (1) Scout Executive Emphasis including courses such as history of Scouting, executive

ynamics, summer camp, council functions, field training, and conference plan-
ing; (2) youth acculturation emphasis which includes courses in first aid
nd safety, national youth organizations, youth leadership, outdoor adventure,
utdoor survival, community camps, recreation, administration, and others;
3) general emphasis includes selected sports, juvenile delinquency, social
ecreation, seminar in research problems, public relations, and sanitation;
4) youth leadership major containing law enforcement, industrial education,
ociology, psychology, health science, geology, speech, dramatic arts, and
torytelling.

"Youth Leadership 480" is a course "that trains students to be lead-
rs through survival adventures in which artificiality, defeatism, and indif-
ference cannot survive." It begins with a four week preparation on campus,
hen follows a twenty-six day wilderness expedition in the mountains and can-
ons of Utah. No "gadgets" of civilization are allowed. One must "survive
nder one's own initiative." Following this stint the participants spend
a week on campus evaluating the experience.

Colleges Offering Degrees in Youth Leadership or Closely Related Fields:

Arizona State University	Tempe, Arizona
University of Connecticut	Storrs, Connecticut
Indiana Central College	Indianapolis, Indiana
Missouri Valley College	Marshall, Missouri
Salem College	Salem, West Virginia

Arizona State University awards a B.S. degree in boys club adminis-
tration. The freshman year is generic; the sophomore year includes courses
in accounting, recreation, mental health, public speaking, and man and cul-
ture. Junior year courses include social problems, community health, and
camping; the senior year, boys club field experience, intramurals, recreation
leadership, and administration. The degree is granted by the department of
health, physical education, and recreation.

At the University of Connecticut there are reported both an undergrad-

te B.A. and a graduate M.A. degree. Concerning the percentage of "youth cus" in the program Dr. Eleanore Luckey says: "There were ninety-eight udents who graduated with the B.A. degree in 1970 and of those probably n had specifically emphasized adolescence and youth studies. Of the eighen masters degrees awarded, three were primarily interested in youth programs d eight were interested in family life education at the high school and colge levels." The B.A. has been given since 1957, the M.A. since 1963. Dr. ckey further comments: "Students specializing in the area of adolescence st frequently move into positions such as YMCA or YWCA directorships, Girl out work, youth work within camp or church settings, or into more specialed work such as that with mentally disturbed, mentally retarded, or other stitutionalized types."

The degree program leading either to a B.A. or a B.S. was begun at diana Central College five years ago. Its graduates go into Boy or Girl out work, YMCA or YWCA, go on to graduate school, or enter a theological minary.

The degree requires twenty-four hours in human relations courses which clude youth organizations, community welfare organizations, camp adminisation, public relations, fund raising, and social group work.

The college receives support from the American Humanics Foundation, non-profit educational corporation, dedicated to the preparation of young eople for professional leadership in youth agencies and related fields. ounded in 1948 it is supported by prominent citizens and corporations.

In a brochure submitted by the above school the American Humanics oundation is described as one which has as its foremost interest, youth. Its entire program is directed toward producing trained, capable, and inspired xecutive leadership for America's youth programs." The following are named s examples: Boy Scouts of America, Boys Clubs, Camp Fire Girls, Girl Scouts,

os, YMCA, YWCA, children's hospitals, juvenile courts, probation agen-

Of special interest is a group work practicum wherein "the student gned as a volunteer to a local group work agency, the community recre- rogram, or to the juvenile court. Guidance is provided through weekly nces, directed readings, and evaluations."

Missouri Valley College is another beneficiary of the American Humanics ion. Its department of human relations has been granting the B.A. in human relations for twenty-two years. Last year fifteen students ed requirements for this degree. Required courses for the degree in- ourses in the field of social work, social group work, group dynamics, psychology, and social service agency administration. Electives include ion, camping, public relations, fund raising, and supervision in youth agencies. An interesting footnote is added: "Girls may substitute course" for the required one in administration. Men, it is assumed, minister the programs. Over 500 have graduated with this degree in t twenty years and are now in positions with the Boy Scouts, YMCA, ping programs.

Salem College granted twenty-two B.A. degrees in human relations in Begun in 1952, this program has placed graduates in youth agency work Boy Scouts, Y's, and Boys Clubs.

To secure a major in human relations a student must complete a fifty mprehensive major that includes, in addition to business administration, logy and sociology, thirty-five hours in the field of social work, group ntergroup relations, administration of social agencies, group dynamics, cs, community organization, and social welfare.

Over half of the courses required come within the field of social two are in psychology and one in sociology.

Dr. Robert B. Mills, department of law enforcement and corrections at the College of Community Serivces, University of Cincinnati, reported that they offer a B.S. in corrections for probation and parole officers. It has been in operation one year and as yet no one has graduated in this sequence.

Colleges Reporting Degree Programs Not Youth Focused:

The remaining schools, while all offering degree programs, do not appear to have the kind of specific-to-youth-work program of the nature of which the study inquired. Of the remaining institutions, close examination shows four to be discussing child development degree work. They are Suffolk University, Boston, Massachusetts; Indiana State University, Terre Haute, Indiana; University of California at Davis, Davis, California; and Knox College, Galesburg, Illinois.

Four other colleges offer as degrees in "youth work" rather standard clinical and educational psychology offerings, aimed at preparing students for work with children, youth, and families. Emphasis appears to be on the discipline rather than on the youth. These institutions are Wisconsin State College, La Crosse, Wisconsin; Denver University, Denver, Colorado; De Paul University, Chicago, Illinois; and Mills College, Oakland, California.

Of the three remaining institutions responding in this respect, one offered as a degree in "youth work" a B.A. in music (Westminster Choir College, Princeton, New Jersey); one a B.A. in home economics, often suggested as preparation for 4-H or other youth related fields, but not exclusively or primarily youth focused (Michigan State University, East Lansing, Michigan); and the last, a broad human service baccalaureate program (Goddard College, Plainfield, Vermont).

The acting head of the Westminster Choir College, Dr. James H. Littore, states that Westminster's B.A. in music has been offered for the past forty

irs.

Dean Jeanette Lee, Michigan State University, reported that they offer .S. in home economics education. Graduates may work with FHA or other th organizations such as 4-H Clubs, Girl Scouts, and the like, or teach public schools. The degree has been offered for 75 years. Ninety-four sons completed requirements for the B.S. degree last year.

Dr. William Callison, Goddard College, reports that they grant a B.A. h "appropiate academic and field work to the interest area," and that their duates move into "a great variety of human services like mental health, logy, group work, and homes for disturbed kids." They graduated twenty dents with this degree (assumed to be youth work related).

mary:

It may well be that there exist colleges and universities with degree grams which employ an interdisciplinary curriculum designed to equip the duate with a generic understanding of youth, but they did not appear in data collected in this study.

In none of the degree programs reported was youth itself the prime jective of the study program. It is important, however, to summarize the rticular slant or bias that the degree programs illustrate.

For example, in the five denominational colleges reporting, the de- ee programs seemed designed to qualify leaders for understanding their faith, ading youth into it, and maintaining them in it. The five secular schools at report degrees in youth leadership were training students for certain bs in specific areas, i.e., boys clubs, scouting, camping. Although, as the denominational colleges there were components in the degree programs med at an understanding of adolescence and youth, it would seem that the udy programs were tuned to the needs of the youth serving organizations

The balance of the institutions reporting degree programs in the youth rea were engaged in training persons for very specialized services to youth uch as probation and parole work, child development, clinical psychology, amily life education, home economics, and music.

From the findings of this study there is very little comprehensive urriculum development in the generic area of youth studies. One looks in ain for an interdisciplinary doctoral program on the youth culture such as s available in American culture or in family studies or child development. t would seem that the slice of life called "youth" has not yet been suffi- iently defined and delineated to merit identification as a special field or professional study.

CHAPTER VI

INTERDISCIPLINARY PROGRAMS IN THE YOUTH AREA

The questionnaire addressed to college and university presidents invited them to report if they sponsored interdisciplinary programs in regard to youth concerns. One hundred eighteen institutions responded in the affirmative.

Over 25 per cent of these responses came from Region V, nearly twice as many as from Regions III and IV, 30, 17, and 17 respectively. Region VI reported 13; Regions I and VII, 9 each; Region IX, 8; Regions II, VIII, and X had smaller numbers, (see Table 7).

TABLE 7

NUMBER OF INSTITUTIONS REPORTING INTERDISCIPLINARY PROGRAMS IN REGARD TO YOUTH CONCERNS, BY REGION

Region	Number of Institutions	Percent of Institutions
I	9	7.6%
II	6	5.1
III	17	14.4
IV	17	14.4
V	30	25.4
VI	13	11.0
VII	9	7.6
VIII	5	4.3
IX	8	6.8
X	4	3.4%
Total	118	100.0%

To the 118 respondents was sent a letter and a questionnaire containing the following questions :

1. What is the administrative location or auspice for the interdisciplinary program? When was it established?
2. By whom or by what department was it initiated?
3. What are the disciplines currently participating?
4. Which youth problems have been dealt with?
5. What is the major project currently under way?

A Brief Overview of the Returns

Forty-five instituitons responded by returning a completed questionnaire or by a letter of description or simply by enclosing descriptive materials. Four indicated that there had been a misunderstanding for they had no such program. Five replied that though they did have an interdisciplinary program it was not focusing on youth. Fifteen institutions interpreted the inquiry to mean the interdisciplinary activities carried out by the department of student affairs or by the office of the dean of students. Student development was frequently used as a descriptive phrase to indicate the broad purpose of these activities in the general area of student personnel services.

There were several other major themes recognizable in the data. Most prominent was that of the academic needs of culturally deprived youth. Another was the involvement of the traditionally classroom focused academic disciplines in the work of guidance and counseling personnel. Flexibility in the offerings and requirements of academic departments was another theme of these interdisciplinary programs. Students in many of the institutions reporting are encouraged to explore a broad spectrum of college experiences and to seek a generic development of the whole person rather than specialized knowledge and training. This goal appeared to be primary in many of the interdisciplinary programs described. There was also evidence of a consciousness of the

community and of the desirability of experiences beyond the campus as an important ingredient in higher education signifying the broader scope of higher education in its social implications and applications.

Five of the institutions reporting interdisciplinary programs were not specializing in the area of youth but had projects going which contained a youth component. A medical center announced a project having to do with "adolescent clients." A program of field research and school services investigates the needs of inner city youth. A center for citizenship and public affairs devleops curriculum material for the political education of youth, "a voting curriculum" in addition to "teaching of law in the elementary and secondary schools." Also developed by this center is an "Intergroup Relations Curriculum : A Program for Elementary School Education." A social research center in one university sponsors an interdisciplinary effort to provide intercommunications within the university and publishes a newsletter called "Community." The aim is to maintain a kind of perpetual inventory of the climate and the opinion within the university as a community. Another institution describes a Center for Human Development which experiments with "humanizing" the educational experiences of students by arranging for relational happenings together with academic input. Six institutions told of interdisciplinary work going on within the department of education with focus on youth development.

Philosophy, education, and religion are the disciplines working together to "improve the self-image of adjudicated deliquents" under the division of education and experimental programs of a college which works in close cooperation with a near-by correctional school.

The psychology and sociology departments in a small college offers a one semester course on drugs which is taught by persons from outside the institution as well as by persons in the two departments.

A sociology department reports cooperative work with departments of psychology and family development in the areas of youth opportunity, parent-child relations, and drugs.

Education and theology join in offering a seminary course which opens with a revision on "adolescents and how to study them." The course is titled "Youth in Society and Church." This is related to field work at "project place" for "alienated adolescents." Three times mentioned are the youth culture, the crisis in family life, and the drug sub-culture.

Two interdisciplinary programs were initiated by a department of pediatrics and have brought together several medical, psychological, and psychiatric specialists to give clinical services to youth, to train medical students, and to cooperate with youth-serving agencies in management of medical and psychiatric problems they encounter.

The above overview describes the vast range of interdisciplinary programs related to youth studies and activities which are currently operative in American universities and colleges. A brief listing giving respondent, institution, and summary follows. The interested reader may obtain further detail by contacting the institution directly:

Interdisciplinary Programs in Youth Area Reported by College and University Administrative Units:

Department of Guidance and Counseling:

Respondent	Institution	Location
Dr. Ernest L. Halloway	Langston University	Langston, Oklahoma
Jerrald A. Nussbaum	Salve Regina College	Newport, Rhode Island
Leslie H. Johnson	Tougaloo College	Tougaloo, Mississippi
Dr. Howard B. Maxwell	Hartwick College	Oneota, New York
Dr. C. Cliff McCrath	Seattle Pacific College	Seattle, Washington
K. B. Russell	Y E S Student Org.	Arcata, Georgia
Dr. Paul L. Williams	Yankton College	Yankton, South Dakota
Kenneth P. Saurman	Univ. of Vermont	Burlington, Vermont
Dr. Bruce Strvik	Hope College	Holland, Michigan
Dr. John Cowan	Claremont College	Claremont, California
Mrs. Sandra Podlesny	Northland College	Ashland, Wisconsin

Q. F. Wessman	Augsburg College	Minneapolis, Minnesot
Dr. Glen T. Nygren	Lehman College	Bronx, New York
Dr. Joseph R. Dunn, Jr.	Central Conn. State Coll.	New Britain, Connecticut
Dr. Edwin Allen	Univ. of South Florida	Tampa, Florida

Interdepartmental Centers (Human Development, Child Study, Social Research,etc.):

Dr. David Alan Hobson	Fairleigh University	Rutherford, New Jersey
Dr. Robert H. Linnell	Univ. of So. California	Los Angeles, California
Dr. Albert J. Solnit	Yale University	New Haven, Connecticut
Dr. Nelson F. Jones	Denver University	Denver, Colorado
Dr. Lawrence V. Harper	Univ. of California	Davis, California
Dr. Arnold Spinner	New York University	New York, New York
Dr. R. F. Seasholes	Tufts University	Medford, Massachusetts
Dr. James F. Short, Jr.	Washington State Univ.	Pullman, Washington

Department of Education:

Dr. Richard Ishler	Toledo University	Toledo, Ohio
Dr. Charles L. Joley	Eastern Illinois Univ.	Charleston, Illinois
Dr. William H. Robinson	Hampton Institute	Hampton, Virginia
Dr. Virginia L. Piucci	Rhode Island College	Providence, Rhode Island
Dr. William G. Slover	Miami University	Oxford, Ohio
Dr. Robert Saisi	Westfield State College	Westfield, Massachusetts
Sister Mary Donohue	Loyola College	Baeto, Maryland

Department of Religion:

Dr. M. B. Handspicker	Andover Newton Seminary	Newton Center, Mass.
Dr. F. Robert Steiger	George Williams College	Downers Grove, Illinois
Dr. Joseph T. McClain	Howard Payne College	Brownswood, Texas
Thomas K. McElhinney	Westminster Choir Coll.	Princeton, New Jersey
Rev. William Friend	Univ. of Notre Dame	South Bend, Indiana

Department of Pediatrics:

Dr. William R. Carriker	Univ. of Virginia	Charlottesville, Va.
Dr. Thomas E. Shaffer	Ohio State University	Columbus, Ohio

Other Academic Departments (Home Economics, Psychology, Sociology, Social Work):

Dr. Charles W. Hardaway	Indiana State University	Terre Haute, Indiana
Dr. Sim O. Wilde, Jr.	No. Carolina Wesleyan Col.	Rocky Mount, N.C.
Msgr. Francis P. Friedl	Loras College	Dubuque, Iowa
Frank W. Welch	Lambeth College	Jackson, Tennesse
Jewel Graham	Antioch College	Yellow Springs, Ohio

Summary:

From departments of guidance and counseling many of the programs reported are more suggestive of common sense teamwork between departments or

offices rather than professional interdisciplinary efforts. The underlying rationale appearing to be "two heads are better than one." There also appear to be five objectives which seem more likely to be achieved or approached if a multi-perspective is employed. These are:

1. Understanding of culturally deprived youth and their needs in college climate and stress.
2. Involvement of the academic disciplines in a cooperative way with counseling and guidance.
3. The idea of generic rather than specialized education as expressed often by the term "student development."
4. The active relating of the student's learning experiences to the real life issues of the community.
5. Related to these objectives is a marked increase in flexibility and adaptation in departmental requirements and opportunities for selection from the whole intellectual "smorgasboard."

In the seven interdepartmental centers reporting it was found that the departments of psychology and education were involved most frequently, each being involved in six centers; sociology was involved in four. Medicine, social work, and child development were included three times; law and psychiatry twice and anthropology once.

The objectives named by departments of education in their interdisciplinary efforts include the development of innovative curriculum methods and media, attention to the emotionally disturbed, questions of motivation and individual differences and the improved training of teachers working with the culturally and economically deprived school populations.

The use of interdisciplinary teams for religious training purposes seemed to reflect efforts by denominational schools to make their religious education programs better tuned to the actual facts of youth and to the realistic social needs of the society.

Medical schools which are developing youth clinics recognize that there are certain pathological conditions which may emerge in the young person moving

from childhood to adolescence which for psychological and cultural reasons deserve interdisciplinary study.

Finally, it can be observed that in some cases academic specializations such as home economics, juvenile delinquency and corrections, psychology, sociology, and social work are inviting other specializations to cooperate in training persons for specific tasks. Among the objectives identified were a global understanding of such youth problems as drug addiction, a full circle view of the alleged generation gap, and a recognition that youth is as complex a phenomenon as life itself and hence needs all avenues of understanding if youth are to be well understood and well served.

CHAPTER VII

YOUTH SPECIALISTS

The Rationale and Method of Inquiry Used:

Before presenting the findings of the personal data questionnaire, which was sent to 964 youth specialists and returned by 685 (71.06 per cent), it might be of interest to set down certain assumptions which influenced the design and handling of the questionnaire. These assumptions are contained in the letter to college and university presidents which accompanied the original questionnaire to institutions. (See Appendix 5,6)

In addition to searching out active youth development centers, there was set forward the idea of "potential youth development centers." This was in turn related to the concept of a possible national network of youth development centers.

In view of these objectives, the personal data questionnaire was designed to yield information which might have a bearing on identifying potential youth development centers and the relating of these potential centers to each other in terms of a system or network of centers.

The letter to persons who had been referred by the institutions as youth specialists follows: (See Appendix 7)

> We are developing a directory of youth specialists at colleges and universities in the United States. In a letter that went to the president of each college and university this fall, we asked for the name, department, and special interest of "professional persons working or writing primarily in the area of youth . . . 'youth specialists.'" "Youth" was defined as ages 12-21.
>
> In response, the president of your university sent us your name. Two hundred eighty colleges and universities submitted 964 names of youth specialists. For purposes of in-depth analysis of this youth specialist

population, would you please take the time to complete the enclosed "Personnel Data Form."

The directory is part of an "Inventory and Assessment of Youth Development Centers at Colleges and Universities in the United States," a project requested and funded by the Youth Division of the Office of Child Development in the Department of Health, Education, and Welfare. The purpose of the project is to identify and analyze the university-based resources and facilities in the broad area of youth, including research activities, training of youth-serving personnel, and direct service to youth populations.

Your assistance will be sincerely appreciated. Please feel free to contact us with comments and questions.

The questionnaire asked for the following types of data: (See Appendix 8)

1. The characteristics of the college or university in which the youth specialist was employed; the size of the institution; the size of its community; the commuter-resident ratio of the student body; its racial make-up and the auspice of the school, public, private, or sectarian.

2. The personal and professional characteristics of the youth specialists themselves such as age, sex, race, educational background, degrees earned, field of work, year in which degree was granted, current academic rank, professional organization membership, and publications.

3. The way in which the institution deploys the youth specialists in terms of percentage of time devoted to each of the following types of work: teaching college students, counseling and/or guidance of college students, teaching non-college students (i.e., extension, etc.), research, consultation with youth agencies, writing, speaking, academic activities, community service activities, other (specify).

4. Experience of the youth specialist with interdisciplinary work in the youth area and their estimate of its value. They were asked which other disciplines they consulted or worked with as well as whether or not they utilized the literature of other disciplines.

5. Area of specialization or particular focus within the broad area of youth work. For instance: What age groups were they primarily concerned with? What "types" or groups of youth (handicapped, minority, dropouts, young working people, etc.).

As mentioned previously, a 71 per cent return was received from this personal request for information. The major findings concerning youth specialists comprise the remainder of this chapter of the report.

Characteristics of Institutions Where Youth Specialists Were Employed:

The number of youth specialists responding region by region raises some interesting questions. Why should Region V be represented by over twice as many youth specialists as the next highest region, Region VI, and over fou times as many as Region II? Region II with the populous states of New York and New Jersey had only thirty-seven youth specialists participating in the survey, whereas Region X, Washington, Oregon, and Idaho, with a much smaller population, had about the same number, thirty-three. Although the difference in the numbers of youth specialists is explained in part by the differences in numbers of colleges and universities in various regions, the degree of difference varies from region to region. In short, the number of youth specialists reporting seems not to be related either to size of populations or to number of colleges and universities within regions (see Table 8 and Table

TABLE 8

NUMBER OF YOUTH SPECIALISTS RESPONDING, BY REGION

Region	Number of Youth Specialists Responding	Percent of Youth Specialists Responding
I	59	8.6%
II	37	5.4
III	66	9.6
IV	69	10.1
V	167	24.4
VI	74	10.8
VII	71	10.4
VIII	48	7.0
IX	61	8.9
X	33	4.8%
Total	685	100.0%

TABLE 9

REGIONS RANKED BY NUMBER OF YOUTH SPECIALISTS RETURNING PERSONAL DATA QUESTIONNAIRE

Region	Number of Institutions Receiving Original Questionnaire	Number of Youth Specialists Returning Personal Questionnaire	Percent of Youth Specialists Responding
V	194	(1) 167	24.4%
VI	95	(2) 74	10.8
VII	96	(3) 71	10.4
IV	169	(4) 69	10.1
III	141	(5) 66	9.6
IX	79	(6) 61	8.9
I	102	(7) 59	8.6
VIII	44	(8) 48	7.0
II	89	(9) 37	5.4
X	39	(10) 33	4.8%
Total	1048	685	100.0%

The number of youth specialists responding from states varies from a high of fifty-one in California to one in Maryland (see Table 10). In order to indicate the center of gravity within regions, the states with the highest number of youth specialists responding within each region is shown below:

Region	State	Number of Youth Specialists Responding
I	Massachusetts	26
II	New Jersey	29
III	Pennsylvania	43
IV	North Carolina	25
V	Ohio	44
VI	Texas	42
VII	Kansas	22
VIII	South Dakota	14
IX	California	51
X	Washington	18

Are the larger number of youth specialists to be found in the wealthier states where colleges and universities can afford this specialization? One thinks of concentrations of wealth related to oil in Texas, tobacco in

North Carolina, aircraft in California and Washington. More likely it is to be explained by a cluster of factors, such as the number of colleges and universities, particular youth problems that have aroused public and hence institutional concern, or the presence of single individuals who simply have an interest in youth as a field of study and have generated similar interests in other colleges. Other factors may have been the presence of federal youth programs, the influence of state conferences on youth, or federal or foundation suggested projects.

TABLE 10

NUMBER OF YOUTH SPECIALISTS RESPONDING, BY STATE

State	Number of Youth Specialists	State	Number of Youth Specialists
Alabama	11	Montana	8
Arizona	6	Nebraska	25
Arkansas	7	New Hampshire	2
California*	51	New Mexico	8
Colorado	10	New York	11
Connecticut	14	New Jersey*	29
Deleware	5	North Carolina*	25
Dist. of Colombia	2	North Dakota	7
Florida	12	Ohio*	44
Georgia	2	Oklahoma	6
Hawaii	4	Oregon	7
Idaho	8	Pennsylvania*	43
Illinois	25	Rhode Island	3
Indiana	28	South Carolina	6
Iowa	9	South Dakota*	14
Kansas*	22	Tennessee	4
Kentucky	6	Texas*	42
Louisiana	9	Utah	3
Maine	8	Vermont	7
Maryland	1	Virginia	9
Massachusetts*	26	Washington*	18
Michigan	22	West Virginia	6
Minnesota	19	Wisconsin	29
Mississippi	3	Wyoming	4
Missouri	15	Total	685

* States having the largest number of youth specialists within their respective region.

The largest number of youth specialists responding were in colleges and universities with small (5,000 or less) student populations. Almost 400 were from institutions of this size. Three hundred eighteen were from institutions with over 5,000 in the student body. There are more small colleges in existence. Typically both large and small institutions reported not more than five youth specialists. There was little relation between the size of the institution and the number of youth specialists responding (see Table 11).

TABLE 11

SIZE OF STUDENT POPULATION OF COLLEGES AND UNIVERSITIES FROM WHICH YOUTH SPECIALISTS RESPONDED

Size of Student Population	Number of Youth Specialists Responding	Percent of Youth Specialists Responding
Under 1,000	131	19.1%
1,000 - 5,000	230	33.6
5,000 - 10,000	126	18.4
10,000 - 15,000	88	12.8
15,000 - 20,000	44	6.4
20,000 - 30,000	37	5.4
Over 30,000	23	3.4
No Information	6	.9%
Total	685	100.0%

Youth specialists were "nominated" by the president's office or an administrative unit designated by his office. It is probable that a less sophisticated definition of youth specialist was used by administrators in small colleges than was used in large universities. Also, administrators in large universities are less likely to know with exactitude the special field and interests of all of their faculty members.

As will be illustrated later, a large number of youth specialists, 243,

were nominated by denominational colleges. In smaller colleges the administration is more likely to know the youth specialists and hence report them. It is not only the smallness of the denominational college but its personalized concern for the religious life of its students that may explain the high ratio of reported youth specialists. Chaplains and teachers of religion were often included in these figures.

Most of the youth specialists responding were from institutions in towns or small cities, 341 from communities of less than 50,000 (see Table 12).

TABLE 12

SIZE OF COMMUNITY IN WHICH YOUTH SPECIALISTS WORKED

Size of Community of University Location	Number of Youth Specialists Responding	Percent of Youth Specialists Responding
0 - 2,500	31	4.5%
2,500 - 10,000	98	14.3
10,000 - 50,000	212	31.0
50,000 - 100,000	84	12.3
100,000 -1,000,000	171	25.0
Over 1,000,000	71	10.3
No Information	18	2.6%
Total	685	100.0%

Small colleges tend to be located in small communities. Although youth problems are to be found in communities of all sizes, it can be assumed that they are more concentrated in inner cities, more complex and more troublesome in cities of over a million than in smaller cities. It is therefore worth noting that only seventy-one or about 10 per cent of youth specialists were reporting from colleges and universities located in cities of a million or more. Denominational colleges tend to be small and to be located in small

cities away from the influences of "the secular city."

When colleges and universities from which youth specialists responded were divided into the public-private categories, it was found that 387 were private institutions and 290 were public institutions. If the private section is divided into sectarian and non-sectarian classifications, there are 243 sectarian and 144 non-sectarian schools (see Table 13).

TABLE 13

PUBLIC, PRIVATE OR DENOMINATIONAL AUSPICE OF INSTITUTIONS WHERE YOUTH SPECIALISTS WORKED

Auspice of College or University	Number of Youth Specialists Responding	Percent of Youth Specialists Responding
Public (4 year)	290	42.3%
Private-Sectarian (4 year)	239	34.9
Private-NonSectarian (4 year)	139	20.3
Private-Sectarian (3 year)	3	.4
Private-NonSectarian (3 year)	3	.4
Private (4+years)	2	.3
Private-Sectarian (4+years)	1	.2
No Information	8	1.2%
Total	685	100.0%

It can be pointed out that sectarian schools have one thing in common. They are related by tradition, purpose, and financial support to a specific religious body, hence their focus on youth will be influenced by these realities. They are likely to focus their attention on serving the youth within the denomination which provides their financial support and to address their attention to the upcoming youth in the congregations of that denomination which are seen as future students of the college. (There is an interesting statistical relation between the denominational schools reporting and the number from small colleges and from small communities: 243 youth specialists from

denominational schools, 341 youth specialists from communities of less than 50,000, 361 youth specialists from colleges of less than 5,000.)

By contrast, the public colleges and universities are under the obligation to consider the whole youth population, for they represent the public at large and are supported by the whole taxpaying public. They are also going to be more available to the governmental bodies for dealing with youth problems if such bodies believe special programs should be initiated.

Four hundred ninety-five youth specialists reporting were from institutions of higher learing where more than half of the student body lived on campus, whereas 179 were from schools where more than half of the students were commuters. Two hundred twenty-four, approximately one-third, were from schools where 90 per cent or over were resident students. This again suggests the small denominational college in small towns. Forty-seven, about 7 per cent, had a commuter student body with less than 10 per cent living on campus (see Table 14).

TABLE 14

COMPOSITION OF STUDENT BODY WHERE YOUTH SPECIALISTS WORKED: RESIDENT-COMMUTER

Percentage of Resident Student Body	Number of Youth Specialists Responding	Percent of Youth Specialists Responding
90 - 100%	224	32.7%
50 - 89	271	39.5
11 - 49	132	19.3
0 - 10%	47	6.9
No Information	11	1.6
Total	685	100.0%

Five hundred four of the respondents reported working in colleges and universities with less than 10 per cent of the students belonging to racial

minorities, whereas 165 were in schools with 10 per cent or more of the student population belonging to minority groups. Of these only eighteen were in situations where the minority group comprised a majority of the students. This included twelve colleges which have 90 per cent or more minority populations (see Table 15).

TABLE 15

COMPOSITION OF STUDENT BODY: RACIAL MIXTURE

Percentage of Minority Group Students	Number of Youth Specialists Responding	Percent of Youth Specialists Responding
0%	4	.6%
1 - 9	500	73.0
10 - 50	147	21.6
51 - 89	6	.9
90 -100%	12	1.7
No Information	16	2.2
Total	685	100.0%

In answer to the question, "Is the youth-focused work supported by other than college or university funds?" 267 replied that it was. The federal government was by far their most frequent supporter (see Table 16) followed by foundations and state sources. One can assume that the 380 who answered "no" to the question together with those thirty-eight who did not answer it represent institutions which included youth-focused work as a regular budget item. The substantially lower response rate to this question should be noted. Respondents in a majority of the sample did not give any information in regard to this question.

TABLE 16

SOURCES OF FINANCIAL SUPPORT FOR YOUTH FOCUSED WORK OTHER THAN COLLEGE AND UNIVERSITY FUNDS

Sources of Financial Support	Number of Youth Specialists Responding	Percent of Youth Specialists Responding
Federal	171	25.0%
Foundation	36	5.3
State	22	3.2
Individuals	30	4.4
Student Fees	5	.7
Other	3	.4
No Information	418	61.0%
Total	685	100.0%

Summary:

By far the largest number of youth specialists were found in colleges and universities of less than 10,000 students (487 as against the 192 youth specialists found in larger institutions). With regard to size of community only 71 were in metropolitan areas or cities of a million or more. Five hundred ninety-six were in communities of less than one million. Two hundred ninety were in public colleges and universities compared with 395 in private institutions of higher learning. Four hundred ninety-five worked on campuses where 50 per cent or more of the students live on campus; 179 where 50 per cent or more are commuting. Five hundred are in institutions where minorities constitute less than half of the population. Two hundred sixty-seven youth specialists reported that funds to support their youth-focused work came from outside their college or university, with the federal grant named by 171, foundations by 36, and other sources by 38 persons.

Youth specialists come from colleges and universities in the entire size range with preponderance from small colleges located in small to medium sized cities. These colleges are integrated with some minority representation.

While only a small fraction replied to the question on "source of funding," the federal government is clearly the major source of outside financial support for those who responded.

The Personal and Professional Characteristics of Youth Specialists:

If one assumes that twenty-five years is the "end of youth," then only thirty youth specialists are themselves part of the youth population. The largest number, 244, is found in the 36-45 year age bracket. This is the age group where the parents of the present generation of youth are to be found. One hundred eighty-seven are aged 46 and over. In generational terms they are the grandparent group. Two hundred sixteen are nearer to youth by age, namely 26-35 years (see Table 17).

TABLE 17

AGE OF YOUTH SPECIALISTS

Age of Youth Specialists	Number of Youth Specialists Responding	Percent of Youth Specialists Responding
Under 25 years	30	4.4%
26 - 35	216	31.5
36 - 45	244	35.6
Over 46 years	187	27.3
No Information	8	1.2%
Total	685	100.0%

Several persons preferred not to answer inquiries about race; 232 youth specialists left the question about race unanswered. There were several entries like "human," "superior," "nordic," etc.

The replies received indicated one Chicano, two Orientals, two Indians, and thirty-one Blacks. If this is the true picture, it reflects on the problems colleges and universities have in meeting the needs of minority youth.

(see Table 18).

TABLE 18

RACE OF YOUTH SPECIALISTS

Race of Youth Specialists	Number of Youth Specialists Responding	Percent of Youth Specialists Responding Who Indicated Race
White	417	92.1%
Black	31	6.9
Indian	2	.4
Oriental	2	.4
Chicano	1	.2%
Sub-total	453	100.0%
No Information	232	
Total	685	

The student racial mixture of institutions indicated in the responding sample by Table 15 shows that 21 per cent of the colleges have student populations with more than 10 per cent minority students, whereas the total of minority faculty seen as youth specialists is less than 8 per cent. The ratio of minority youth specialists to minority students is lower than the minority population justifies.

Nearly three times as many men as women were nominated as youth specialists by college administrators. Of those who replied to the questionnaire, 501 were men, 174 (nearly 25 per cent) were women (see Table 19). This is in fact only a reflection of the current sex ratio present in American institutions of higher education; in fact, it is somewhat higher since nationally approximately 18 per cent of academic positions are held by women.

TABLE 19

SEX OF YOUTH SPECIALISTS

Sex of Youth Specialists	Number of Youth Specialists Responding	Percent of Youth Specialists Responding
Male	501	73.1%
Female	174	25.4
No Information	10	1.5%
Total	685	100.0%

Three hundred eighty-eight hold Ph.D. or Ed.D. degrees while four others indicated they had done post-doctoral work. One hundred fifty hold masters degrees such as M.A., M.S., and M.S.W. In addition, eighty-two had masters degrees and are engaged in further graduate work. Fourteen hold a degree in medicine. Thirty-nine specialists hold B.A. degrees. In this latter group most of the youth specialists twenty-five years or younger were located (see Table 20).

TABLE 20

DEGREES HELD BY YOUTH SPECIALISTS

Degrees	Number of Youth Specialists Responding	Percent of Youth Specialists Responding
B.A.	39	5.7%
M.A., M.S., M.S.W.	150	21.9
M.A. plus	82	12.0
Ph.D., Ed.D.	388	56.6
Ph.D. plus	4	.6
M.D.	14	2.0
Other	2	.3
No Information	6	.9%
Total	685	100.0%

When the many different departments, schools, divisions, centers, and institutes were grouped together into broad fields in the academic structure, the three most frequently occuring fields were education, psychology, and guidance and counseling. One can draw certain tentative inferences from this. The training of teachers is seen by universities and colleges as a major contribution to youth. In this process the massive structure of higher education transmits knowledge and skill to an even more massive structure, namely the public school system. Hence large numbers are involved in education.

Psychology has to do with the interior life of youth. It was frequently mentioned as related to or contributing to education. Guidance and counseling represents the special attention that institutions of higher learning pay to their own student populations.

Those fields which form the next three most frequently mentioned disciplines are sociology, social work, and religion.

We can also look at the least frequently occupied fields. Of the total number only one was in the field of anthropology and three reported that they were in the field of vocational and industrial education.

Nine youth specialists said they were in the field of family studies. It should be recognized that family studies is a new area of concentration and that most colleges and universities do not have a department or center devoted to it. Add to this observation that divorce in youthful marriages is very high, young families frequently are handicapped by inadequate preparation for the job market, the first years of marriage are the most precarious years of family formation, and housing is a difficult problem for families with young children. In short, if the universities and colleges are in some way to respond to these grave social problems which are affecting large numbers of youth as well as the social fabric itself, nine youth specialists in the area of family studies out of 685 responding appears an inadequate

number working within this field.

There were twelve youth specialists in centers or departments of child study or human development, but it is difficult to tell what percentage of time and money they devote to the adolescent and post-adolescent.

Ten youth specialists were found to be in the area of political science. The lowering of the voting age may cause more professionals in political science to study the political experiences of students and in other ways involve the youth at the university and the university staff in the political and legislative process.

The table below indicates that youth specialists emerge from a broad range of disciplines heavily social science and behavioral science oriented, as reflected in the professional orientations of education, social work, guidance and counseling (see Table 21).

An equal number of youth specialists hold the rank of associate professor and professor, 158 in each category. One hundred seventy-eight are assistant professors and sixty-four are instructors. Adjunct professors numbered seven. Four were designated as lecturers. Five clergymen did not indicate their academic rank. Eighty-three others indicated no academic rank. Many respondents held positions described as administrative. These persons included resident heads of dormitories, deans of students, deans of men and women, directors of student counseling services, secretaries for student affairs, etc. (see Table 22).

Most of the respondents held memberships in two, three, or four professional organizations, 124, 142, and 118 respectively; eighty-four limited themselves to one; twenty-three belonged to none; thirty-six gave no information. Another cluster of youth specialists, numbering 128, belong to five, six, or seven organizations. A small group belong to eight or more professional organizations.

TABLE 21

PROFESSIONAL ORIENTATION OF YOUTH SPECIALISTS

Professional Orientation	Number of Youth Specialists Responding	Percent of Youth Specialists Responding
Education, Special Ed. Ed. Psych., Ed. Adm.	198	28.9%
Psychology, Social Psychology	121	17.7
Guidance and Counseling, Personnel	85	12.4
Sociology, Delinquency, Race	44	6.4
Social Work	33	4.8
Religion, Theology	28	4.1
Humanities, Ethics Philosophy, Language	24	3.5
Administration, Business	17	2.5
Other Social Sciences, Economics, History	16	2.3
Physical Education, Recreation Health, Recreation Ed.	16	2.3
Medicine, Psychiatry, Public Health, Nursing	15	2.2
Agricultural Extension	12	1.8
Child or Human Development	12	1.8
Home Economics	11	1.6
Natural Sciences, Math.	10	1.5
Political Science	10	1.5
Family Studies	9	1.3
No Information	9	1.3
Arts	5	.7
Law	3	.4
Vocational and Industrial Ed.	3	.4
Other: Community Leadership, Miscellaneous	3	.4
Anthropology	1	.2%
Total	685	100.0%

The norm clearly centers around two to four professional memberships, indicating the rather typical faculty involvement in their own professional and disciplinary fields (see Table 23).

TABLE 22

ACADEMIC RANK OF YOUTH SPECIALISTS
OR POSITION ON STAFF

Academic Rank	Number of Youth Specialists Responding	Percent of Youth Specialists Responding
Asst. Professor	178	26.0%
Assoc. Professor	158	23.1
Professor	158	23.1
Instructor	64	9.3
Adjunct Professor, R.A.,	7	1.0
Lecturer	4	.6
Other:		
Administrator	83	12.1
Clergyman	5	.7
No Information	28	4.1%
Total	685	100.0%

TABLE 23

PROFESSIONAL MEMBERSHIPS OF YOUTH SPECIALISTS

Number of Professional Memberships	Number of Youth Specialists Responding	Percent of Youth Specialists Responding
0	23	3.4%
1	84	12.3
2	124	18.1
3	142	20.7
4	118	17.2
5	68	9.9
6	46	6.7
7	14	2.0
8 or more	30	4.4
No Information	36	5.3%
Total	685	100.0%

Although there is no necessary relationship between the sheer number of publications by a person in the area of youth and his actual expertise in the field, to publish in learned journals or other publications is of interest in the academic community. Respondents were invited to submit the number of articles or books they have published in the past five years. It would require a special intensive survey by a team of professionals in the youth field to winnow out the wheat from the chaff in the titles submitted. Three hundred forty-one youth specialists reported publishing up to seventy-six titles in the past five years. Sixteen said they "had published" but gave no titles or locations where their contributions appeared. Three hundred twenty-eight gave no information.

Summary:

In summary, about two-thirds of the youth specialists who responded were in the age bracket which corresponds to the parents and grandparents of the current youth population. Only thirty were under twenty-five years of age. Nearly three times as many men as women were represented in the youth specialist questionnaires returned. The minority groups were under-represented in regard to their numbers in the population. Higher degrees and substantial academic rank are associated with the profession of "youth specialist." Typically, those nominated belong to two, three, or four professional organizations. The publishing of books or articles in substantial numbers was cited by more than half of the respondents.

Time Study of Youth Specialists' Responsibilities:

The attempt to secure from the youth specialists a detailed "time study" on their job content was not rewarding. Too many of them either gave no information at all or indicated certain tasks performed but assigned no percentage of time to them.

We can, however, draw a few tentative inferences from those who did ndicate their assignments and the time devoted to these tasks. For instance, he largest number of respondents (131) who reported time spent in teaching ollege or university students noted that this took about half their time. he largest number (186) report that they spend less than 10 per cent of their ime in counseling of students. Teaching outside the campus to non-college tudents was said by eighty-nine youth specialists to occupy less than 10 er cent of their time. Thirty-five devoted less than half-time to non-college eaching, but more than 10 per cent. Only twenty-five persons reported spend- ng more than half-time teaching non-college or non-university students. outh specialists are, in general, campus oriented.

No one was devoting full-time to research. Twelve were spending half- ime or more in it. Two hundred twenty-four spent less than 10 per cent on esearch. Ninety-seven said, "between 10-50 per cent of our time we devote o research." Three hundred twenty-four gave no information regarding research ctivities. Twenty-eight said they did research but did not indicate what ercentage of time they devoted to this area of work.

Consultation with youth agencies rated very low in the overall job ontent of youth specialists. Only one spent half-time on this. Forty-two spent between 10-50 per cent of their time in this manner, but 228 were in- volved in consultation one-half day a week or 10 per cent of their time.

Writing as a part of their work indicated about the same profile of of activity as did counsulting with youth agencies. Four gave it half-time or more. Two hundred forty-three spent up to 25 per cent in writing. Two hundred twenty-two spent 10 per cent or less time writing.

Speaking was the least frequently reported of all the activities re- ported by youth specialists. Nearly 300 reported that speaking to groups took less than 10 per cent of their time. Sixteen used 10 per cent or more of their time in this manner.

Administrative tasks occupy a minority proportion of time for many youth specialists, with only small numbers totally involved in that type of assignment. Community service activities are participated in by large numbers of youth specialists but make up very small percentages of their work time.

Youth specialists thus are found in a range of higher education activities, with teaching predominant, as is to be anticipated, followed by counseling and guidance activities. (see Table 24).

Summary:

The youth specialists discovered in this survey were mainly campus oriented. Teaching and counseling were the responsibilities most frequently mentioned by them. No full time research person was found and only twelve devoted more than half time to this activity. Consultation with youth agencies was a half time responsibility for only one youth specialist whereas forty-two spent less than half time on it. A large number of respondents contributed a small percentage of time to community service activities and to administrative duties.

The Interdisciplinary Experience of Youth Specialists:

One section of the questionnaire inquired about the relations of youth specialists to other disciplines or professions. They were asked, "Do you consult or work cooperatively with colleagues in other disciplines or professions? If so, indicate which disciplines and describe briefly the nature of of your interdisciplinary relations."

Four hundred sixty-seven indicated that they were relating to persons in one to six or more other disciplines. The bulk of these replies contained those who related to one, two, or three other disciplines. There were over a hundred in each of these categories. Sixty-nine of the group indicated working cooperatively or consulting with four, five, six, or more disciplines

TABLE 24

TIME STUDY OF WORK RESPONSIBILITIES OF YOUTH SPECIALISTS

Percentage of Time to Each Responsibility	Number of Youth Specialists for Each Responsibility									
	Teaching College Students	Counseling College Students	Teaching Non-college Students	Research	Consultation With Youth Agencies	Writing	Speaking	Administrative Activities	Community Service	Other
1 - 10%	75	186	89	224	228	222	291	152	252	65
11 - 24	77	97	17	44	30	21	15	64	25	30
25 - 39	94	71	13	25	12	8	0	78	6	15
40 - 54	131	75	5	28	1	3	1	76	5	11
55 - 74	59	31	3	4	0	1	0	29	0	5
75 - 89	50	17	2	8	0	0	0	12	0	4
90 - 100%	32	13	5	0	0	0	0	17	1	7
Content but no %	16	26	15	28	36	33	43	27	56	33
No Information	151	169	536	324	378	397	335	230	340	515

side of their own. Two hundred eighteen gave no information indicating t they were involved in any interdisciplinary endeavor.(see Table 25).

TABLE 25

INTERDISCIPLINARY EXPERIENCE: AMOUNT OF CONSULTATION OR COOPERATIVE WORK WITH OTHER DISCIPLINES

Number of Disciplines Used in Consultation or Cooperative Work	Number of Youth Specialists Responding	Percent of Youth Specialists Responding
1	146	21.3%
2	148	21.6
3	104	15.2
4	46	6.7
5	15	2.2
6 or more	8	1.2
0	184	26.9
No Information	34	4.9%
Total	685	100.0%

When the disciplines utilized by youth specialists in consultative terdisciplinary relations were ranked, psychologists were named most frently. Eighty-nine youth specialists said that they consulted or worked th someone in psychology. The next most frequently mentioned discipline s sociology, listed seventy-six times. Third in order was the field of ucation, including special education, educational administration, and edational psychology. Education was named by sixty-one youth specialists. dicine was identified as a resource by fifty-two persons, including the lated disciplines of psychiatry, public health, and nursing.

It is interesting to juxtapose the numbers of youth specialists who were ained and working in the above four areas with the frequency in consultation d cooperative work.

	Number of youth specialists in the field	Number of times named as consultant
Psychology, Guidance, Counseling	206	89
Education	198	61
Sociology and Social Work	77	76
Medicine	15	52

Psychology is the main discipline informing the field of guidance and counseling so it is natural that discussions about students with problems would involve persons from psychology. The high frequency found for sociology as a youth resource may relate to the fact that sociology deals with issues which are currently serious concerns in colleges and universities such as race, delinquency, urban studies, population questions, inner city issues, and human relations. Education is obviously a key discipline for youth specialists.

Having looked at the four disciplines that youth specialists mentioned most frequently it is of interest to look at those that were named least often. Anthropologists were mentioned only twice as were vocational educators. Why? Perhaps in the case of anthropology that discipline's "global" approach does not seem to be useable when dealing with specialized aspects of youth. Agricultural extension was named four times. Home economics was mentioned five times. Physical education and recreation also were mentioned five times. Political science was utilized by five youth specialists in their interdisciplinary consultation (see Table 26).

Respondents also reported concerning their use of literature in other disciplines. About the same number said "no" or gave no information in response to the question about reading in the literature of other disciplines as said "no" or gave no information in response to the question about consulting with other disciplines, 211 in regard to literature, 218 in regard to consultation. Twenty-eight more youth specialists consulted with one to three

disciplines than read the literature of one to three other disciplines. It would seem easier to read than to consult, but it may be that informal relations and the easy accessibility to other staff persons makes consultation more likely in the smaller colleges reporting. In summary, 467 used consultation with other disciplines; 474 read the literature of other disciplines.

TABLE 26

INTERDISCIPLINARY EXPERIENCE: DISCIPLINES UTILIZED BY YOUTH SPECIALISTS IN CONSULTATION

Discipline Utilized Most Frequently By Youth Specialists	Number of Youth Specialists Responding	Percent of Youth Specialists Responding
Psychology, Social Psych.	89	13.0%
Sociology, Delinquency, Race,	76	11.1
Education, Special Ed. Ed. Psych., Ed. Adm.	61	8.9
Medicine, Psychiatry, Public Health, Nursing	52	7.6
Humanities, Ethics Philosophy, Language	31	4.5
Social Work	27	3.9
Other Social Sciences Economics, History	21	3.1
Guidance and Counseling, Personnel	18	2.6
Natural Sciences, Math.	17	2.5
Arts	10	1.5
Religion, Theology	10	1.5
Administration, Business	8	1.2
Law	8	1.2
Child or Human Development	6	.9
Home Economics	5	.7
Physical Education, Recreation, Health, Rec. Ed.	5	.7
Political Science	5	.7
Agricultural Extension	4	.6
Anthropology	2	.3
Vocational and Industrial Ed.	2	.3
Other: Community Leadership, Miscellaneous	1	.1
No Information	227	33.1%
Total	685	100.0%

When it came to the level of consulting with or reading in four, five, six, or more disciplines, there was more reading than consulting. The more disciplines involved, the more difficult is the task of coordinating the inter-relations. For instance, three times as many read in six or more disciplines as consult with six or more. Whereas sixty-one consulted with four or five other fields, eighty-one read in four or five fields. Table 27 shows the breakdown in interdisciplinary reading. A comparison of the frequency with which youth specialists reported they "consulted with" as against the frequency with which they "read the literature" of other disciplines is found in Table 28.

Table 29 gives the disciplines whose literature is used by youth specialists for interdisciplinary exploration. The disciplines whose writings they consulted are psychology, sociology, and education predominently. Next came medicine and related fields like psychiatry, public health, and nursing.

Looking at the disciplines whose literature was consulted least frequently, we find vocational and industrial education at the bottom of the list with one vote. Physical education is next from the bottom with two votes. Agricultural extension gets three and is third from the bottom. Table 30 compares the rank order and frequency of mention of all disciplines used in interdisciplinary consultation and in the reading of literature.

Summary:

Roughly two-thirds of the respondents indicated interdisciplinary relationships as a part of their professional work. A slightly smaller number reported using the literature of other disciplines. Psychology, education and sociology were named most frequently among the "other" disciplines utilized in consultation and in reading.

TABLE 27

INTERDISCIPLINARY EXPERIENCE: NUMBER OF DISCIPLINES WHOSE LITERATURE IS UTILIZED BY YOUTH SPECIALISTS

Number of Other Disciplines Utilized in Reading	Number of Youth Specialists Responding	Percent of Youth Specialists Responding
1	91	13.3%
2	151	22.0
3	128	18.7
4	59	8.6
5	22	3.2
6 or more	23	3.4
0	114	16.6
No Information	97	14.2
Total	685	100.0%

TABLE 28

INTERDISCIPLINARY EXPERIENCE: COMPARISON OF YOUTH SPECIALISTS' RESPONSES REGARDING "CONSULTING WITH" AND "READING IN" OTHER DISCIPLINES

Number of Disciplines Utilized by Youth Specialists	Responses of Youth Specialists "Consulting With"		Responses of Youth Specialists "Reading in Literature"	
	Number	Percent	Number	Percent
1	146	21.3%	91	13.3%
2	148	21.6	151	22.0
3	104	15.2	128	18.7
Sub-total	398	58.1%	370	54.0%
4	46	6.7%	59	8.6%
5	15	2.2	22	3.2
6 or more	8	1.2	23	3.4
Sub-total	69	10.1%	104	15.2%
0	184	26.8%	114	16.6%
No Information	34	5.0	97	14.2
Sub-total	218	31.8%	211	30.8%
Total	685	100.0%	685	100.0%

TABLE 29

INTERDISCIPLINARY EXPERIENCE: DISCIPLINES UTILIZED BY YOUTH SPECIALISTS IN READING OF LITERATURE

Discipline Utilized Most Frequently By Youth Specialists	Number of Youth Specialists Responding	Percent of Youth Specialists Responding
Psychology, Social Psych.	120	17.5%
Sociology, Delinquency, Race	118	17.2
Education, Special Ed. Ed. Psych., Ed. Adm.	51	7.5
Medicine, Psychiatry Public Health, Nursing	35	5.1
Humanities, Ethics Philosophy, Language	32	4.7
Social Work	22	3.2
Natural Sciences, Math.	21	3.1
Other Social Sciences Economics, History	17	2.5
Religion, Theology	8	1.2
Anthropology	7	1.0
Arts	6	.9
Administration, Business	6	.9
Law	5	.8
Political Science	5	.8
Child or Human Development	4	.6
Guidance and Counseling	4	.6
Agricultural Extension	3	.4
Physical Education, Recreation, Health, Recreation Ed.	2	.3
Other: Community Leadership, Miscellaneous	1	.2
Vocational and Industrial Ed.	1	.2
No Information	217	31.5%
Total	685	100.0%

TABLE 30

INTERDISCIPLINARY EXPERIENCE: A COMPARISON OF THE FREQUENCY OF CONSULTATION WITH THE FREQUENCY OF LITERATURE UTILIZATION (IN OTHER DISCIPLINES) BY YOUTH SPECIALISTS

Discipline	Consultation		Literature	
	Rank	Frequency	Rank	Frequency
Administration, Business	11	8	11	6
Agricultural Extension	14	4	14	3
Anthropology	15	2	10	7
Arts	10	10	11	6
Child or Human Development	12	6	13	4
Education, Special Ed., Ed. Psychology	3	61	3	51
Guidance and Counseling	8	18	13	4
Home Economics	13	5	0	0
Humanities, Ethics, Philosophy, Language	5	31	5	32
Law	11	8	12	5
Medicine, Psychiatry, Public Health, Nursing	4	52	4	35
Natural Sciences, Math.	9	17	7	21
Physical Education, Recreation, Health, Rec. Ed.	13	5	15	2
Political Science	13	5	12	5
Psychology, Social Psych.	1	89	1	120
Religion, Theology	10	10	9	8
Other Social Sciences Economics, History	7	21	8	17
Other	16	1	16	1
Social Work	6	27	6	22
Sociology	2	76	2	118
Vocational and Industrial Ed.	15	2	16	1
Sub-total		458		468
No Information		227		217
Total		685		685

Analysis of Subjective Statements Regarding Interdisciplinary Experience:

One section of the questionnaire asked for subjective commentary on the nature of respondents' experiences in interdisciplinary work in the youth areas. The responses were analyzed manually and the following observations drawn from them. An answer to the question was given by 553 youth specialists, with 132 giving no response.

Personal involvement in interdisciplinary endeavors was found by approximately 9 per cent of those responding to be personally satisfying. It gave them a better understanding of their colleagues and tended to decrease the departmental fragmentation they often felt as a faculty member. There was a deeper appreciation of the meaning and significance of other disciplines focusing on the same concerns.

It was considered a rewarding experience, too, as it helped the "specialist" to broaden his own academic background through exposure to new alternatives and ideas and the deepening of his own understanding of life.

Many respondents felt that they were more effective in their fields and in relation to their work with youth through their interdisciplinary efforts. They felt the gain through a deeper understanding of the personal-social aspects of young people and in effectiveness in working with youth as total persons. It helped them in relating and responding to youth and in the ability to understand and to place youth problems in proper perspective.

Rationale Expressed for the Interdisciplinary Approach:

One hundred eleven responses included a rationale for the use of interdisciplinary methods. A major reason cited was the degree of effectiveness in use of personnel and in the results obtained through the programs and practive involved. This was partly due to the fact that this way of working tended to avoid duplication of effort and content and facilitated the coordination of necessary personnel, content, finances, and other resources.

It was also pointed out that this method could enhance the educational effort by providing a balanced program, focusing to a greater extent on real life issues, and facilitating the gathering of a higher quality of information and instruction through the bringing of additional expertise to the area of concern. This was seen as helping the total program to have a greater impact.

Another strong area in the rationale is the more complete picture the interdisciplinary method provides. It increases the insights and depth of understanding one can obtain and broadens one's experiences through providing a more comprehensive approach and increased alternatives and options for problem solving.

It was felt that use of this method facilitated progress of one's program in general and was essential in changing structures and establishing effective new programs.

Interdisciplinary work helps in developing greater human potential and in allowing for maximum growth of teacher and learner.

Uses of Interdisciplinary Efforts:

Specific ways in which respondents had used interdisciplinary methodology included research, dialogue, committee work, consultant work, group workshops, placement, programming, program and curriculum development, counseling, and therapy. It was used for studying value structures and ethical concerns, for teacher training, rehabilitation work with high risk students, and the study of alcohol and drug programs as well as campus disorder and delinquency. It was used in an intervention study of teen-age underachievers.

College administration used interdisciplinary means to achieve their purposes as did Cooperative Extension Service, Expanded Nutrition Edcuation Program, Upward Bound, Teacher Corps, and the National Sports Edcuation Program. Interdisciplinary methods were found helpful in areas such as health, education, nursing, social work, law, sociology, forrestry, and church voca-

tions. The method was found useful in specific areas such as working with troubled families, understanding the young American female, and in work with special youth problems.

The Interdisciplinary Approach with Students:

In relationship to the educational process and its effects on students the interdisciplinary approach was seen to provide a fuller picture of the educational process, making the content more relevant by avoiding fragmentation of subject matter. This integrated perspective was also seen as having value in carry-over into the life of individual students.

It increases motivation and the interest level in the student as well as develops competency. It increases student involvement and facilitates learning, especially of drop-outs. It provides greater opportunity for students to apply what they have learned and affords them greater exposure to resources for problem solving.

This approach was also credited with promoting active interest in the various fields by giving more depth to specific academic areas.

It was felt by respondents that the student could gain different views of reality and increase his understanding of self and peers through this approach. To observe adults in normal interchange who could "disagree agreeably" was considered to be an enlightening experience for students.

For end results the interdisciplinary approach was seen as providing a greater sense of security and freedom for youth, better preparing them for their goals and for leadership, and giving them an overall sense of gratification for the results of their efforts.

General Expressions:

General expressions ranged in degree from about twenty respondents who felt that the interdisciplinary approach was the "only way" in that it

helped one refrain from building insular attitudes and fostered expression of total concern to those respondents who appeared to feel extremely or moderately positive about their experience.

Of the 533 respondents, sixteen indicated they did not have sufficient experience with the approach to comment. Nine felt their experience was unsatisfactory or saw little need for interdisciplinary work. Nineteen responses were unclear and could not be used in making an analysis of the responses. In addition to these responses approximately one-third of the respondents indicated their view of interdisciplinary methods in working with youth by one word expressions. These expressions are listed in rank order of number of replies received: essential, 38; very useful, 27; excellent, 26; very helpful, 25; necessary, 19; very good, 16; valuable, 12; productive; fruitful; fair; indispensible; successful; very effective; vital; positive; satisfactory; beneficial; important; very worthwhile; none; very little; minimal; varies; crucial; imperative; integrative; favorable; advantageous; great; inescapable; and most tenable. It can be seen that only a very small number indicate any but general approval.

Problem Areas in Interdisciplinary Methodology:

The several respondents who indicated that their experience was limited in the use of interdisciplinary methods felt also that the use of such an approach was somewhat limited though it had future possibilities.

Less than 10 per cent felt that the approach had much potential if certain problems could not be eliminated. These problems were seen as barriers to the effective use of the interdisciplinary method. Some whose experience had been disappointing indicated that the university is not designed for interdisciplinary work in some programs or that a more organized effort was needed in order to effectively relate various programs. Reasons for the failure of the interdisciplinary approach were seen as lack of perspective,

lack of adequate planning, and failure to integrate materials and personnel.

Some additional problems noted by respondents were opposition from established agencies, competition and compartmentalization among personnel involved in a project, and duplication of efforts caused by lack of awareness of the total program.

A specific weakness to the approach was seen as lack of follow-up to such a project through specific conferences and shared experiences.

It was seen that the interdisciplinary approach was good but individual efforts were hampered by lack of time and energy for carrying out such a program, lack of good curriculum material, and the need for a good practical rather than philosophical stance toward the approach. This was expressed in the need for effective implementation programs and for establishing goals, determining purpose, and structuring the program accordingly.

It was also pointed out that whether or not such an approach can be effective depends on the specific use and problem and on the setting in which interdisciplinary methods are to be undertaken.

An observation by approximately forty-five respondents referred to problems dealing with personnel within the various disciplines. It was felt that there is not enough real contact between professions and that the persons who were more effective were those who had more acquaintance with disciplines other than their own and who were cooperative and flexible enough to get out of their "disciplinary boxes" and move across boundary lines.

It was felt that personnel needed to have more respect for the work of their colleagues, that disciplines needed to take each other more seriously and regard each other equally. The success of an interdisciplinary venture was felt by some to be basically due to the personalities involved and not to the combinations of disciplines participating or the content to be used in the project. Respondents indicated that the approach worked best among

the "people centered" professions, less well among the "intellectually centered" disciplines.

Youth specialists were found to be consulting, cooperating, utilizing the literature of other disciplines to a substantial extent and generally supportive of the principle. A few commented on the experience as problematic; fewer still indicated negative experiences. As a mode of operation, it was clearly approved by the college and university youth specialists.

The Field and Focus of Youth Specialists:

The next set of questions concerns the major foci of youth specialists. Table 31 shows the concentrations on particular age groupings.

TABLE 31

AGE GROUP FOCUS OF YOUTH SPECIALISTS

Age Group	Number of Youth Specialists Responding	Percent of Youth Specialists Responding
Junior High	9	1.3%
Senior High	19	2.8
College Age	301	44.0
Whole Youth Span	250	36.5
Junior and Senior High	35	5.1
Senior High and College	42	6.1
Junior High and College	3	.4
Other	17	2.5
No Information	9	1.3%
Total	685	100.0%

If one adds to 301 (the number with college-age focus) the 42 who said they included high school with college-age groups, there are 343 respondents whose youth concerns are college-age related. Two hundred fifty checked le youth span" rather than any age group within it. Only nine listed

junior high school as the age group in which they specialized. Three youth specialists reported that theirs was a double focus: junior high school age and college age. As the youth move into the senior high school age group the number of youth specialists focusing on them more than doubles. Nineteen named this as their age group focus and 42 included it in a double focus--senior high school and college. Finally, there were 35 youth specialists who said they were focusing on the six year age span of junior and senior high. It may be of interest then to identify and total the number of times the pre-college age group occurs as the age group of focus of this sample of youth specialists: junior high, 9; senior high, 19; junior and senior high, 35. This totals 63 or about 9 per cent of the total number of youth specialists responding.

About half of the youth specialists focus their efforts on college age youth with another large group, about 37 per cent, conceiving of their professional focus as the total youth span; a smaller number specialize in working with various specific age groups.

In a second question regarding focus the question was asked, "Does your work deal mainly with certain 'types' or groups of youth (handicapped, minority, dropouts, young working people)?" Three hundred three said "yes;" two hundred ninety-one said "no." Sixty-one gave no information. The group who replied "yes" described briefly what type of group with which they worked. A detailed listing of "specialists" is given in Table 32. The fact that a large number indicated they do not work with a type of youth reflects perhaps the fact that youth specialists deal with many types rather than limit themselves to one type. Of the number who said they worked with a type, 126 considered "college youth" and "normal youth" as types.

Of those who identified special classes or groups as their main job concern, 175 named youth groupings that could be characterized as related to

social problems. Racial minorities were mentioned most frequently. The economically and educationally disadvantaged were next, being named by 47 and 27 youth specialists in that order. Twenty-six worked mainly with delinquent youth; eleven with specific ethnic-cultural groups; six with school dropouts and three with the unemployed. Thirty-two worked mainly with problems that can be called personal, i.e., mental illness, physically handicap, retardation, and sexual deviation. It can be seen that the ratio of specialists in youths' personal problem areas is relatively small.

TABLE 32

TYPES OF YOUTH WITH WHOM YOUTH SPECIALISTS WORK

Orientation and Types of Youth	Number of Youth Specialists Responding		Percent of Youth Specialists Responding	
General Orientation:				
College Students	102		14.9%	
'Normal' Youth	24		3.5	
Sub-total		126		18.4%
Social Problem Orientation:				
Racial Minorities	55		8.0	
Economically Disadvantaged	47		6.9	
Educationally Disadvantaged	27		3.9	
Delinquent-deviant	26		3.8	
Ethnic-culture Groups	11		1.6	
School Drop-outs	6		.9	
Unemployed	3		.4	
Sub-total		175		25.5%
Personal Problem Orientation:				
Mentally Ill	13		1.9	
Physically handicapped	10		1.5	
Retarded	5		.7	
Sex-deviant	4		.6	
Sub-total		32		4.7%
No Specialization		291		42.5%
No Information		61		8.9%
Total		685		100.0%

Summary:

Those youth specialists who do indicate a focus concentrate on youths with problems, in the main those related to social circumstances. A substantial proportion of the total indicated no specialization by type of youth.

CHAPTER VIII

UNIVERSITY BASED TRAINING CENTERS OF THE EARLY 60's: THE NOBLE EXPERIMENT WHICH FALTERED

To gain a historical view of the development of the university based centers concerned with youth the following chapter presents an analysis of the Training Centers of the early 60's. It is hoped that new developments can learn from such an analysis.

In 1963 the federal government, under the authority of the Juvenile Delinquency and Youth Offense Control Act of 1961, launched a major attack on youth problems of the nation. Amended in 1964 and continuing through 1968, the Act called for a fresh approach to the prevention and control of delinquency with a major emphasis on conserving and developing the nation's most precious resource--its youth.

The program, directed by the Office of Juvenile Delinquency and Youth Development, Department of Health, Education, and Welfare, had several components:

1. Demonstrations, including:
   a. Comprehensive community-wide prevention projects in 16 American cities (which served as a model for, and ultimately phased into, poverty programs.)
   b. Special smaller demonstrations in program innovations.

2. Personnel training. This latter encompassed:
   a. Workshops and institutions
   b. Curriculum development grants, and
   c. University based interdisciplinary training centers

This section of the report concerns the history, the rise and demise, of the training center phase of youth development activities under the Office of Juvenile Delinquency, 1961-1967--the noble experiment which faltered.

Summaries of each of the training centers established in that period will be utilized as the raw material for as comprehensive an analysis of this operation as is possible at this point in history with the available data (some of which is no longer readily available).

The training center operation was administered through the Office of Juvenile Delinquency and Youth Development loosely under the direction of the President's Committee on Juvenile Delinquency and Youth Crime. This latter committee was appointed by John F. Kennedy and consisted of the Attorney General, the Secretary of the Department of Health, Education, and Welfare, and the Secretary of Labor. An executive secretary for this committee was also appointed by the President. The task of that person was not directly administrative in terms of the program's operation, rather the President's Committee and its executive acted in an advisory capacity.

The Office of Juvenile Delinquency and Youth Development was located in the Welfare Administration of HEW, which for most of the time was headed by Ellen Winston. Leadership in the office itself for the bulk of the time was provided by Bernard Russell, a person with social work background and substantial experience in government. His major assistant was Virginia Burns, also a social worker. The head of training activities through the period was Jack Otis, an educational psychologist (now Dean of the School of Social Work, University of Texas). Other staff members active in the program came from a range of disciplines and professions with a heavy emphasis on social work.

The overall scheme of operation was a rather standard pattern of application, review by a panel of experts, grants to promising applicants (universities in this case) with loose overseeing of the project by Washington staff during planning and after the centers became operational. Limited consultation was available to universities during the application process as well.

It should be here noted that the major divisions of the OJD-YD legislation pertained with regard to administrative organization. That is, there was a demonstration division and a training division with separate staffs and separate decision making panels. Occasionally, staff were utilized in both divisions, related to the geographical location of grantees. Training center activity, therefore, related always to the training division and the panel on training which had separate guidelines, application procedures, criteria, and timetables.

The review panel for the training center section was made up, in the main, of academic persons with a particular interest in crime and delinquency, and demonstrated competence in application of social science theory to this problem. While membership changed from time to time, representation usually included sociologists and social workers, psychologists, psychiatrists, and educators. A social work orientation was prominent, reflecting, however, a swing in that field in the early 60's away from a psycho-analytical frame of reference towards a social science orientation.

From this backdrop of administrative structure, including legislation, staff, and panel, a broad definition of what the university-based center might become emerged. The wording of the objectives on that aspect of the training is as follows:

> Training centers are established as administratively distinct units of universities and colleges. It is expected that they will become enduring parts of these institutions and will often extend their programs beyond their localities, thereby meeting state, regional, and national needs in this field. These centers are interdisciplinary in order to bring to bear the findings of the social and behavioral sciences upon the problem of training more effectively for delinquency prevention and control.

Staff, in consultation with panel members, had the difficult task of converting that broad language into operational terms. Guidelines, further defining the broad language, called for centers to be interdisciplinary in theoretical orientation and in staffing patterns, to serve as links between

community needs and the vast resource of the educational institutions through such specific tasks as training community personnel from delinquency preventing and controlling institutions. Other tasks were to bring about change in the university itself, such as influencing the education of the next generation of professionals, encouraging community activities of faculty, and generally seeking to make the institution increasingly responsive to community problems and needs. Simultaneously, the center was expected to lodge itself permanently within the university structure.

The first grants under this legislation were made in March, 1962, in most cases tentatively for a three-year period (the lifetime of the legislation, later to be amended) but subject to annual review. The idea was apparently for a planning year and then further funding of the action phases. Recipients in that initial phase were: Southern Illinois University at Carbondale, Illinois; University of Utah, Salt Lake City; University of North Carolina at Chapel Hill; University of Washington at Seattle; Wayne State University, Detroit, Michigan; and Western Reserve University in Columbus, Ohio. Later in that year, in November, 1962, two additional grants were made, one to the University of Texas in Austin and the other to the University of Denver in Denver, Colorado. These latter grants were not specified for three years but rather as one year planning grants.

In 1963 four additional institutions were added to the program: Howard University in Washington, D.C.; University of Minnesota, Minneapolis; Rutgers University in Trenton, New Jersey; and the University of Boston. The last to join the group was the University of Hawaii, Honolulu, which was funded in 1964.

Centers were funded in varying ways but roughly in the $40,000-60,000 range annually. Full details can be seen in Table 33. Final grants in the program were made in 1967, at which time the legislation authorizing the grant-

TABLE 33

TRAINING CENTER GRANTS
(To Hundreds)

University Based Training Centers and Location	Fiscal 1962		Fiscal 1963		Fiscal 1964	
	Amount	Duration of Grant	Amount	Duration of Grant	Amount	Duration of Grant
Southern Illinois U. Carbondale, Ill.	$182,200	4/62-7/65				
U. of Utah Salt Lake City, Utah	150,000	7/62-9/65				
U. of North Carolina Chapel Hill, N. C.	153,700	7/62-12/65				
U. of Washington Seattle, Wash.	112,500	9/62-2/65				
Wayne State U. Detroit, Mich.	152,200	9/62-8/65				
Western Reserve U. Columbus, Ohio	151,500	9/62-5/66				
U. of Denver Denver, Colorado			$ 35,200	6/63-9/64		
U. of Texas Austin, Texas			50,000	6/63-8/64	$ 54,900	9/64-8/65
Howard U. Washington, D. C.			108,100	6/63-6/64	60,200	6/64-12/64
U. of Minnesota Minneapolis, Minn.			50,500	6/63-8/64	50,400	9/64-8/65
Rutgers U. Trenton, N. J.			48,600	6/63-6/64		
U. of Boston Boston, Mass.			52,000	6/63-6/64	147,900	6/64-8/65
U. of Hawaii Honolulu, Hawaii					50,200	9/64-9/65

TABLE 33 -- Continued

Fiscal 1965		Fiscal 1966		Fiscal 1967		Total Funding Provided
Amount	Duration of Grant	Amount	Duration of Grant	Amount	Duration of Grant	
$ 98,000	7/65-6/66	$116,000	7/66-6/67	$121,800	7/67-6/68	$517,900
						150,000
						153,700
						112,500
						152,200
						151,500
						35,200
71,700	9/65-8/66			82,800	9/67-8/68	259,400
71,300 131,500	12/64-6/65 6/65-6/66	147,000	6/66-6/67			518,300
65,400	8/65-8/66			166,000	2/67-6/68	332,300
						48,600
121,100	9/65-8/66	122,100	9/66-8/67	129,900	9/67-8/68	572,900
		113,400	11/65-10/66	108,000	7/67-6/68	271,700

ing procedures ceased, with program support phasing out in 1968. Since that time, new legislation, similar in intent though using different mechanisms, has been passed; the descendent of the Office of Juvenile Delinquency and Youth Development is now known as the Youth Development and Delinquency Prevention Administration.

History of the Training Centers:

A glance at Table 33 shows rather quickly that some centers had longer lives than others and that, in fact, only five of the thirteen survived to the program's conclusion, receiving a final funding amount in 1967 for the last period of the life of the legislation.

In order to understand the history of the training center concept, capsule summaries of each project will be given and then, drawing on these summaries, analyses of staffing patterns, administrative structures, and so on as they may have affected survival of the units on the different campuses will be presented.

Southern Illinois University:

SIU in 1962 was a small developing institution. Its central administration was highly supportive of the training center potential and, from the beginning, made substantial institutional commitment, including solid financial matching money. Programs were heavily oriented towards delinquency prevention and treatment. Personnel through projects in education and community organization were also part of its work. It had the largest of the original grants and the third highest overall funding of any of the thirteen. It is one of the two (Hawaii is the other) surviving to the present time. The staff has numbered up to 80 full and part-time persons, representing a wide range of disciplines. The center is responsible directly to the president of the university. It has had many programs in the various communities a state public institution serves, plus extensive involvement in other federal programs,

such as the Job Corps, Law Enforcement Administration programs, Bureau of Prison activities, and others. Recently, the Center has evolved into an academic department granting Associate in Arts and Baccalaureate degrees in the human service area, with the possibility of granting Masters degrees pending.

University of Utah:

This university received a single grant, hence has a very different history. The university's contribution was a small one. The Center's first year was spent in conceptualizing approaches to new social policy in the delinquency prevention area, working with local educators, correctional personnel, etc. in thinking and planning. Staff consisted of one tenured full-time person, supplemented by part-time consultant and teaching help from the social sciences. The director was a historian. This Center took its planning mandate very seriously and engaged in no action programs at all in the first year and a limited number of programs in the second, mostly educational in nature. Its administration was in the hands of an interdisciplinary committee. The staff husbanded funds so carefully that they were able to stretch the three year grant out over a five year time period, at the end of which the training center experiment at Utah was concluded. Grant applications for additional funds were rejected and the university chose not to maintain the unit.

University of North Carolina:

North Carolina, also with an initial three year grant, was not refunded at the conclusion of that period, though the circumstances were somewhat different from Utah's. The program, 1963-1966, was run by two professional people, one a lawyer, the other a social worker, the first an academic, the second a person recruited from the community. The administration of this center was lodged in the Institute of Government, a prestigious unit within the university; hence, it was a center within a center. Their program activities were, in the main, related to public officials in corrections and law

enforcement. While the center itself ceased to exist at the end of the grant period, many of the activities (and the staff at least for a while) stayed on in the Institute of Government and received, in fact, a curriculum development grant later from OJD-YD after the total absorption of the training center itself into the Institute of Government.

University of Washington:

This training center never had any full-time staff; it was run by a committee of full-time faculty members, some of whom participated in a large training project for correctional workers in two of the summers the grant was in effect. This project, a two-week effort in two consecutive summers, was the sole project of the center. When it was finished, center activities concluded. All of the faculty involved were tenured persons of substantial stature in the university. They were salaried only part-time in the summer by training center funds. In effect, no administrative structure ever was established; a single project was carried out, apparently very successfully, and that was the end of the training center. This was funded at the lowest cost of all the original center grants (see Table 33).

Wayne State University:

The center at Wayne State was headed by an educator, a tenured academic person, plus four or five part-time persons. Activities were, in the main, related to increasing opportunities for low income minority youths, its neighbors in the Detroit ghetto. The center was administratively speaking in a free floating position responsible to the president of the university. It was never funded after the initial three year period, but many of its activities phased into poverty programs with which they had a common theoretical framework.

Western Reserve University:

This university developed its center somewhat along the lines of the Utah program with a heavy emphasis on planning, struggling to develop a meaningful theoretical framework, and organizing faculty intellectual resource to focus on the problem of delinquency prevention. Eight faculty persons served half-time in this "think-tank" arrangement; no action programs or at least none that we have been able to learn about occurred in the three year period of the grant life, at the end of which the program died a quiet, unnoticed death.

University of Denver:

The university received a one year grant only, and in that period of time never really got off the ground. A practicing social worker was hired as director on a non-tenured basis part way into the grant year. The second full-time position called for was never filled. The program was related to the School of Social Work administratively; the nature of its program emphasis was never really established. At the time for possible renewal, no further grant was awarded. (Today, communication to the former director is returned "addressee unknown" as if the one year $35,000 United States government investment in the University of Denver never occurred.)

University of Texas:

This large and prestigious southern university was awarded a one year grant in 1963, a second and third in succeeding years, and a final small appropriation in 1967. The program was lodged administratively in the Law School and headed by a professor of law, aided by a Ph.D. social worker from the faculty of the School of Social Work, plus appropiate clerical and part-time teaching personnel. This program consisted of large numbers of short courses for correctional, judicial, and law enforcement personnel throughout the sev-

eral state region of Texas, Arkansas, Oklahoma which they saw as their area to be served. Ultimately, the full-time staff returned to other duties. Leadership shifted to a non-tenured social work person from the community who continued to function in the Law School setting until the program's conclusion. At the end of the grant the training center as an entity ceased to exist at the University of Texas.

Before going on to describe the remaining five centers born in the next wave of OJD-YD operations, it should be added that OJD-YD was simultaneously in these early years developing a network of city-wide deomonstration projects as comprehensive plans for reducing juvenile delinquency and youth crime. These were based, theoretically speaking, on the Cloward-Ohlin Delinquency and Opportunity theoretical model, that is, in vastly over-simplified terms, delinquency and other deviance as a function of unequal opportunities for the poor and the minorities, the "other Americans" in the terminology of that era. The next group of training centers represent an addition to the original OJD-YD funding criteria. These new training centers funded were expected to relate their efforts to the other comprehensive demonstration projects.

It should also be noted that 1963 saw the emergence of the Economic Opportunity Act developed under Kennedy New Frontier leadership and operationalized under Johnson Great Society auspices. OJD-YD with its city-wide multimillion dollar demonstration programs was, of course, markedly affected by this development; ultimately, all of the city-wide demonstration projects were absorbed by OEO programs. In one sense, it could be said that OEO killed off the OJD-YD programs. Looking at it more positively, it could be put that OJD-YD provided pilots from which OEO learned and hence was able to move more effectively. (Whether or not that could be shown is a moot point; the author believes it to be true in Minneapolis at any rate.) The importance of this,

for the purpose of this exposition, lies in the ways in which the remaining training centers were expected to relate themselves, first to OJD-YD demonstration projects, and secondly, to the developing poverty programs of their areas. These facts make the histories of the second wave of training centers somewhat different from the first.

Howard University:

Howard's program was from its inception a large operation with a multi-disciplined staff headed by a psychiatrist with six to eight full-time professionals (up to thirteen at one point) and many part-time persons as well, with a combination of tenured academics and persons recruited from community institutions. Its programs were, in the main, aimed at reaching black youth, creating new job opportunities in local agencies, and providing appropiate training for both the young people and the agency personnel. The Howard training center is, in fact, the birthplace of the New Career concept. This center by virtue of its location and unique funding situation (a private school but supported heavily by the U.S. Congress) was very successful in obtaining funds from other federal sources. Relationships to the demonstration project of Washington and the poverty program which succeeded it were sought with varying degrees of success. Ultimately, the New Careers emphasis completely took over; the center was eventually phased out of Howard, with a large number of staff going into a private corporation which thrived on selling its "know how" in New Careers to the Labor Department, serving as well paid consultants to New Careers programs throughout the country.

University of Minnesota:

This training center was from the beginning conceived as being related closely to the local OJD demonstration project, in fact, as its training component. It was located administratively in the Liberal Arts College with an all-university policy-making committee. The staff consisted initially of a

tenured director with an appointment in the Law School and other part-time persons from the social sciences. Ultimately a staff of four or five full-time persons representing sociology, social work, home economics, and communications was involved. After the director's retirement only non-tenured persons remained. Program emphasis was on working with professionals and non-professionals who worked with disadvantaged youth: teachers, employment personnel, correctional staff, and the like. This was one of the longer lived training centers; ultimately, it phased into sub-sections, one a large scale New Careers program, the other with an emphasis on Indian affairs. The training center name remains on paper in the University of Minnesota, absorbed into another unit of the university (Center for Urban and Regional Affairs), but is no longer active.

Rutgers University:

Rutgers was one of the training centers which received only a single year grant and was never funded further. Its history is somewhat obscured. Administratively a tenured faculty person, a sociologist, was hired and part-time non-tenured assistants were employed. The endeavor appears to have been, in the main, an attempt to develop theoretical materials with limited or perhaps no action programs. In essence this program never really got off to a full start either.

University of Boston:

This project ranks with Southern Illinois University as one of the most heavily funded of all the training centers. Its director was a lawyer and its location was in the Institute of Law and Medicine, an interdisciplinary research and service unit. An assistant director was a Ph.D. social worker and many part-time personnel from a range of backgrounds (social work, psychology, education) were utilized. A number of their activities were aimed

at the New England region, providing a wide range of training programs serving youth agencies, correctional personnel, educational institutions, mental health services. Plans were underway for incorporation of the entire program into a newly forming "Metro Center" concept; this was underway at the conclusion of the grant program.

University of Hawaii:

The last project aboard was in Hawaii. It had full-t[illegible]enured faculty from sociology, social work, and education (two and a half full-time equivalents) and always related its activities systematically to state and local government personnel with a wide range of training programs (courses, conferences, educational travel to the mainland) designed to bring new thinking on delinquency prevention to the island's professional people. The center was administered loosely by the president's office initially and eventually taken under the wing of the School of Social Work. It, along with Southern Illinois University, is the only one of the original thirteen centers still in existence in a recognizable form as an operating entity.

Analyses of the Training Center Experience:

In 1967, the last government granting year, five of the original thirteen training centers were still operating sufficiently to receive a final funding from OJD-YD (SIU, Texas, Minnesota, Boston, and Hawaii). In 1971, only two survived in some recognizable form. The centers, based on simple survival as a criterion of success or failure, can be divided as follows based on the available data summarized above:

Short Life:

Utah	(3 year grant, 5 year life span)
North Carolina	(3 year grant)
Washington	(3 year grant)
Wayne	(3 year grant)
Western Reserve	(3 year grant)
Denver	(1 year grant)
Rutgers	(1 year grant)

Medium Life:

Texas	(5 years)
Howard	(5 years)
Minnesota	(5 years and still on paper)
Boston	(5 years)

Survivors:

Southern Illinois	(9 years)
Hawaii	(7 years)

In essence the first group above utilized the available initial money from OJD-YD and then closed their doors. In some of these cases (Utah, Washington, Wayne, Western Reserve, Denver, and Rutgers) requests for additional funding were turned down or approved conditionally (with whatever the conditions were, apparently never met). North Carolina did, in fact, receive further funding, not as a training center, but rather as a curriculum development grant to the Institute of Government, its parent body and successor. Hence with the exception of North Carolina where the concepts stayed on in another form, this first group received funds to establish a center; for a variety of reasons, the funding agency did not approve of what had developed and chose to sustain the center's life no further.

The next four are in a different category. They were maintained in an active status throughout the completion of the granting agency's program but failed to survive within a university context after that. They can be viewed as successful in the eyes of OJD-YD but apparently did not attain high enough priority within the university system to be funded internally and become permanent.

Only the latter two, Hawaii and SIU, were both maintained throughout the grant structure's life and have obtained sufficient internal funding and support to continue as entities within the university structure.

Let us look next at these three categories, then view them against a range of variables to see what, if any, patterns exist.

	Auspices of the University	
	Public	Private
Short Lived	5	2
Short Lived	3	1
Grant Program Duration	2	0
Survivors		

Of the thirteen universities involved in training center programs only three were private institutions. The distribution of the institutions in terms of this "auspice" question does not reveal any differences, other than to note that two of the private institutions (Denver University and Western Reserve) were among the very short lived programs and the other (Boston University) was one of the most heavily financed but nonetheless failed to become established permanently after the conclusion of the grant program.

The next variable, type of program, is a vast oversimplification of the many and complex programs initiated in the different centers over the years, but is an attempt to establish a categorization scheme which may contribute to our understanding of what occurred in this government experiment. The categories of program are as indicated: (1) never became operative, (2) those which struggled almost exclusively with theoretical issues regarding youth development and juvenile delinquency, preliminary to action orientation and planning for actual programs (and had, as a consequence, limited action), (3) those with focus on the crime and delinquency aspects of youth development, that is, dealt heavily with correctional or law enforcement personnel, and (4) those with a somewhat broader youth development emphasis, concerning themselves with disadvantaged youth, their families, minority questions, the whole complex of poverty and its implications (thus taking them into the realms of education, family life, etc. more than with correctional personnel). While the programs of the centers overlapped these various categories in content, clientele, and the like, they can be roughly grouped as seen in Table 34.

It can here be observed that, almost by definition, the three programs

which leaned heavily in the direction of an academic, theoretical approach-seeking program, with consequently less emphasis on action, were among those with short durations. In the initial grants, the need for careful theoretical approaches was spelled out. The original grantees were asked to spend the first year in careful planning and then proceed into action programs. Some of the training centers took this directive very literally. From their point of view, they felt they were fulfilling the mandate given them by working intensively in theoretical directions, preliminary to actual training or demonstration activities. Via communications with former staff members of the centers, there can be no doubt that substantial communication blocks existed between centers and Washington staff, and that a residue of ill feeling remains. Allegations of unfulfilled expectations on both sides are unresolved. To sum up, staff of those centers felt that theoretical work preliminary to action programs was an essential; Washington staff felt that at least some visible signs of action should have occurred and where such was not seen, additional funding was not made available.

TABLE 34

TRAINING CENTERS: TYPE OF PROGRAM

Duration	Never Functional	Theoretical Orientation	Correctional Emphasis	Poverty-Youth Development Orientation
Short Lived	1	3	2	1
Grant Program Duration Only			1	3
Survivors			2	

It seems also to be the case, reviewing history again, that those centers which chose to emphasize the crime and delinquency prevention focus rather than the broader "poverty and disadvantaged" aspects fared better in the long run. Both types were funded through to the end by OJD-YD, but only the criminal justice oriented projects survived. Numbers are small enough here that the fact may be accidental but as one thinks back on the gradual shift from a poverty emphasis to a "law and order" emphasis in national priorities with the end of the Johnson administration and the beginning of the Nixon years, the pattern is probably not coincidental.

Table 35 is related to staffing patterns of the training centers, specifically in terms of its direction.

TABLE 35

TRAINING CENTERS: STAFF PATTERNS
(Director of Center)

Duration of Center	Tenured	Non-tenured (Recruited from Community)
Short Lived	6	1
Duration of Grant Program	4	0
Survivors	2	0

Nearly all centers, except the short lived Denver program, had direction from tenured persons, though many were heavily staffed at lower levels with non-tenured persons (mainly persons not regularly employed by the university who were brought to the campus for the special purpose of working in the newly created entities). Exceptions to this can be noted in the narratives. Several

relied heavily on exclusively university-based persons (Utah, Rutgers, Western Reserve, Washington). These institutions, it can be noted, are all in the short lived category of centers. Texas was also among those using tenured persons very heavily, and it was among those whose action orientation was favorable enough to the granting agency to continue in the funding picture to the end of OJD-YD. At the end of the program the tenured persons left the operation, as described above, and some time after that the center's operation was discontinued by the university. With regard to the two survivor institutions, both their operations were heavily staffed with tenured staff persons from the onset to the present time. Minnesota, Howard, and Boston all used combinations of tenured and non-tenured, academic and community persons; apparently this was an operating mode which allowed those centers to function in ways which met OJD-YD criteria. The relationship between this fact and the circumstances of discontinuance of these programs after the end of the grant funds can only be a matter for speculation.[1]

Nearly all of the staffs had representation from a range of disciplines, some wider than others. Sociology and social work were predominant over the total range, but no discernible patterns can be seen other than broad representation from law, psychiatry, education, history, and other social sciences. Centers were in fact genuinely interdisciplinary, an exciting fact for participating staff; it is unfortunate that additional documentation regarding that aspect of the process of training center operation is not available.

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[1] It should be said that the author, who personally served as a staff member in one of the training centers, would observe that non-tenured persons, particularly those recruited from the community's agencies or organizations, do not have sufficient status or "clout" to be effective in assisting a center to become a permanent part of the university structure. They may most effectively serve as operating personnel, they may serve the function of bringing about certain kinds of changes in curriculum, university procedures, and the like, but becoming a part of the family is a very difficult task for such persons. At least, so it appeared in the 60's to one observor of the university scene.

Information on the structural arrangements of the centers is somewhat fuzzy and hard to clarify as the centers themselves shifted over time. Table 36 illustrates the patterns which prevailed at the inception of the centers (to the best of our knowledge).

TABLE 36

TRAINING CENTERS: TYPE OF ADMINISTRATION

Duration	President's Office Central Adm.	Floating Loosely With A Committee	In A Department of School	In an Existing Center
Short Lived	3	2	1	1
Duration of Grant Program	1	1	1	1
Survivors	2			

Three variants can be seen by lumping somewhat similar patterns. Some were located in existing departments or degree granting units. Other centers were loosely organized, run by a coordinating or administrative committee and floated rather autonomously under the wing of the university's central administration. A third pattern was to include the center in an already existing center or institute, with the resultant problem of which goals had top priority. In some cases the centers' functions reshaped themselves (and to a degree reciprocally influenced the whole center), and a marriage of sorts was effected (North Carolina). Another (Howard University) ultimately took over the major emphasis of the center in which they were initially located. This was not altogether satisfactory either as indicated by the demise of Howard (see pre-

vious tables).

With the exception of those which were initially launched through the central administration of the institution, the patterns are almost as various as the number of centers. Hence, we have little information on which to base any judgment as to the efficacy of various patterns of administration of special purpose centers. It should perhaps be noted that no center was located in an extension, either general or agricultural operation, even though this is the traditional "out-reach" arm of the higher educational institution, a circumstance which the Washington staff regretted throughout the experience.

Funding patterns might also be looked at in juxtaposition with the survival criteria. This information is seen in Table 37.

TABLE 37

TRAINING CENTERS: FUNDING PATTERNS
(Amounts Rounded to Nearest Thousand)

Duration of Center	Institution	Years of the Grant	Total Grant Amount	Rank
Short Lived	Utah	5	$150,000	10
	N. Carolina	3	154,000	7
	Washington	3	112,000	11
	Wayne	3	152,000	9
	Western Reserve	3	153,000	8
	Denver	1	35,000	13
	Rutgers	1	49,000	12
Duration of Grant Program	Texas	5	$259,000	6
	Howard	5	518,000	2
	Minnesota	5	332,000	4
	Boston	5	573,000	1
Survivors	Southern Illinois	6	518,000	3
	Hawaii	4	272,000	5

Obviously the short lived projects fared less well financially in terms of the federal dollar. Looking, however, at the other two categories, we see that medium lived and survivors contain all of the top six centers in terms of overall money invested in the center concept. Three of those centers received over a half a million dollars each; one of the surviving centers (Southern Illinois University) was the third in rank of those three; and the other, Hawaii, fifth. Hence, it can not be said that total amount of investment was any guarantee of survival in the university system.

Summary:

What then can be said, in summary, concerning this federal experiment utilizing universities as intellectual resources whose multiple talents and capabilities cannot be duplicated elsewhere in the American scene? OJD-YD, as have other branches of government, chose the route of attempting to operationalize the "center concept;" that is, assistance in the creation of administrative units related to delinquency prevention and youth development with longer term broader responsibilities, by contrast to the short term, ad hoc, separate grant approach (independent scholars subsidized to work in particular aspects of a subject). Long term experience had indicated the limitation of this latter approach with its resultant lack of continuity in staffs and the improbability of long term development of ideas, theories, and structures to carry forward new and needed policies. The center concept appeared to be a logical solution. To quote from a report on the OJD training centers by Carol Weis, Bureau of Applied Social Service, Columbia University:

> Qualified people can be attracted, organized into an interacting and mutually stimulating group provided with structural support and administrative autonomy and with sufficient time and money to develop long-range programs. Continuity of staff and of intellectual focus will help to insure not only the emergence and use of creative research, theory, and action concepts, but also increasingly the relevance of center activities to federal concerns and policy needs.

And what resulted from this logical deduction? To quote again:

> The experience of the OJD-YD centers has been a fascinating one. They conducted some highly successful activities in organizing and communicating sophisticated, theoretical, and practical knowledge to practitioners. They engendered increased awareness of the importance of the social structure and societal institutions in generating conditions conducive to delinquency. They were generally effective, although with interesting exceptions, in securing enthusiasm, attendance, and cooperation in innovation from community agencies, but the history of their structural arrangement and disarrangements within the university was replete with frustrations.

OJD had as a conscious policy the desire to promote "greater involvement of universities in societal problems of their communities." This was perceived as entailing direct service to agencies and groups, broadening of curricula to include course offerings of relevance to current social needs, provision of training to non-matriculated students, whether agency practitioners or non-profession aids. The university, as a significant social institution, was to be enlisted in the broad scale attack on pathogenic community conditions. Training centers, as a mechanism for linking university resources to community problems, of necessity involved, in theory, a substantial commitment of the central administration to the notion. Universities were expected to establish the centers as autonomous units with arrangements for interdisciplinary staffs and advisory committees. Faculty were asked to contribute funds towards ongoing costs, with the long run aim of continuing the program beyond the life of the federal grant.

As has been seen, this happened in only a few instances. What can be said of the obstacles in the way?

While substantial funds were involved in the total program, it must be said that the grants were, in general, insufficient to maintain center staffs, subsidize substantial training efforts, produce curriculum materials, and relate to the multiple needs of community youth serving agencies. Grant funds averaging $50,000 to $75,000 per year were flagrantly insufficient to accomplish all of these tasks.

The sparse financing is clearly related to staff problems. As indicated above, center staffs were mixed, some present faculty members on full or part-time assignment, some persons from an action oriented community base for full-time work. Permanent faculty were expected to assist in (1) mobilizing university resources, (2) feeding back into their departments new curriculum ideas, new teaching methods, and materials, and (3) breaking down departmental walls through this interdisciplinary effort. Some of all this happened, but for many the reward structure of departments assigned little value to action efforts; the work was very time consuming, and personal pursuits like writing and research suffered. Some faculty felt working in the community was difficult and unrewarding compared to conventional classroom work, and found community students demanding and critical of ivory tower ways.

A word should be said about the nature of interdisciplinary programs--an aspect which does not lend itself readily to a statistical analyses. All of the centers paid homage to the concept, and masses of materials which emerged from the various programs clearly reflect their attempt. However, it must be commented that in view of OJD-YD the inhospitality of the universities to interdisciplinary, action-oriented programs constituted the most serious issue.[1]

> The value system of faculty and administration reflected the traditional allegiance to teaching in degree granting programs, and to theory and research. Efforts to work with community groups, train on the job personnel, support innovative practices and structure in state and city agencies--the whole gamut of training center activity was largely viewed as peripheral, if not extraneous, and a diversion from the appropriate role of the faculty.

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[1]This bleak denunciation of universities represents substantially the thinking of OJD staff in this author's opinion, based on five years of participation in a training center. No attempt is made herein to analyze the nature and intensity of university feelings towards this particular federal agency, but it must be commented that the relationships were surely noteworthy for unclarity of communication and mutual expectations and for uncharitable analyses of one another's performances.

Focusing for a final few sentences on the multiple and sometimes conflicting expectations of the grantor we see that the training centers were expected to so some of all the following: (1) to synthesize existing knowledge from various disciplines into a core curriculum that could be adapted to differing categories of trainees, (2) to develop new knowledge and new instructional techniques, (3) to train large numbers of practitioners, public officials and community leaders, (4) to evaluate its training efforts, (5) to gain and maintain support of community agencies, (6) to change community agencies in the direction of coordinated community-wide approach to the problems of the disadvantaged, towards commitment to social change and innovation in the agencies' own philosophy structure and practice norms, towards receptivity and utilization of social science knowledge, (7) to gain permanence within the university, (8) to change the university by moving it towards involvement in social action in the community, towards stimulation of interdisciplinary activities across a wide range of departments in schools, towards development of broader course offerings for undergraduate and graduate programs in the social sciences, and towards giving higher status to relatively unorthodox fields of learning and action.

That universities should have looked askance at this hybrid and difficult task perhaps is not surprising. To engage in a variety of such demanding activities, at the same time as it was attempting to gain from and significantly change its host institution, was surely a herculean endeavor. The tasks assigned were important and needed, the resources allocated far from adequate for the task. Recognition should surely go to the dedicated staffs of training centers who carried on the work, despite what were very difficult circumstances. Nor should the far sighted efforts of the OJD staff in Washington be overlooked. Surely the notions embodied in the training center concept constitute a challenge to universities which should be thought through

very carefully.

In summary, then, structural, personnel, financial, and conceptual problems all plagued the operation from its outset. All were acting as barriers between the obvious and logical rationale and successful operationalized programs of action.

The operation was not large enought to permit much more than somewhat impressionistic data (N is equal to 13, after all). The most pertinent aspect for initial survival (to the duration of the grant period) appears to be the ability of the center to develop genuine community-academic linkages, rather than only theoretical formulations of intrinsic value but without demonstrated practical application. Centers which succeeded in getting such programs off the ground were deemed to be successful by OJD-YD standards and, in the main, remained to the duration of their legislative period.

Beyond that, the two surviving centers are both very different as seen in the details above, but have, in addition, several similarities to be noted. Southern Illinois' Training Center has become a large and well functioning crime and delinquency center, not exclusively nor even principally youth oriented, and has recently moved to degree granting status. It has always enjoyed major support from its central administration. It has attracted, in addition, massive federal moneys over the past decade.

The other surviving center, at the University of Hawaii, has also always had a major crime and delinquency emphasis but has maintained a focus on youth. It too has always had substantial internal university support. In recent years the focus has broadened somewhat towards inclusion of additional educational and other community agencies, and, in fact, in the last year, the Youth Development Training Center name has been changed to Social Welfare Development Center, as it was shifted to an administrative location in the School of Social Work. Its precise future orientation is unclear at

this time due to broad changes within the school itself.

In looking at the question of survival, it should be noted that the university's willingness to give substantial commitment of resources appears to have been a major predictor of support and permanence. Similarly, emphasis on crime and delinquency, as opposed to the broader youth development notion, also appeared to be related to survival. This, in all likelihood, is due more to the nature of the focus itself. We come then to the conclusion that a significant, if not the most significant, factor in determining whether or not training centers were able to survive was the university's own willingness to provide substantial financial and moral commitment to the notion over long periods of time.

It is difficult to imagine not utilizing universities for major tasks of adding to the basic knowledge, for intellectual pioneering efforts, for innovative training methods and materials. However, federal agencies seeking to enlist university support in the vanguard of social change should be aware of the history of this previous attempt and view it with sober consideration, for it must be noted that despite the many accomplishments of training centers in the decade of the 60's, the concept as originally envisioned clearly did not prevail. The universities did not make major changes in policy or direction. They allowed the centers to function as long as they were supported from outside and, with the exceptions noted, created no dramatic shifts in traditional university arrangements. While the center concept still has a logic and an imperative to action which is hard to argue intellecutally, it is obvious that additional thought would need to be given to ways in which universities can serve more fully in meeting the needs of communities in solving their most crucial social problems.

CHAPTER IX

'YOUTH IN THE SEVENTIES' CONFERENCE

Originally the project staff had anticipated a conference of university people to discuss academically-based youth activities with particular attention to: (1) the need for cooperation between centers as a means of avoiding duplication; (2) the need to determine priorities in research and action programs; and (3) the need for a division of labor.

In March, 1971, the Center was notified that Dr. David Gottlieb, College for Human Development, Pennsylvania State University, was also interested in holding a conference on youth and was seeking funds from the Office of Child Development, Department of Health, Education, and Welfare. It was decided to combine the conferences. In June, 1971, twenty-three social scientists and policy makers met for two and one-half days in Stillwater, Minnesota. Under the title "Youth in the Seventies" implications for planning, policy, and programs were to be discussed. (See Appendix 15 for a list of conference participants.)

The purposes of the conference, as noted in the original invitation, were to "analyze the major issues and problems facing youth in the seventies, and to identify policies and programs which will avoid crisis-oriented reactions to problems and issues and permit systematic, rational approaches to the problems of youth."

The first morning was spent reviewing the background papers on specific issues or youth populations. Issues reviewed included problems and needs of rural youth, the role of women, socialization of youth primarily

ugh the educational system, the military service, and drugs.

Throughout the afternoon of the first day participants discussed ad-
ional issues facing youth. Then they formed three sub-groups. The reports
the three groups touched on the following points:

t:

Public policy in regard to youth employment and unemployment from
) to the present was reviewed by a historian. National policy moved from
ocus on the dangers of child labor to the constructive experiences in
th employment. Examples would be the CCC, NYA, GI Bill of Rights, Work
erience Programs, New Careers, Upward Bound, and Job Corps. An emphatic
e was sounded on the present and increasing unemployment crisis in this
ntry. Currently the unemployment rate of minority youth is approaching
per cent in many inner city areas, and as a result a generation of these
ng people will never become part of the work force. Increasing numbers
working women further reduce the number of jobs for minority persons.
full employment in the 1970's fifteen million new jobs would have to be
ated.

cation:

Education should no longer be separated artificially from life. Youth
uld be allowed to move back and forth from the role of student to worker
developmental needs indicate. Education must take over the pivotal role
the socialization process. Schools should teach how to create culture as
l as to consume it.

cialization:

Traditional socialization processes are not geared toward coping with
rapidly changing social order. New needs seen as important attributes in
ping are the acceptance of diversity, flexible role performance, and skill

in human interaction. Change must come through the four institutions which have primary socialization impact. They are the peer group, the family, the school, and the legal system.

Without doubt the themes which kept recurring were those of school and work. Following the conference, in a letter dated July 5, 1971, Dr. Zahava Blum of Johns Hopkins stated:

> At a substantive level, it is quite incredible to me that the theme of intermixing education and work came through repeatedly, irrespective of the starting point of a discussion. Certainly over recent decades the structure of the labor force has changed, and young persons have been kept out of the labor force for longer and longer periods. The schools appear to "hold" the adolescents for increasingly longer periods and they seem to be the major institution responsible for bringing young persons into adult roles. I'm not sure that any of us can have a panacea for young persons, or that one person's ideas are any more coherent or cogent than another's. At the same time, it became clear to me that the discussions were recommending, both overtly and covertly, a reconsideration of the social space in which young persons are found. If agency and foundation personnel were listening, they should have sensed that programs and demonstrations emphasizing clearer interactions between the world of education and that of work were in the air.

It was a difficult conference to describe because, as a newspaper reporter observed, "there was tension, anxiety, excitement, and bewilderment as these 'experts' in various aspects of youth work confronted an overwhelming complexity of solutions to problems of youth."

Contributing to the complexity of the conference were factors quite apart from the sheer multiplicity of issues. For one thing, there was an extensive interdisciplinary mixture of professional personnel. The following disciplines were represented: medicine, psychology, economics, health care administration, public health, communications, education, community organization, history, sociology, rural sociology, pediatrics, and social work.

As the "Inventory and Assessment" has shown, the interdisciplinary programs in the youth field are not numerous at colleges and universities. The participants in the conference were specialists within their own disciplines. As they reported their findings from research done it was difficult

for other specialists in other disciplines to move from one frame of reference to another. Rarely did the representative of one discipline inquire of representatives in other disciplines how they perceived the issue he was presenting. The opportunity for interdisciplinary comparisons was present but it proved difficult to utilize. There were few reports of experiences in interdisciplinary work.

It should be noted that each participant held high rank in his institution or agency and also was involved in special projects. These special interests became matters of concern to be communicated to the other conferees. These included such diverse and specific concerns as the attitudes of high school seniors toward military service, the dissatisfaction of certain youth with the establishment, problems of pregnant high school girls, participatory democracy at a university, community mental health centers and their support, institutions affecting youth and their new life styles, shifts in youth value systems, interactions between youth and the establishment, historical changes in youth welfare, social structure and youth personality, rural patterns of socialization, preventive medicine for youth, federal social policy for youth, the anomie of affluence, poverty and adolescence, creativity and maturation, and alternatives to delinquency institutions for youth.

Someone has said, "a discussion about youth is a discussion about all of life." Knowing that the participants came to the conference fresh from intense involvement in such issues as are listed above, it is small wonder that they did not arrive at a consensus on priorities or policies for dealing with national youth problems.

There was also a great variety of personal and professional styles present. These ranged from extremely open and informal to extremely formal and controlled. Some were mainly interested in the future of American youth; others were concerned with the history of American youth programs. One person

wanted the conference to select one issue, develop one public policy, and suggest one feasible program to support. Another wanted a full exploration of all possible youth issues. Some were radical; others were conservative. Some were of the opinion that traditional life styles were bankrupt and must be abandoned; others held to the view that traditional institutions could be renewed to cope with violent social change.

There was a tendency to pass on to the public school system the responsibility for negotiating resolutions to the conflicts being generated in the youth culture. School system representatives raised pertinent questions such as, how can the schools deal with attitudes developed in and communicated within the family? How can the schools deal with values that are transmitted by religious institutions? How can the schools prepare youth for jobs if the jobs do not eixst?

Although the conference was a national "first" in bringing together federal policy makers and youth specialists, there was little dialogue between these two groups. The policy makers mainly listened. They did not present policy questions to the youth specialists; nor did the youth specialists propose policy positions to the policy makers. Nevertheless, a beginning was made in relating the youth expertise of universities and colleges to certain centers of policy formation in the federal government. It helped pave the way for more effective partnership between the university's "wisdom" and the government's social responsibility.

A more detailed report on the conference is available based on edited transcriptions of conference discussions.

CHAPTER X

A NATIONAL SYSTEM OF YOUTH DEVELOPMENT CENTERS: A QUESTION OF FEASIBILITY

The Concept of a National System of Youth Development Centers:

The Office of Child Development in describing the main concept behind the study put the stress on the usefulness of providing the ground for the future work of the Youth Activities Division in the Office of Child Development. It was pointed out that assistance might be provided in discovering "the foundations needed, the structural scheme, the frame of reference." A good deal of flexibility was to be allowed in reorienting the design presented and approved in the proposal. "A dynamic research effort" with "strong and imaginative leadership" was requested.

A dramatic comparison was drawn between the concern of the public about "The Child" in 1910 and the public concern about "The Youth" in 1970. In 1910 Theodore Roosevelt called the first White House Conference on Children. From this came the Children's Bureau, child labor laws, school attendance laws, state Departments of Child Welfare, and the licensing of child welfare agencies. In 1970 there was announced a separate White House Conference on Youth. During the 1960's there had been a proliferation of programs for youth in both public and private sectors under hundreds of different auspices in the federal government as well as in the private area. Social change had been accelerating and youth problems were multiplying yet there was no unit in the federal government responsible for collecting and coordinating the programs and policies that affect youth.

For these reasons the "Inventory and Assessment of Youth Development Centers at Colleges and Universities in the United States" was seen as a feasibility study for a network of youth development centers serving the ten regions of HEW. It was proposed that what the "Inventory" discovered about past, present, and potential youth development centers might contribute to an assessment of the feasibility of such a network--a system of centers.

According to Webster's Collegiate Dictionary, 7th edition, feasibility means practicability. It implies raising three kinds of questions and answering them, to wit:

1. Is it capable of being done?
   Is it possible of realization?

2. Is the idea capable of being managed, utilized, or dealt with successfully?
   Is the idea suitable to meet manifest needs?

3. Is the plan reasonable?
   Is it likely to be accepted and supported?

Before undertaking to answer those questions it is necessary to clarify what was meant by a network of youth development centers serving the ten HEW regions. The centers, it was thought, might become focal points and sources of research information and technical assistance to directors of youth programs in their HEW region. These centers might well be the location of annual field conferences wherein experiences could be shared and criteria for success and failure evaluated. From such conferences might emerge the planning for national youth programs.

The model for regional youth development centers was projected. They should be university based so that they could draw on the interdisciplinary contributions potentially available in the university. The university and its departments should be functionally and administratively involved in and connected with the generic youth concerns of the center. The center should have significant connections and communications with youth themselves and

with the community at large.

Needless to say, this model assumes the availability of financial resources to construct it and keep it going. It is at this point that we can begin to answer some of the feasibility questions. "Is it likely to be accepted and supported" by university administrators? That depends on whether the state legislature or some other powerful unit of government believes the idea is worth funding. Or, if it is a private university, it would depend on how the private support will hold up. National programs are typically initiated by and are kept going by federal funds. The experiences of the 13 Training Centers is a case in point. When the federal money was withdrawn they closed or changed their programs so as to secure continued financial support. If the federal government wants youth development centers, they can be established. They will, however, require federal funding.

"Is the idea suitable to meet manifest needs?" The answer must be in the affirmative. The "Inventory and Assessment" shows a state of chaos in the area of youth studies, youth programs, and youth specialists. There exists no national clearinghouse on youth resources or youth programs. There exists no national directory of youth specialists. There are not even criteria for determining what a youth specialist is. There exists no national index or guide to youth research.

It is relevant in connection with the last point to raise the question, could the Educational Research Information Center (ERIC) establish a clearinghouse on youth research? There are national clearinghouses on adult education, higher education, early childhood education, science and mathematical education, exceptional children . . . twenty-four in all . . . but none on youth research, although the area of youth is producing a body of reports that threatens to engulf us in a sea of paper. Numerous valuable reports in the area of youth are being developed at great cost, yet they are poorly announced and haphazardly disseminated. Much newly developed knowledge goes

unused . . . theory does not get to the practitioner . . . and much needed "next stage research" must start from scratch. Often when a reseacher traces a report to its author, he finds that copies are not available. Many research reports reach only a fraction of those who could use them.[1]

If one wants to know why there is no ERIC clearinghouse for youth research, the answer may be that on-going work in the youth field lacks coherence and organization. There is not yet a way for youth specialists collectively to request, follow through, and establish a clearinghouse.

"Is the idea suitable to meet manifest needs?" There is clearly a need for a national clearinghouse on youth research. Is there a need for youth specialists to come together to exchange experiences, to acquaint themselves with research findings, and to evaluate youth programs either currently operative or projected for the future? Dr. Ralph Berdie, head of Student Life Studies at the University of Minnesota, affirms that no one knows what today's trends are in the nation's universities and colleges in guidance and counseling departments. A number of persons in guidance and counseling in colleges and persons in other areas of youth work, such as probation and parole, as well as various clergymen working with youth, have expressed their interest in a state conference on youth specifically for those persons who are working with youth full time but do not have the time to find out what others who work with youth full time are thinking or planning to do. The idea of a state youth development center to meet these needs will be discussed presently.

"Is the idea capable of being managed, utilized, or dealt with successfully?" Since the idea of a national network or even a national clearinghouse for youth research, concerns, or programs implies sizeable expenditures of money, one might look for a university that has in the past been

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[1]Lee Burchinal, NEA Journal, February, 1967, pp. 65-72.

entrusted by the federal government with large grants to undertake tasks thought necessary by national offices. The following table lists the ten highest ranking universities with regard to federal grants (1966).

TEN HIGHEST RANKING UNIVERSITIES, FEDERAL GRANTS RECEIVED (1966)[1]

University	Federal Grants (Millions of Dollars)
University of Michigan	$66
MIT	63
Stanford University	60
Columbia University	60
University of Illinois	58
Harvard University	54
UCLA	51
University of California, Berkeley	50
University of Chicago	45
Ohio State University	39

Another criterion that might be used for selecting a university to undertake a national clearinghouse function is the financial strength of the university itself as gauged by the market value of its endowments. The following table lists the ten universities with the largest endowments (1966).

TEN HIGHEST RANKING UNIVERSITIES, MARKET VALUE OF ENDOWMENTS (1966)[1]

University	Market Value of Endowments (Millions of Dollars)
Harvard University	$974
Yale University	475
University of Texas	466
MIT	375
University of Rochester	346
Princeton University	312
Columbia University	276
UCLA	259
University of Chicago	249
Northwestern University	217

Equally as important as financial strength, whether supplied by the federal government or the university itself, is the research capability and

[1] American Universities and Colleges, 10th edition, American Council on Education, Washington, D.C., 1968.

the interdisciplinary scope of the institution. A rough index to these academic and professional strengths is to be found in the number of Ph.D.'s granted by universities. Figures are available for the decade 1955 to 1964. The next table lists the ten universities which granted the most Ph.D. degrees during this period of time.

TEN HIGHEST RANKING UNIVERSITIES, NUMBER OF Ph.D.'s GRANTED (1955-64) [1]

University	Number of Ph.D.'s Granted
Columbia University	6,153
University of Wisconsin	4,283
University of Illinois	4,135
Harvard University	3,805
University of California, Berkeley	3,756
New York University	3,318
Ohio State University	2,953
University of Minnesota	2,778
University of Michigan	2,761
University of Chicago	2,671

"Is the idea suitable to meet manifest needs?" That is a hard question. In thinking about national planning in the area of youth one could ask which states have the largest youth populations and hence are likely to have the greatest volume of youth needs. A case could be made for beginning the national network by establishing state youth development centers in these states on the grounds that they contain youth populations of such size as to justify it.

To make this idea concrete we have listed from the 1970 census the twelve states having the largest number of males and females ages 16-17 years. Well over half of the youth population in the United States reside in these twelve states. Selecting this age group assures that we will not lose the men and women in military service who are not counted in the census by home state.

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[1] American Universities and Colleges, 10th edition, American Council on Education, Washington, D.C., 1968.

In order to compare the sheer numbers of youth in these states with an index to youth concern evidenced by universities and colleges, the number of youth specialists reported from the state in the "Inventory and Assessment" is also listed.

TWELVE STATES WITH LARGEST YOUTH POPULATIONS, 16-17 YEARS (1970)

State	16-17 Year Olds	Youth Specialists Reported Through "Inventory"
California	734,354	51
New York	632,569	11
Ohio	472,848	44
Pennsylvania	442,191	43
Texas	441,549	42
Illinois	409,226	25
Michigan	356,075	22
New Jersey	257,002	29
Florida	235,260	12
Indiana	203,391	28
North Carolina	202,895	25
Massachusetts	202,295	26
Total	4,589,655	358
Fifty States	7,714,374	964

If a national network of youth development centers were to be organized around the regional "centers of gravity" of youth populations, it might take a different shape than would a network organized along the administrative lines of the current HEW regions. In either case the planning of such a network might "begin at the end." That is with the question, "Is the idea suitable to meet manifest needs?"

David Gottlied recently challenged the federal government to "examine

the relationship between the very structure of our social system and youth behavior" and to "give serious consideration to dramatically altering our methods of youth socialization and the kind of roles our young people should play."

A paragraph from his challenge seems to point in the direction of a national clearinghouse.

> Despite the growing disenchantment of American youth, despite the increase in confrontation and polarization, despite the many warnings given as to what the future holds, there is not, to the best of my knowledge, any place within the federal government where any systematic analysis is being made of contemporary youth--their behavior, their values, and their attitudes. Nor can one find any agency or office seeking to understand the consequences for our society if we do not somehow resolve certain problems of youth alienation and general confrontation. More important, perhaps, it is impossible to identify any place in our governmental structure where long range planning is devoted to the development and testing of strategies of intervention which might be effective in minimizing negative youth alienation and maximizing the utilization of youth energies and talents in the resolution of so many social dilemmas which confront this nation.[1]

Assuming that a network were established to deal with youth issues and assuming that, for administrative or other reasons, the network were to follow the pattern of the ten HEW regions, then one could characterize the projected regional youth development centers thus:

1. The ten regional youth development centers, to be located in major universities, should be characterized by an affirmative and interdisciplinary perception of youth.

2. They should be designed to scan and diagnose the whole continuum of youth from adolescence to independence.

3. They should have the capability to factor out the prime needs and problems in the various social and economic bands of the youth spectrum and to propose remedies.

4. They should consist of, or have ready access to and be in communication with, persons who have demonstrated their concern and competence in the youth area through research, training, consultations, service, or social action.

5. The ten regional youth development centers should be linked with

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[1]"Youth and Society," Vol. 1, No. 4 (June, 1970), p. 435.

> a system of state centers which in turn should be connected with community centers . . . these being the delivery depots for national programs as well as the reception desks to receive requests for new and supplementary services.

The potential functional relationship between such projected regional youth development centers and the states which constitute their region suggests several problems. To take one region, Region V, as an example, we note it contains Minnesota, Wisconsin, Illinois, Indiana, Michigan, and Ohio. One has only to name these states to realize that no single youth development center could possibly serve the needs of youth organizations or youth specialists or youth programs in this whole territory. State youth development centers would be needed to carry out these functions in each state. Nevertheless, it would be possible to locate a major university in Region V which might become the generating plant for youth research and programming in the region. Consider the University of Chicago which is near the Region V HEW office. The universities of Michigan, of Wisconsin, and of Minnesota could be explored as potential youth development centers for the region. It should be kept in mind that the designation of a university as a regional youth development center would not prevent the other universities in the region from generating research and programs as they wished. It would only mean that the regional youth development center would be responsible for knowing about them and following them so that they could be collected and collated and transmitted to the national clearinghouse.

The concept of a national system of youth development centers implies that it be operational at several levels and that these levels be inter-related in a functional way:

1.	National level	Clearinghouse, federal agencies, congress
2.	Regional level	Y.D.C., HEW Regional Office
3.	State level	Y.D.C., state agencies affecting youth, legislature

4. Local level Youth agencies . . . youth specialists

5. The youth themsleves

Having sketched out some ideas in regard to regional youth development centers, it is logical to look at the possibility of a state youth development center.

The Concept of a Youth Development Center Serving a State:

The feasibility of creating a youth development center that would serve the youth needs of one state could be tested by applying the same questions used for testing the feasibility of a national system of centers.

1. Is the idea possible of realization?
2. Is the idea suitable to meet manifest needs?
3. Is the idea likely to be accepted and supported?

The concept of a youth development center relating itself to the major youth needs of a state might be tested by identifying certain unmet needs in a typical state and then describing how a youth development center might aid appropiate centers of power in the state to begin dealing with these needs.

It can be assumed that a state government carries a clearly defined responsibility for children who are served by the Department of Public Welfare. Children need to be protected against abuse and neglect; they need to be educated; they need a family to grow up in; they need special attention and care if they are handicapped, ill, or undernourished. The state government with the support of the federal government and under minimum standards set by it levies taxes and establishes state programs to meet children's needs.

In the area of youth there is no clearly defined responsibility assumed by the state government in enabling the young person to pass successfully from childhood to adulthood (independence). In the stable, agrarian, and relatively simple society of the past the matters of maturation, coming of age, growing up were embedded in the local culture patterns and there was no need for the

state to be concerned about the issues of adolescence, the rites of passage, the preparation for marriage, family life, and economic independence--the final mark of adulthood in America.

Because of rapid social change, increased mobility, the mixing of cultural styles, and other factors the matters of maturation have become a concern of government. In one state the manpower commissioner reported thirty-four unrelated federal programs having to do with youth employment. In the same state the governor pressed for a bill which would employ 5,000 youth for the summer. Thus the government is beginning to show a concern for bringing youth into adulthood via economic independence. In the area of marriage and family life, state boards of education are passing down guidelines to the public schools for preparation for marriage and child rearing. In short, the state government is assuming certain responsibilities for helping children move through youth to adulthood. This is a new phenomenon in America.

The concept of the youth development center assumes that the state government will invest adequate funds and that an institution of higher learning with adequate professional resources will become a partner of the state in dealing with youth issues. The concept involves a joining of the social responsibilities of the state with the professional knowledge of the university. In short, the people of the state through their state government ask a major educational institution to help their children come of age. This would be a socio-political innovation.

One reason that the state might turn to the university for this help is to be found in the interdisciplinary and interprofessional knowledge about youth which is potentially present in the university. Gisela Konopka, after returning from a world tour to study youth problems, said in a report to the Board of Regents:

> Interdisciplinary studies, with application to community concerns

is the most needed contribution universities can make. The walls between disciplines and professions hinder theoretical advancement and application of knowledge. I am convinced that those universities which strengthen those efforts will be the builders of the future.

The concept of comprehensive, interdisciplinary youth programs would seem difficult to develop without federal or state administrative endorsement and funding. Administrative ways and means must be found for government to identify major youth issues deserving study and tax money, to arrange for selective university participation in programs, and to correlate these with the major youth issues identified by state governments who would select a university or college with which to work. Unless the social responsibility assigned by the people to governments is shared by colleges and universities, the interdisciplinary and interprofessional contributions latent in them will not develop so as to influence policy, programs, and practice affecting the youth population. In short, government must identify problems, request "best solutions" from the university, and then demonstrate to the university its good faith and confidence by implementing them. As the university observes the results of its "best solutions" moving from theory to practice or, as it were, from the laboratory to the factory, from the blue print to the construction site, it will have the opportunity of constantly improving its contributions to society's youth.

The reasons federal and state funding are essential if universities are to become significant helpers of government in serving youth are two:

1. Academic disciplines and professions have developed traditions of reward and advancement and tenure that are not easily adapted to serious interdisciplinary work for either the service of youth or the understanding of youth. A new frame of reference for reward, advancement, or tenure would be indicated.
2. University professors and deans and presidents have developed specializations, functions, and objectives that were designed

to meet specific and focused needs of society in the past. These are not easily adapted or enlarged to meet generic and broad social policy needs or new program requirements demanded by the rapidly changing youth population.

Nevertheless, there remains one practical, common sense function that a state youth development center could perform. It is to help close the gap between what is known about youth as a result of massive research programs and what is known by those who actually work with youth throughout the state. What could a state youth development center do to close the gap between theory and practice in youth work? This question was put to a number of persons responsibile for youth leadership in one state. A quote from a letter by the chief of the Department of Court Services in a large county provides a typical answer:

> There would be many advantages for youth workers in our state if we could pull together those people who are working with youth. . . . Unfortunately, the tendency is for each discipline to meet by itself. . . . There would be great benefits to be gained in sharing ideas about youth across disciplines.

At a new institution serving ten counties in the southwestern part of a midwest state there is an intense interest in knowing what the university and other colleges in the state were thinking and doing in regard to the new youth culture . . . not only the college students but all youth. In their view their "Student Development Center" is significantly different from the tradtional guidance and counseling office. They have built their dormitories for "student development." They have introduced courses for freshmen and sophomores that contain new and generic developmental motivations. These evidences of concern for the whole student have much in common with the youth development center's concern for the development of youth as whole persons.

One way of testing the feasibility of a national network of youth development centers would be to begin in one state, by bringing professionals

who were working with youth into a workshop with professionals who were researching or theorizing or teaching about youth. In such a workshop half a dozen key research findings might be presented. The practitioners could then respond to them. The practitioners could perhaps agree on half a dozen questions they would like researched. Perhaps these questions would be of interest to the researchers or some of their students. At any rate, a beginning would have been made in testing the question: Can the gap between research and practice be closed?

What do youth workers scattered over any state wonder about, seek for, or hope to find so that they can serve youth better? They want some interchange with other youth workers. They want evidence from researchers. They want a chance to test out that evidence. They want a voice in shaping new youth programs. They want to help relate the many youth programs to each other so that they can be more effective workers. To do these things they must have a chance to meet each other, become acquainted, and share their primary concerns. Only then can they act together. A state youth development center might make these things possible for the youth workers of a state.

There are youth problems of which most youth workers are but dimly aware, for instance, the problem of youth employment. Employment marks the end of youth (if we define "youth" as beginning with adolescence and ending with economic independence) yet little is known about the extent and the implications of youth unemployment.

There is reason to believe that a gulf separates the world of high school and the world of work. The world of high school is controlled and shaped by the college educated school board, administered by college educated persons, taught by college educated teachers using curriculum materials produced by college educated writers. Yet nearly three-fourths of all our youth do not finish college. They must seek their "economic independence" by finding

jobs in the labor market below the professional level.

A state youth development center might, for instance, focus on the separation between the world of school and the world of work. Research into the causes and consequences of this separation might lead to well-documented arguments for a new social policy for youth employment.

The Concept of a Community of Youth Specialists:

If it can be assumed that youth (from the onset of adolescence to the achievement of economic independence) is characterized by certain biological, psychological, and social experiences that are distinctly different from those of childhood and adulthood then a case can be made for the establishment of a broad area of professional competence that might be designated as "youth specialist."

An analogy comes to mind from the field of family life studies. As in the case of professionals concerned about youth, professionals concerned about family life come from several disciplines, utilize differing frames of reference, and focus on a variety of problems found in family life. Yet in spite of this diversity an organization of family life specialists exists, namely "The National Council on Family Relations" with a membership of over 4,000. There are chapters in many states. There is an annual national conference. "The Journal of Marriage and Family Living" is the official publication and carries an international section. There is a "National Directory of Family Life Educators."

There would seem to be advantages for those working in the area of youth to develop a sense of professional community with others working in the same area. A beginning could be made by establishing certain broad criteria. One set of criteria could be formed around education and training. Another set of criteria could be related to job description and work responsibility.

As these criteria were worked with and tested, other ways of defining youth specialists might well emerge. It would seem important to include theoreticians and practitioners, professionals and policy makers.

With tentative criteria an approach could be made to the membership of the National Council on Family Relations to find which persons are specializing in youth. Carlfred Broderick, editor of the "Journal on Marriage and Family Relations" estimates that perhaps 20 per cent of the research articles received for consideration focus on youth in relation to the family. The family study centers and the schools of home economics located in colleges and universities would be likely to have some youth specialists on their faculties.

There are over 500 social science research centers in the United States. The behavioral and social science survey entitled "Outlook and Needs" (Prentice-Hall, 1969) concludes with this thought: "The broad application of behavioral and social science knowledge to human problems necessarily entails a change in our conception of ourselves and how we should live together, work and govern ourselves, teach and learn, talk and listen. . . . These sciences may suggest ways to improve the adaptive process itself." It is this last idea "to improve the adaptive process itself" that suggests the germinal relationship of the social science research centers to youth studies. They could be contacted to find to what portion their work is youth related.

The professional associations are developing specializations within their areas such as adolescent medicine and adolescent psychology. In the American Anthropological Society there is a new section which deals with social education, which means "coming of age" or "youth" Although most professional associations may not have youth sections they very likely contain numerous individual members whose prime interest and work is in the area of youth. These could be discovered by inquiring through professional journals and newsletters.

The numerous agencies of the federal government (NIMH, HEW, OEO, Department of Labor, Department of Justice, etc.) operate programs that are intended to serve youth. The federal personnel responsible for youth programs would qualify as youth specialists either because of education or because of job responsibility. They would also be knowledgeable about youth specialists throughout the United States. At state and local levels there are to be found a variety of formal and informal organizations which have been assigned responsibility for youth: governor's conference on youth; youth employment services; juvenile divisions of police, detention, crime prevention and corrections; youth centers sponsored by municipalities and citizen groups. Youth specialists are to be found at all levels and under all auspices. The challenge would be to involve those who would most benefit from association with the community of youth specialists. The idea of a "network of youth development centers" contains the possibility of a "community of youth specialists." It assumes that persons knowledgeable about and/or responsible for youth need to get together, exchange experiences, and support each other in their efforts to serve youth.

In order to actualize this possibility it would be necessary to develop a directory of youth specialists so that on a local, state, regional, or national basis they could be invited to come together and begin forming a "community of youth specialists."

PART II

EPILOGUE AND RECOMMENDATIONS

EPILOGUE AND RECOMMENDATIONS

> The moment we cease to hold each other,
> the moment we break faith with each other,
> the sea engulfs us and the light goes out.
>
> James Baldwin

The survey presented in the preceding document was not undertaken as an Ivory Tower exercise. It was conceived out of the anxiety and frustration of both policy makers and scholars in regard to work with and knowledge about the youth of the United States. To many of us, who are deeply concerned with cooperation and understanding across all artificial borders, like racial or ethnic backgrounds, sex, economic origin, or age, the wide-spread use of the concept of "generation gap" connotating hostility and distrust has become a nightmare. A society incapable of linking generations to each other--in spite of some conflict--cannot survive.

The early 20th century has been called the "Century of the Child." It brought to the world the realization that children are not simply small adults, that they have special characteristics and needs. Study and actions followed this new concept.

The age period of "youth" (approximately 12-21) has not yet received the same kind of attention. "Adolescence" or "youth" has always evoked mixed emotions in adults: glorification by sentimental recall of days when responsibilities seemed not to weigh too heavily and physical capacities seemed strong, envy, fear of the strength of the coming generation, anger at being displaced, outright hostility, exaggerated admiration of youthful idealism, etc.

World literature, scientific and fiction, abounds with impressions and generalizations about youth; very little hard knowledge exists. Programs related to youth--education, corrections, youth services--are based on various ideologies, historical precedents, and current fads. The picture is chaotic.

Yet knowledge regarding youth is not easily acquired. The late 20th centrury is characterized by assertion of all groups that feel misunderstood and left out, including young people. This means, more than ever, that any research, any program to be started, must be carried out in cooperation with young people, a fact hard to take for scientists who have learned to work with "subjects." It seems to this writer that this is the major reason why research into child behavior continues, and why programs related to children can easily be assessed. The "subjects" are still comparatively passive. This does not apply to study or work with, for, or about young people.

This inventory was made in the hope that centers of learning in the United States could be found which have undertaken the difficult task to try out both research and action programs in regard to youth and to encourage cooperation between them. Cooperative work as a goal seemed necessary because in the field of youth research there is no forum. Disciplines or professions work in separation. Practitioners rarely write and therefore their findings, which may be of great value, are lost. The natural sciences have only moved so rapidly forward because they were willing not only to share new knowledge, but because they based one discovery upon another.

The painstaking work of this survey showed that very few institutions of higher learning had established centers for youth research and development. The count shows three active centers and twelve projected ones. Yet the careful reading of the results of the survey indicates an enormous interest in e subject distributed over a wide variety of professions and disciplines.

It looks like a blurred uncharted landscape under a moving ocean. Colleges and universities have no "jelled" structures to do research and action on behalf of youth. There is no single discipline that claims expertise regarding this age group. This may actually be of great advantage in moving forward to significant developments in this field.

The conference on "Youth in the Seventies" showed the bewilderment of top experts and policy makers in this area, but also a rare and refreshing honesty. No patent solutions were offered, but for the first time people from a great variety of backgrounds and philosohpies began to share whatever knowledge they had. This opens the way for progress.

Based on the material collected in this survey I would like to make the following recommendations:

1. Convening a conference of representatives of the three existing centers (Minnesota, Southern California, and Hawaii) with the possible addition of Washington University and Syracuse University with the purpose of planning structure and content of their work. Consider also some representation of the twelve potential centers.

2. Keeping up--either in the office of OCD or by contact with the Minnesota Center--the information collected regarding centers and youth specialists. The information is vital for nation-wide planning. It should be in the form of an up-to-date directory to avoid another costly investigation at a later date.

3. Substantial financial support of the basic functions (research and community youth development) of a small number of university based centers over a period of at least five years. The history of the training centers in the sixties shows that they developed significant programs but died because funds were too short-lived. Today the only realistic financial base is joint funding by the universities and the federal government. Financing must in-

clude the support of young people themselves to contribute to the general research and action effort. If this is made possible and efforts across the nation are coordinated, programs with and for youth may finally be based on solid knowledge and competence.

Gisela Konopka
July 1971

PART III

APPENDIX

APPENDIX 1

PROPOSAL FOR AN INVENTORY AND ASSESSMENT OF YOUTH ACTIVITY AND DEVELOPMENT CENTERS AT UNIVERSITIES AND COLLEGES IN THE UNITED STATES

June 23, 1970

Rationale for the Proposal:

A. Background

In January, 1970, the University of Minnesota established an intercollegiate, interdisciplinary community-related Center for Youth Development and Research. It purpose is to make available and applicable the increasing knowledge regarding youth and to reach and to help the wide range of persons and groups here and abroad concerned with and serving or preparing to serve youth.[1] Reasons for the establishment of the Center included:

- Youth represent a growing proportion of our population.
- The increasing assertiveness on the part of some youth to understand themselves and to maximize their own potential requires the combined efforts of all disciplines and professions, including youth themselves.
- The restiveness of all youth, particularly apparent since the early sixties, is creating problems and confusions within the age group and society at large.
- The usual categaries of knowledge about and service to youth are no longer sufficient (for example, delinquency, emotional disturbance, retardation, adolescence). These categories overlap and also exclude large segments of the youth population. Schools and youth-serving agencies continue to be relatively narrow in their perspectives and practices. An interdisciplinary focus on all youth in the human life cycle may be more realistic and more fruitful given the widening academic, agency, and institutional concern for youth.
- The growing body of knowledge and insights regarding youth coming from a wide variety of sources and disciplines is fragmented and unrelated, limiting its usefulness.
- The need to know about and relate to the extensive literature on youth from abroad.
- Neither government nor any private agency or educational institution in this country is providing a combined teaching, research, and action focus on youth coupled with an international dimension.

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[1]It is difficult to give an exact definition of youth based on age. A working definition for purposes of this Center would define youth as beginning with the onset of pubescence and ending with the achievement of relative economic independence.

B. The Present Situation

Based on the Center's two years work (one year before and one year after it was officially established), it is evident that a vast amount of knowledge regarding youth is extant. But there is no comprehensive, authoritative source regarding the availability of published and unpublished materials and only limited interaction of experts in the field. Therefore, there is wasteful repetition in research and poor utilization of existing knowledge in practice. One strategic way of beginning to rectify this situation is by looking at the efforts of colleges and universities to work with or for youth through Youth Activity or Development Centers.

Our particular concern is dissemination of knowledge in understandable language to increase the effectiveness of work with all youth.

The Proposal:

Youth Activity and Development Centers have been established in a number of colleges and universities all over the United States. These centers have made limited attempts to collect, coordinate, and/or produce knowledge and skill. They have started sporadically, they have sometimes died, and they know very little about each other. To actually expand the capability of this country to work with its youth, it is necessary to learn more about these Centers and to bring together the people who are especially knowledgeable about them, including youth.

IT IS PROPOSED THAT THE CENTER FOR YOUTH DEVELOPMENT AND RESEARCH AT THE UNIVERSITY OF MINNESOTA MAKE AN INVENTORY OF SUCH CENTERS AND ASSESS THEIR EFFECTIVENESS FOR KNOWLEDGE DISSEMINATION AND UTILIZATION IN REGARD TO ALL YOUTH PROBLEMS WITH PARTICULAR EMPHASIS ON THE DISADVANTAGED.

Implementation of the Proposal:

A. The first step will be to find out where such Centers are located or have existed within the past five years.

B. The second step will be to learn about their various functions and activities, including reasons for success or failure.

C. The third step --looking toward improved effectiveness of these Centers-- will be to organize a national conference with representatives of such Centers, including youth with whom they have worked or served. The aims of this conference will be to:

1. Coordinate tasks.

2. Identify gaps in knowledge and skill.

3. Stimulate creative projects in research and action.

Utilization of Findings:

A. A comprehensive report on the findings will be submitted to HEW for dissemination.

B. The Center for Youth Development and Research at the University of Minnesota is organizing an information system regarding youth. Material collected in this project will become a part of this information system and be available to scholars and youth workers.

C. The Center for Youth Development and Research will work on the development and implementation of practical action programs on a cooperative basis with youth centers in other colleges and universities reaching for continuing relationships beyond the terms of this grant.

APPENDIX 2

TELEPHONE CONFERENCE CONCERNING PROJECT DESIGN
SUMMARIZED BY HAROLD BELGUM
JULY 16, 1970

Participants from the Office of Child Development were: Dr. Charles P. Gershenson and Dr. Catharine V. Richards. Participants from the Center for Youth Development and Research were: Dr. Gisela Konopka, Mrs. Diane Hedin, and Mr. Harold Belgum.

In a conference between the Office of Child Development and the Center for Youth Development and Research on July 16, 1970 it was agreed that a good deal of flexibility would be allowed in reorienting the design presented and approved in the "proposal." Responsibility for such reorientation would rest with the investigators. The contribution which the "survey" might make to the future development of the Office of Child Development Youth Division was discussed.

"A dynamic research effort" is required to indicate the foundations needed to help lay the groundwork for the work of the Youth Division. Federal youth programs will likely be developing for which a frame of reference and a structural scheme would be helpful.

Supposing the "survey" could identify one youth development center in each of the ten HEW regions. These centers might then become focal points and sources of research information and technical assistance to directors of youth programs in their HEW regions. These centers might well be the location of annual field conferences wherein experiences could be shared and criteria for success and failure evaluated. From such conferences might emerge the planning for national youth programs.

Leadership is needed in helping to form a "feasible network" for future national youth programs. The situation can be compared to that at the beginning of this century when the Children's Bureau was developing its frame of reference, structural scheme, and laying down its strategy and tactics.

The youth development centers should be university based. They should have multiple linkages with the university so that the interdisciplinary contributions potentially available in the university will be functionally connected with the generic youth concerns of the centers. In addition they should have significant connections and communications with the youth themselves (broadly defined as from 10 to 24) as well as with the community.

This is intended to be a feasibility study "to discover how we can maximize the usefulness of the centers through university-youth-community interrelations and intercommunications." There may be problems. For instance, if a HEW region has a regional center . . . how would one enable the other centers in that region to feel equal and significant.

The context of the "survey" is that of "a system of centers" which can both represent and lead regions in youth development research, planning, and programming.

APPENDIX 3

SOME UNDERSTANDINGS REGARDING A FEASIBILITY STUDY FOR A SYSTEM OF YOUTH CENTERS BETWEEN THE CENTER FOR YOUTH DEVELOPMENT AND RESEARCH AND THE OFFICE OF CHILD DEVELOPMENT, HEW

SUBMITTED BY DR. CATHARINE RICHARDS
JULY 21, 1970

Purpose:

To determine the feasibility of developing a system of youth development centers with the capability of carrying on research, demonstrations, and consultations with respect to the development of youth (persons 12 to 24 years of age) as individuals, as family members, and as participating citizens.

Expectations:

The University of Minnesota Center for Youth Development and Research could serve as a national clearinghouse on youth resource centers.

Such a clearinghouse could identify research talent in the U.S.

Such a clearinghouse could identify technical assistance capabilities for youth development programs in the U.S.

Such a clearinghouse on youth development centers could be:

- Knowledgeable about research, demonstrations, and operating programs;
- Accessible to centers, youth groups, communities, etc., for technical consultation;
- A national resource for current materials on youth development;
- A responsive listening agent for youth;
- A central information bank for identifying and describing emerging programs in regions;
- A national resource to develop and maintain
  - linkages to youth
  - linkages to service delivery system
  - linkages to schools
  - linkages to governments

Criteria for Selecting Centers for Youth

1. Centers included in the network of youth development centers should be university based.

   . They should have demonstrated capability to conduct research and demonstration.

   . They should have the capacity to engage the schools of the university in multi-disciplined teaching, study, and social problem solving.

2. Centers included should have a broad spectrum such as interest in and concern with children and youth 12 through 24 years of age.

   . It should not be considered essential for a given center to include this total age span. Rather, centers included in the network may focus on age populations falling within or outside of this span of years but including selected age populations within this span of years.

3. Centers selected should include in its populations males and females, young people of minority populations such as the economically disadvantaged, Mexican-American, American Indian, Puerto Ricans, blacks.

4. Centers selected must be concerned with one or more of the central tasks of middle school, early adolescent, and older adolescent youth:

   . Education
   . Work
   . Health
   . Leisure time use
   . Self management
   . Social-political action
   . Preparation for marriage, caring for others

   Stated in more conventional terms, the centers included should be tackling the problems of:

   . Juvenile delinquency and youth crime
   . Employment
   . Education
   . Violence
   . VD, illegitimate births

5. Centers selected for network should have been an integral part of a university for two or more years or officially sanctioned and supported by the university with budget, staff, and facilities.

6. Centers selected should have involved young people as investigators, reporters, etc., as well as subjects in demonstrations and operations, both in community settings and in the university center.

Catharine V. Richards
Chief, Youth Activities Division
Office of Child Development

APPENDIX 4

PRELIMINARY LETTER AND QUESTIONNAIRE TO SELECTED CENTERS
AUGUST 3, 1970

Dear Colleague:

The Office of Child Development, Youth Division, Department of Health, Education, and Welfare has asked the Center for Youth Development and Research at the University of Minnesota to make a study that will help to prepare an inventory and make an assessment of youth development centers at universities and colleges in the United States. On June 29, 1970, our Center was awarded a grant to fulfill this task.

Mr. Harold Belgum will be the project director. Dr. Catharine Richards, Chief of the Youth Division, and Mr. Robert McGee of that staff, will serve as general consultants.

Youth development centers are perceived in a wide sense, not centers which are only concerned with one singular particular problem related to young people. The inventory and assessment will be made for the following reasons:

> Youth activity and development centers have been established in a number of colleges and universities all over the United States. These centers have made attempts to collect, coordinate, and/or produce knowledge and skill. They have started sporadically, and they know very little about each other. To actually expand the capability of this country to work with its youth it is necessary to learn more about these centers and to bring together the people who are especially knowledgeable about them.

The first step in the survey is a preliminary inventory to establish a roster of existing college and university-based youth development centers with a focus on youth affairs. We are operating currently from what we know are out-of-date lists made available to us from various sources. We would like to ask your cooperation in the up-dating and completing of this roster and would be grateful for general information about your center on the enclosed form.

In addition, if you are in touch with other youth centers in your region or elsewhere in the country, please let us know in order that we may search out all youth development centers as completely as possible.

Please feel free to ask questions or to make any comments. Cooperation of centers such as yours will be our biggest asset. We would appreciate your answering by September 10, 1970, in order that the more detailed survey can get under way in the near future.

(signed) Gisela Konopka
Director, Center for Youth Development and Research

Enclosure

PRELIMINARY INVENTORY

YOUTH DEVELOPMENT CENTERS AT UNIVERSITIES AND COLLEGES

1. Center Name _____

   Director _____

   Mailing Address _____

   _____

   _____

   Telephone (Area Code) _____

2. What is the major objective(s) of the center?

   _____

   _____

3. Describe briefly the program of the center.

4. Number of staff: Professional_____

   Clerical _____

5. Administrative location within university or college.

6. Source(s) of funding _____

APPENDIX 5

LETTER TO COLLEGE AND UNIVERSITY PRESIDENTS
OCTOBER, 1970

Dear Sir:

Today there is widespread public concern about youth, similar to concern about the child at the beginning of the century. The first White House Conference on Children in 1910 resulted in the Children's Bureau. In 1971 there will be a White House Conference on Youth, specifically focused on the nation's youth population.

To assist the Youth Division of the Office of Child Development, Department of Health, Education, and Welfare in planning future programs the Center for Youth Development and Research at the University of Minnesota has been asked to make an inventory and assessment of university and college resources in the field of youth. The project is concerned with searching out established and potential youth development centers and individual faculty members from all disciplines who are particularly interested in training, research, and services to this age group. Our focus is on youth aged approximately twelve to twenty-one.

The purpose of the project is to determine the feasibility of establishing a network of youth development centers throughout the country, building on existing university resources to add to knowledge about youth, improve training of youth serving personnel, and aid in provision of quality services for youth populations. The enclosed form indicates the information needed.

Please feel free to comment or ask further questions; cooperation from institutions of higher education will be our biggest assest in the tasks described above.

Thank you very much for any assistance you can give us.

(signed) Harold J. Belgum
Project Director

Enclosure

APPENDIX 6

QUESTIONNAIRE TO COLLEGE AND UNIVERSITY PRESIDENTS

Institution_____ Respondent_____

Address _____ Title or Position_____

Phone _____

A. Professional persons working or writing primarily in the area of youth . . . "youth specialists?"

	NAME	DEPARTMENT	SPECIAL INTEREST
1.			
2.			
3.			
4.			
5.			

B. Does your institution

1. . . . offer a degree program in the field of training for youth work (other than social work, education, recreation)? Yes___ No___

2. . . . sponsor interdisciplinary programs in regard to youth problems? Yes___ No___

3. . . . operate a youth development center? Yes___ No___
(If "yes," we would appreciate receiving any descriptive material on the program. If "no," have you had such a center within the past five years?)

4. . . . have any plans to establish a youth development center? Yes___ No___

C. Other centers or individuals you may know about?

COMMENTS:

APPENDIX 7

LETTER TO YOUTH SPECIALISTS
JANUARY, 1971

Dear Colleague:

We are developing a directory of youth specialists at colleges and universities in the United States. In a letter that went to the president of each college and university this fall, we asked for the name, department, and special interest of "professional persons working or writing primarily in the area of youth . . . 'youth specialists.'" "Youth" was defined as ages 12-21.

In response, the president of your university sent us your name. Two hundred eighty colleges and universities submitted 964 names of "youth specialists." For purposes of in-depth analysis of this youth specialist population, would you please take the time to complete the enclosed "Personnel Data Form."

The directory is part of an "Inventory and Assessment of Youth Development Centers at Colleges and Universities in the United States," a project requested and funded by the Youth Division of the Office of Child Development in the Department of Health, Education, and Welfare. The purpose of the project is to identify and analyze the university-based resources and facilities in the broad area of youth, including research activities, training of youth serving personnel, and direct service to youth populations.

Your assistance will be sincerely appreciated. Please feel free to contact us with comments or questions.

(signed) Harold J. Belgum
Project Director

APPENDIX 8

PERSONAL DATA FORM--YOUTH SPECIALISTS IN COLLEGES AND UNIVERSITIES
JANUARY, 1971

1 2 3 4

Name _____

Title _____

Office Address _____

_____ Phone [ ]
city state zip

Institutional Characteristics

5 6 7

Name of Institution _____

8 9 10

Address _____

_____
city state zip

Type of Institution:

11 12

Size of Institution [1970-71]

____ Under 1,000
____ 1,000 - 5,000
____ 5,000 - 10,000
____ 10,000 - 15,000
____ 15,000 - 20,000
____ 20,000 - 30,000
____ More than 30,000

Size of Community

____ 0 - 2,500
____ 2,500 - 10,000
____ 10,000 - 50,000
____ 50,000 - 100,000
____ 100,000 - 1 Million
____ 1 Million plus

13

Auspices

1

____ Public, 4 year
____ Private, sectarian, 4 year
____ Private, non-sectarian, 4 year

14 15

Student Body

____ 90-100% Resident (0-10% Commuter)
____ 50-89% Resident (11-49% Commuter)
____ 11-49% Resident (50-89% Commuter
____ 0-10% Resident (90-100% Commuter)

Racial Make-up of Students

____ All white
____ Under 10% minority
____ 10-50% minority
____ 51-90% minority
____ 90% plus minority

Personal Characteristics

Age - Sex - Race:

M	F	
____	____	Under 25
____	____	26 - 35
____	____	36 - 45
____	____	46 and over

_____ Race

Educational Background: (post high school)

Institution	Degree	Field	Year

Current Staff Position:

Rank _____

Title _____

Nature of Staff Assignment:

Type of Work	Content [youth study focus]	Estimated % of Time
Teaching college students		
Counseling, guidance of college students		
Teaching non-college students (i.e. extension)		
Research		
Consultation with youth agencies		
Writing		
Speaking		
Administrative Activities		
Community Service Activity		
Other (specify) _____		

Relations with other disciplines or professions:

Do you (a) consult or work cooperatively with colleagues in other disciplines or professions? _____ If so, indicate which disciplines, and describe briefly the nature of your interdisciplinary relations

_____

_____

(b) utilize the literature of other disciplines? _____ if so, indicate which ones _____

_____

What has been your experience as to the usefulness of interdisciplinary work in the youth area? _____

_____

_____

What do you consider to be your area of specialization or particular focus within the broad area of youth studies? _____

_____

_____

What age group are you primarily concerned with?

____ Junior high
____ Senior high
____ College age youth
____ Whole youth span

Does your work deal mainly with certain "types" or groups of youth (handicapped, minority, dropouts, young working people, etc.)? _____ If so, describe briefly _____

_____

_____

Is some portion of your youth-focused work supported financially by other than college or university funds? _____ If so, what is the source of the funds (federal, foundation, etc.)? _____

_____

What professional memberships do you currently hold? _____

_____

_____

Please list your publications of the last five years on the back of this sheet:

THANK YOU!

APPENDIX 9

LETTER IN REGARD TO DEGREE PROGRAM
FEBRUARY, 1971

Dear Colleague:

In response to a questionnaire entitled "Inventory and Assessment of Youth Development Centers at Colleges and Universities in the United States" which was sent to the president of your institution, we received the information that your institution offers a degree program in the field of training for youth (other than social work, recreation, or education).

In order to complete our inventory we would appreciate your answering the questions on the enclosed questionnaire concerning your program. If you have mimeographed materials please send them along.

Thank you very much for your assistance.

(signed) Harold J. Belgum
Project Director

APPENDIX 10

QUESTIONNAIRE IN REGARD TO DEGREE PROGRAM
FEBRUARY, 1971

Respondent _____

Title _____

Institution _____

Address _____

_____

1. What degree is granted?

2. What are the requirements for the degree?

3. What types of positions do graduates with this degree most frequently move into?

4. How long has your degree program been in effect?

5. How many students received such degrees in 1970?

APPENDIX 11

LETTER IN REGARD TO INTERDISCIPLINARY PROGRAM
FEBRUARY, 1971

Dear Colleague:

In response to a questionnaire entitled "Inventory and Assessment of Youth Development Centers at Colleges and Universities in the United States" which was sent to the president of your institution, we received the information that your institution sponsors an interdisciplinary program in regard to youth problems.

In order to complete our inventory we would appreciate your answering the questions on the enclosed questionnaire concerning your program. If you have mimeographed materials please send them along.

Thank you very much for your assistance.

(signed) Harold J. Belgum
Project Director

APPENDIX 12

QUESTIONNAIRE IN REGARD TO INTERDISCIPLINARY PROGRAM
FEBRUARY, 1971

Respondent _____

Title _____

Institution _____

Address _____

_____

1. What is the administrative location or auspice for the interdisciplinary program?

   When was it established?

2. By whom or by what department was it initiated?

3. What are the disciplines currently participating?

4. Which youth problems have been dealt with?

5. What are the major projects currently under way?

APPENDIX 13

LETTER IN REGARD TO YOUTH DEVELOPMENT CENTER
FEBRUARY, 1971

Dear Colleague:

In response to a questionnaire entitled "Inventory and Assessment of Youth Development Centers at Colleges and Universities in the United States" which was sent to the president of your institution, we received the information that your institution operates a youth development center.

In order to complete our inventory we would appreciate your answering the questions on the enclosed questionnaire concerning your center. If you have mimeographed materials please send them along.

Thank you very much for your assistance.

(signed) Harold J. Belgum
Project Director

APPENDIX 13A

LETTER IN REGARD TO PROJECTED YOUTH DEVELOPMENT CENTER FEBRUARY, 1971

Dear Sir:

In response to a questionnaire entitled "Inventory and Assessment of Colleges and Universities in the United States" which was sent to you, we received the information that your institution is planning to establish a youth development center.

We hope you will be able to sketch out the general lines of development which are emerging in your plans. The questions on the enclosed questionnaire are merely intended to be suggestive. If you have any additional descriptive materials, we would appreciate them also.

Thank you for your assistance.

(signed) Harold J. Belgum
Project Director

APPENDIX 14

QUESTIONNAIRE IN REGARD TO YOUTH DEVELOPMENT CENTER
FEBRUARY, 1971

Respondent _____

Title _____

Institution _____

Address _____

_____

1. Which youth are served by the youth development center?

   In what ways?

2. Is the center supported by funds from outside the university?

3. Does it sponsor research?

4. Do several disciplines or departments participate in its program?

5. Could you kindly describe the problems dealt with?

APPENDIX 14A

QUESTIONNAIRE IN REGARD TO PROJECTED YOUTH DEVELOPMENT CENTER
FEBRUARY, 1971

Respondent _____

Title _____

Institution _____

Address _____

_____

1. What will be the administrative location or auspice of the youth development center?

2. Who is the "prime mover" and what departments are involved in planning?

3. Are financial aids from outside the institution in the picture?

4. What sections of the youth population will be of prime concern?

5. What youth problems have been identified for attention?

6. Which disciplines are thought to be most useful in understanding and serving youth?

APPENDIX 15

PARTICIPANTS IN "YOUTH IN THE SEVENTIES" CONFERENCE
JUNE, 1971

Dr. Jerald Bachman
Department of Psychology
University of Michigan

Dr. Zahava Blum
Department of Social Relations
Johns Hopkins University

Dr. Robert Bremner
Department of History
Ohio State University

Dr. Paul Cashman
Vice President for Student Affairs
University of Minnesota

Dr. Glen Elder
Department of Sociology
University of North Carolina

Miss Ruth B. Falk
National Institute for Mental Health

Dr. Barbara Finberg
Carnegie Corporation of New York

Dr. Joel Fort
The Center for Solving Special
Social and Health Problems
San Francisco, California

Dr. David Gottlieb
College for Human Development
Pennsylvania State University

Dr. Marion Howard
Research Utilization Project
George Washington University

Mr. Sidney Johnson
Office of Senator Walter Mondale

Dr. Gisela Konopka
Center for Youth Development
and Research
University of Minnesota

Dr. William P. Kuvlesky
Department of Sociology
Texas A & M University

Dr. Irving Lazar
Appalachian Regional Commission
Washington, D.C.

Dr. Jane Lynch
National Institute for Mental Health

Mr. Duane Ragan
Office of Child Development
Department of Health, Education, Welfare

Dr. Kay Richards
Office of Child Development
Department of Health, Education, Welfare

Dr. Elizabeth Sanders
State College, Pennsylvania

Dr. William Simon
Institute for Juvenile Research
Chicago

Dr. Hugh Urban
College of Human Development
Pennsylvania State University

Dr. Helen Wallace
School of Public Health
University of California, Berkeley

Dr. Frank J. Wilderson
College of Education
University of Minnesota