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ABSTRACT

This paper reports on research in progress to create a new framework for looking at the public education of youth. The term "experiential education" applies to a variety of programs that engage participants intellectually, physically, socially, and emotionally with the primary goals of: (1) promoting student health, motivation, and self determination; (2) helping students develop positive and rewarding social relationships; and (3) developing students' skills and knowledge. The paper reports briefly on the first stages of research to develop and test the framework, using a program run by a private non-profit organization serving students at a public middle school identified as having a high percentage of "at-risk" youth in its student population. The resulting framework and theoretical model incorporate four pedagogical principles of experiential education: authenticity, active learning, drawing on experience, and connecting to the future. As an alternative to traditional schooling, experiential education allows students to develop communication and problem-solving skills even when they face the most complex and difficult of circumstances. But substantial investments in time, resources, and emotional commitment are required. Some of the thoughts of Howard Gardner, James Comer, and Henry Levin on school reform are discussed through the lens of experiential education. While different, each points to the importance of cultivating learning environments in which students can achieve the three main goals of experiential education. Appendix A provides name and location of experiential learning projects whose members participated in the study; Appendix B contains the 56 references for the literature review. (ND)

School Reform Based on Experiential Education: What Does it Mean and Why Does it Matter?

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Paper to be presented at the 1995 AERA Conference.
Session title: Community Service and Experiential Education: Lenses on Educational Improvement

I would like to acknowledge the Stanford University School of Education faculty and students who have most contributed to this effort via their support and advice. To these people, I express my gratitude: Milbrey McLaughlin, Nel Noddings and David Fetterman (who form my dissertation committee); Rafael Diaz, Henry Levin and Patricia Gumport (who evaluated my qualifying paper and proposal which relate to this topic); Larry Cuban with whom I took a directed reading on Experiential Education; Joe Kahne and Joel Westheimer who gave me access to documents as well as food for thought; Marjorie Wechsler who edited an earlier draft of this paper; and my cohort (Marc Chun, Kasi Fuller, Christopher Morphew, Lisa Petrides, Gloria Rodriguez and Lori White) for three solid years of good feedback.

Introduction

I, like many others, found it problematic that schools were not able to address the complex and interwoven needs of children and youth. I wished for schools to be responsible because young people are legally obligated to spend thousands of hours in schools. I wanted schools to gain the ability to respond more effectively to their current clientele. Now, I see the problem differently, and consequently have opened my eyes to a new set of possible solutions. This paper is about the research that led to this shift in thinking. The goal of this research was to create a new framework for looking at the public education of youth.

I started this project by looking for an alternative model of education that was powerful and comprehensive. I looked for places where youth were encouraged and enabled to think critically and take initiative. I looked for educational models that were well established and had histories and philosophies that were distinct from those of traditional Western schools. I looked for examples of how to (a) promote student health, motivation and self determination, (b) help students develop positive and rewarding social relationships, and (c) develop students' skills and knowledge.

I discovered that the expression "experiential education" applied to a variety of programs that tried to achieve these goals. They engaged participants intellectually, physically, socially and emotionally. Participant characteristics, organizational characteristics and activities varied from site to site but there were underlying similarities. My aim was to identify the similarities, to articulate the salient features of experiential education and to construct a

conceptual framework using these features as its building blocks. Policy implications for K-12 education (even if to abolish that category) would come from viewing education through the lens this framework provides.

The framework may be useful as a tool for illuminating why some reform strategies are more successful than others. It can be used to show how combinations of reforms can compliment each other and how services provided outside of the school can compliment those offered by schools. The framework can also be used to structure formative (internal and external) evaluations so practitioners, and in turn participants, can benefit from the further development of programs.

Research Methods

This project involved two phases of research. The first phase revolved around a literature review but also included exploratory mini-studies of select programs. The programs were not randomly sampled. The purpose of the field work was to provide real world examples of experiential education programs that could be examined alongside the theory that was emerging from the literature review. Appendix A lists the types of programs reviewed and the methods (observation, interviews and/or document analysis) used in each case.

The literature review began with a critical analysis of writings about the theory and practice of experiential education. Based on the initial results of this process and the preliminary findings of the field research, I expanded the scope of my literature review to cover

topics in education, psychology, sociology and philosophy that appeared to be relevant. As an example, I turned to literature on constructivism and constructivist education after it became apparent that a major component of experiential education is the participant process of collectively constructing knowledge.

The bibliography of my literature review is in Appendix B. The combination of references may surprise readers who are familiar with this topic. There are not a lot of references that explicitly address experiential education per se. This is because I relied on the substance and implications of John Dewey and Kurt Hahn's work to provide the basis for experiential education theory and practice. Most other documents about experiential education either address ideas that I discussed in relation to the works of Dewey or Hahn, were highly specialized or were atheoretical. The bulk of references in Appendix B come from other fields, such as psychology, that lend explanations and supportive evidence to the philosophical assumptions made by experiential educators.

At the culmination of the first phase of data collection and analysis, I had a conceptual framework and preliminary theory of how strategies for implementing experiential education philosophy relate to the experiences of students. The second phase of research was designed to begin assessing the validity of the conceptual framework and theoretical model. In other words, I wanted to know if the concepts could be operationalized, if there were concepts that should be added, deleted or changed, and if evidence could be found to either support or challenge the theoretical assumptions of my model. To this end, I "piloted" the framework by using it to guide

the design of a program evaluation. As a measure of control, I also conducted a more traditional evaluation of the same program -- addressing organizational and program structure, management of finances, demographic characteristics of participants, description of intervention, and what could be determined about the nature of the impact. I then compared the findings of both evaluations. This constituted the second phase of my research.

The program I evaluated for the pilot study was run by a private non-profit organization. It served groups of students from a public middle school that was identified as having a high percentage of "at-risk" youth in its student population. The program consisted of a single day's activities using low and high elements on a ropes course in a wilderness setting, a short in-school session to prepare students for the day on the ropes course, and two short follow up sessions at the school to guide reflection about that day's activities.[1]

I observed the full day on the ropes course, a staff training session, and a staff evaluation of the day. I formally interviewed junior and senior staff members and a board member of the non-profit organization. I informally spoke with teachers from the school. I reviewed in-house and public documentation of the program. Although I did not interview students, I did record statements they

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[1] A "ropes course" consists of "low elements" (close to the ground) and "high elements" (usually reaching between 6 and 25 feet above the ground) that are constructed of ropes (hence the name), cables, trees, wood and other small objects. Each element is the setting for a challenge that is posed to groups or individual participants. The challenge is often presented in the form of having to get from point A to point B. A classic example of a ropes course element is "the ten foot wall" where the challenge is for a group to get over the wall. The standard rule for this challenge is that once a person has reached the other side of the wall, he/she can not go back to help those who are not yet over it.

made to each other and to the staff throughout the day on the ropes course.

I encountered a methodological problem when I discovered that the program provided only a weak intervention in the lives of participants. This meant that there was little evidence of program effectiveness, no matter how it was defined or measured. The second phase of research did, however, reveal some merits and shortcomings of my earlier work. The findings presented below incorporate the adjustments made to my theoretical model after conducting the pilot study. The adjustments increase the potential of the theory to tell a full story of program implementation and student experience. Much more research is needed to test this theory.

Early Findings: What is Experiential Education?

To begin understanding what is unique and essential to experiential education, let us start by looking at examples. Outward Bound Schools offer one set of examples. Outward Bound courses include wilderness expeditions, group problem solving activities, a service project and a "solo" -- time spent by participants alone in the wilderness. Outward Bound schools train staff intensively so they become inculturated in the organization and its ways of structuring opportunities for productive participant exploration. The philosophy of Outward Bound establishes the physical environment and physical challenges as metaphors for exploring personal and social issues. This in turn poses emotional and cognitive challenges that lead to personal growth and group cohesion. Outward Bound courses have structural elements that have evolved as mechanisms for enhancing

the impact that the course has on participants. For instance, time for guided and unguided reflection are integrated into the curriculum.

Service Learning is another category of experiential education. Service learning programs form a distinct group of community service programs because they emphasize the learning experiences of participants and the development of positive and mutually beneficial relationships among all who are served (including the learners). They often begin with an exploration of what service would be appreciated by potential service recipients, and a building of consensus among all parties involved. Children and young adults have learned math, science and technology, language and communication skills by participating in projects that resulted in making buildings more accessible to people with disabilities, informing policy makers about community needs, obtaining money for non-profit organizations, preparing a community for a natural disaster, et cetera. The national service learning movement blossomed during the first years of the Clinton administration.

Other forms of experiential education include internships, travel programs, scientific exploration in a natural setting, some versions of leadership training, and student initiated interdisciplinary study. Youth organizations that are successful at engaging young people -- even young people who are labeled "at-risk" when they are in other environments -- often offer opportunities for experiential education. In addition to organizations that focus on the forms of experiential education listed above, there are organizations that encourage youth to create artistic presentations that reflect their life experiences. What is produced by

youth in these programs, whether theater productions, news papers, radio shows, murals, music, dance, photography or paintings, is of cultural and educational value to the communities in which the youth present their work.

Examples of experiential education are not only very different from one another, each has a complicated story -- a history, traditions, maxims and a culture. This makes it difficult to find what is common to each of them and yet distinctive enough that it is not common to all experience or all forms of education.

Initially, what stood out as common features of experiential education programs were tendencies among their staff to apply certain pedagogical principals. Explicitly drawing on student experience is by definition central to experiential education. In addition, students were found to be actively engaged in experiential education programs. Eventually, I isolated 4 pedagogical principles of experiential education, other common characteristics of the experiential education environments, and goals of experiential education programs. It was not until part way through my pilot study that I realized the importance of identifying the values that underlie the pedagogical principles and characterize the nature of the settings. Each of the features identified as salient to experiential education are embedded in the framework and theoretical model presented below.

Theoretical Model and Conceptual Framework

Here, I present the theory of experiential education that comes from my research. Many of the premises that constitute this theory

apply to education at-large. I invite you, as a reader, to think about whether each premise applies to either your perception of traditional schooling and/or your perception of good educational practice.

Premise 1. Organizations, especially when educating young people, are vehicles for socialization.

Premise 2. The underlying goal of experiential education is "positive socialization".

POSITIVE SOCIALIZATION has the aim of benefiting all individual students and the communities of which they are and will become members. Groups of people who design and implement coherent programs of experiential education act on an implicit agreement about what constitutes positive socialization. As an example, an objective may be to provide youth opportunities to develop skills that will allow them to become economically self-sufficient. This fits under the umbrella of positive socialization if the design team and program staff share an understanding that economic self-sufficiency is in the best interest of both the individual students and the societies sponsoring the education and of which these students are a part.

Premise 3. Three sub-goals encompass the program objectives of experiential education; they are a) to develop students' personal **agency**, (b) to develop in students a sense of

belonging, and (c) to develop student **competence**. [2] I will refer to this set of goals as ABC.

THE "ABC" OF STUDENT EXPERIENCE:

Ⓐ: Developing personal "agency" means developing a sense of how one can become more of a change agent in one s own life, and using that knowledge as a source of power to generate action.

Ⓑ: Developing a sense of "belonging" means constructing mutually beneficial interpersonal relationships, positive self-identification and positive feelings about program participation and community membership.

Ⓒ: Developing "competence" means acquiring skills, knowledge and the ability to use them in a variety of situations.

Premise 4. Student experience, which can be understood in terms of the development of ABC, is both a process and an outcome.

Premise 5. The process of student experience is grounded in what happens to a student and what the student does with what happens to her/him. [3]

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[2] "Agency, Belonging and Competence" are closely related but not quite the same as "autonomy, relatedness and competence" defined by Connell and Wellborn (1991) and "autonomy, belonging and competence" defined by Heath and McLaughlin (1993a).

[3] This draws heavily on a premise about human experience in Ralph Waldo Emerson's Essay on Self Reliance.

Premise 6. The outcome of student experience includes the present nature of the experience and the effect it has on the students' future. (Dewey, 1938)

Premise 7. Both the process and outcome of student experience depends on the interaction between the student and the environment in which the student is situated. (Dewey, 1938)

Premise 8. The cultivation of a learning environment influences student experience.

Premise 9. Cultivating a learning environment involves selecting and preparing a setting, and promoting the development of the program.

Premise 10. Preparing a learning environment involves acting on decisions about resources and behaviors.

RESOURCES include:

People	Time	Language
Other animals	Space	Money
Plants	Authority	Access
Other objects	Energy	Knowledge
Atmospheric conditions		

BEHAVIORS include:

Identification of resources
Selection of resources
Distribution of resources
Use of resources

Premise 11. Four principles, described in Table 1, promote the development of experiential education programs by guiding the facilitation of activities; these principles respectively claim the importance of: (1) active learning, (2) authenticity, (3) drawing on students' experience, and (4) connecting lessons to the students' future.

Table 1

PRINCIPLE	DESCRIPTION OF PROGRAM CHARACTERISTICS THAT CORRESPOND WITH THE IMPLEMENTATION OF EACH PRINCIPLE
Authenticity	Activities and consequences are understood by participants as relevant to their lives. Rewards are naturally occurring and directly affect the experience of the student (e.g. personal satisfaction) Students can identify reasons for participating in activities. Assessment is formative. The programs provide meaningful experiences within the context of the students' outlook on life.
Active Learning	Students are physically and/or mentally engaged in the active process of learning. Physical activities may be used to address social, physical and emotional as well as cognitive development. The difference between mentally active learning and passive learning is that the former requires students to internalize the thought processes necessary for problem solving -- searching for explanations, figuring out ways of understanding, using their imagination and being creative -- whereas the latter involves accepting what is said and remembering it, so it can be repeated later.
Drawing on Experience	Students are guided in the process of building understandings of phenomena, events, human nature, et cetera by thinking about what they have experienced (i. e. what happened to them, how they felt, how they reacted, what resulted, what they observed). Educators create activities that provide opportunities for students to experience what it is like to interact with specific situations. They draw on both experiences students bring with them to a program and those that are shared by participants in the context of the program.
Connecting to Future	Students develop habits, memories, skills and knowledge that will be useful to them in the future. The formal process of getting students to reflect on their participation in activities or to reflect on their potential roles as community members is meant to make these experiences relevant to their future endeavors.

Premise 12. The implementation of these pedagogical principles --authenticity, drawing on experience, active learning and connecting to the future -- aims to promote the following values: (a) caring and compassion; (b) responsibility and accountability; (c) spirituality and ethics; (d) individuality; and (e) critical thinking.

Premise 13. Behavior that consistently models living in accordance with these values is at the heart of the behavior that helps characterize the learning environment, and forms critical content for collateral learning.

Premise 14. Together, collateral learning and lessons explicitly taught comprise the basis of student experience. (Dewey, 1938)

In sum, a successful experiential education program promotes the development of student agency, belonging and competence by introducing resources and behaviors that allow for active learning, drawing on student experience, authenticity and connecting lessons to the future in a learning community that values caring, compassion, responsibility, accountability, spirituality, ethics, individuality, and critical thinking.

Student experience, viewed as both a process and an outcome, is at the center of my conceptual framework. It is characterized by development along three dimensions -- Agency, Belonging, and

Competence -- which collectively capture the essence of this dynamic concept.

Figures 1 and 2 respectively illustrate the conceptual framework and theoretical model that come out of my research. They are meant to diagram the anatomy of experiential education programs. They do not necessarily depict the perceptions of practitioners. They are drawn from the vantage point of third person observation.

Figure 1: Conceptual Framework

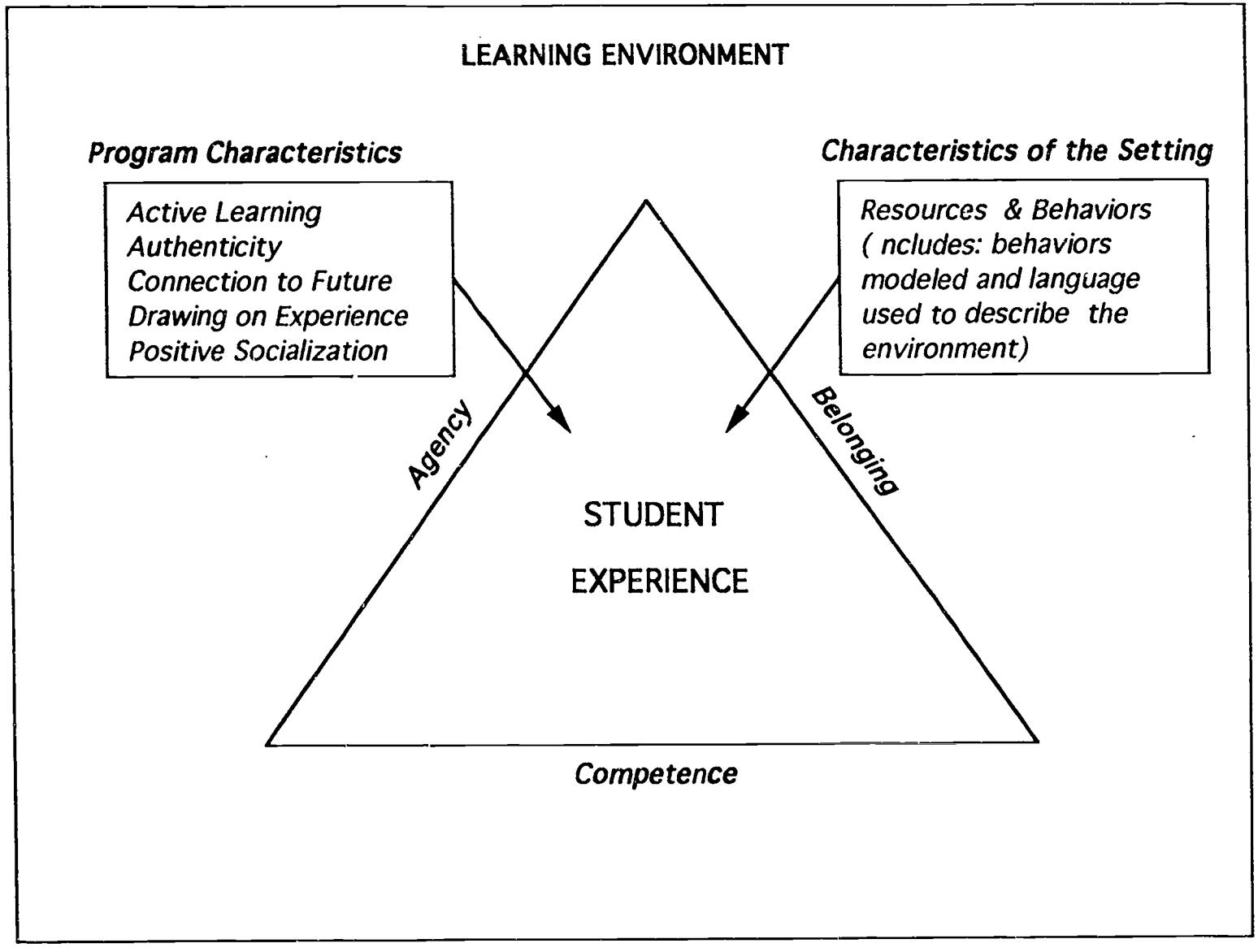
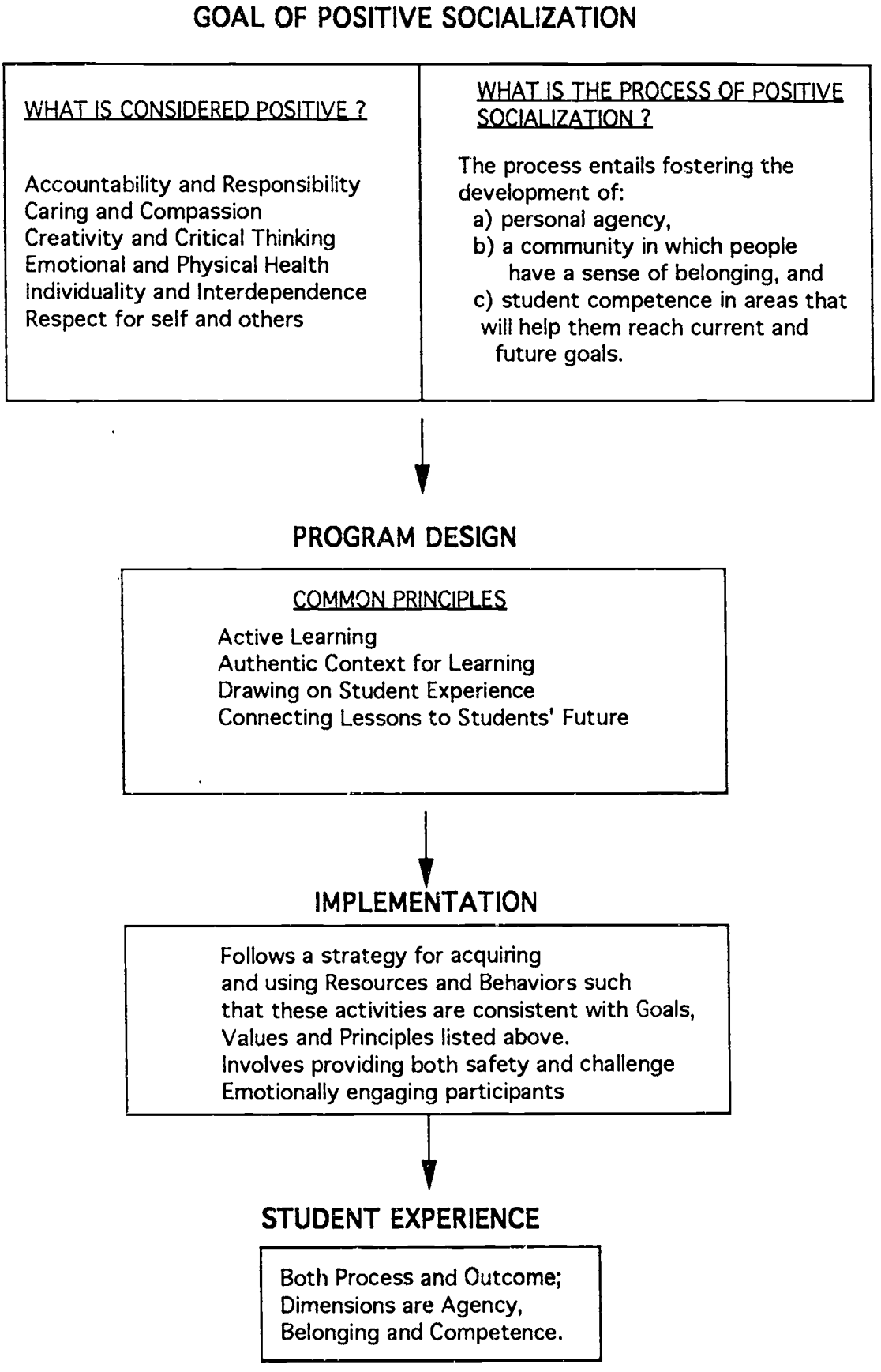


Figure 2: Theoretical Model for Experiential Education



Experiential Education and School Reform

Experiential education is compatible with many current strategies for improving schools (Westheimer et al, 1992). Schools based on experiential education involve school based management (as suggested by Levin, 1987), integrated youth services (as discussed by Kirst and McLaughlin, 1989), systemic reform (as proposed by Smith and O'day, 1990), and policies influenced by considerations of how students are part of the context for teaching (as described by McLaughlin and Talbert, 1993.) Such schools are few and far between.[4]

In addition to providing a cohesive design for simultaneously implementing an array of reform strategies, experiential education exemplifies suggestions of researchers who advocate a constructivist approach to education. (see Brown and Campione, 1990; Noddings, 1990; Lave and Wenger, 1991; and Rogoff, 1993)[5] At the same time, the three sub-goals of experiential education address three fundamental psychological needs identified by James Connell and James Wellborn in "a motivational analysis of self-system processes".

Students who are labeled "at risk" of failure in traditional public schools are attracted to places that provide opportunities for

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[4] They include some of the "Break the Mold" schools funded by the New American Schools Development Corporation. For instance, the Expeditionary Learning Schools designed by the Harvard - Outward Bound team are explicitly based on a philosophy of experiential education.

[5] These works establish the notion that cognition is distributed among members of groups. They focus on the manner in which the groups construct knowledge. A brief overview of earlier work on constructivism is included in the piece by Noddings.

experiential education. This is evidenced by the success of urban community based organizations that apply the same principles that are at the core of the experiential education philosophy. (see McLaughlin, Irby and Langman, 1994 and Heath and McLaughlin, 1993 for examples.)

Experiential education offers an alternative to traditional schooling that allows students to develop communication and problem-solving skills even when they face the most complex and difficult of circumstances. It engages students in a process of constructing knowledge that makes diversity a strength rather than a weakness.[6] It challenges students and supports their social and psychological development while leading to skill acquisition that has immediate and long-term benefits. Students are given opportunities for their voices be heard, their actions to be recognized, and their positive impact to be felt.

Experiential education is not only for students who are unsuccessful at traditional school. In fact, the distinctions made between "disadvantaged", "regular" and "gifted and talented" students do not make sense from the perspective of experiential education philosophy. In addition to its popularity among youth who are marginalized by the school system, experiential education is popular among people who are highly successful both at school and in the workforce.[7]

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[6] See Jonassen, 1992 and Prawat, 1992 for discussions about this process of constructing knowledge. These authors do not talk about experiential education per se. They describe the process of constructing knowledge that I believe is central to experiential education.

[7] As an example, one of the most difficult courses to get into at Stanford University's Graduate School of Business is based on experiential education

Experiential education is not, however, a panacea. Implementing experiential education programs can be costly, not only in terms of money but also in terms of institutional stability and the emotional, physical and mental strain it can put on staff. Furthermore, the fact that experiential education can be powerful means that its impact on students tends to be strong regardless of whether it is positive or negative. Consequently, developing policies that support experiential education can be tricky because such policies would have to give practitioners enough freedom to adapt programs to their circumstances yet the amount of flexibility this may require would also leave the door open for significant errors and a poor quality of programming. Also, holding practitioners accountable can be a complicated endeavor. Experiential education programs do not always have pre-specified outcomes. To assess them based on a set of prescribed standards could compromise the integrity of the programs yet not doing so could result in a lack of adequate accountability for public education.

Schools based on experiential education do not have classes, time periods, administrative hierarchies or standardized tests as they exist in traditional schools. So, for all its promise, experiential education -- when fully embraced-- demands a big investment. The feasibility and appropriateness of school reform based on experiential education depends on the context in which the program could be implemented. It depends on the infrastructure that would support the program, the commitment, knowledge and leadership of

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(Interpersonal Dynamics); it is consistently ranked by MBA students as one of the most valuable courses offered.

the staff, and the expectations and commitment of others in the community, especially the students and parents.

Looking Through a New Window at School Reform

Schools that are explicitly based on experiential education and serve students representative of the American public school population are currently too few, too new and too expensive to inform mainstream policy in a way that will have a great impact on the general landscape of education. However, the conceptual framework that comes out of my research provides a lens for looking at all kinds of school reform, and this could both illuminate the value of particular efforts and provide a theoretical impetus for promoting or combining efforts.

In this section, I will give a few examples of how prominent individuals in the school reform arena are attending to the goals of experiential education even though they probably do not think of their work in that way. In particular, I will discuss some of the thoughts of Howard Gardner, James Comer and Henry Levin. Even though each of them promotes a unique reform strategy based on his own expertise, interests and theories, the "experiential education" lens can be used for a cross-strategy analysis. Such analysis, which could reach across several other strategies as well, could be used to enhance learning about the individual school reforms and the possibilities for further collaborations among reformers.

Traditional schools focus on one of the three dimensions of student experience that are identified in my conceptual framework. They focus on the development of student competence, and

traditionally this focus has been narrow. Even though schools have to contend with complicated realities and attend to an array of student needs, there is an emphasis on developing students' academic skills. School curriculum is usually justified by the extent to which it promises to enhance the development of students' academic skills.

From the perspective of the "experiential education" framework, academic skills are not given more status than all other skills, although students who attend schools that are based on experiential education are expected to meet high academic standards and demonstrate their ability to do so.[8] The range of competencies referred to in this framework can be associated with each of the multiple forms of intelligence identified by Howard Gardner (linguistic, musical, logical-mathematical, spatial, bodily-kinesthetic and personal).[9] In addition to covering the cognitive domain, the range of competencies in this model reaches into physical, emotional and social areas of personal growth.

The "experiential education" framework also points to "belonging" as a dimension of student experience. Fulfilling the needs of young people to develop rewarding relationships and feelings of belonging is central to the agenda that James Comer has set forward as the founding director of the School Development

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8 The International Baccalaureate, which is recognized by universities throughout the world as evidence of competitive candidacy for entrance into programs of higher education, was developed for the United World Colleges which were founded by Kurt Hahn (who also started Outward Bound) and still guide the academic curriculum at these schools which are devoted to the experiential education philosophy.

9 See Frames of Mind or Multiple Inteligences both by Gardner, 1993.

Project.[10] The extent to which students share a sense of belonging can be evidenced by a combination of personal statements and behavior. Students who feel that they "belong" speak positively about the place where their education takes place and the relationships they have with other members of the learning community. Their behavior, as well as personal statements, reflects feelings of comfort, safety and acceptance, a respect for individuals and the institution, pleasure and/or pride in the roles they adopt in the educational context.

Student experience, according to the "experiential education" framework consists of three inter-related and dynamic dimensions, of which Belonging and Competence are only two. Developing student experience along the third dimension -- Agency -- is one of the primary goals of Henry Levin as the founding director of the Accelerated Schools Project. Levin talks about giving members of the learning community (students, teachers and parents) "empowerment with the responsibility to make decisions."[11] People demonstrate personal agency by taking an active role in establishing the situations in which they find themselves, making plans for their future and working toward the goals they set for themselves.

The level of analysis for investigating the nature of student experience does not have to be focused on the individual. It may be more meaningful to look at the development of Agency, Belonging

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[10] Comer, verbatim, Stanford University Graduate School of Business, January, 1995.

[11] Levin, verbatim, Stanford University Graduate School of Business, February, 1995.

and Competence for groups of people who engage in tasks together over a significant period of time (such as a school year).

The works of Gardner, Comer and Levin do not each focus exclusively on one dimension of student experience. In their own ways, each points to the importance of cultivating learning environments in which youth can develop along all three dimensions. Each reform effort has its own priorities and traditions but they can all be seen through the experiential education lens.

The combined impact of these reform movements is enormous in terms of the numbers of schools, students, families and communities they are affecting. The reformers behind these movements call for radical changes in the landscape of public education. "Radical" means "back to the roots".[12] I believe those roots can be found in experiential education.

Concluding Remarks

This paper is based on a work in progress. I am currently investigating how the principles of experiential education are addressed and put into practice in community based organizations that engage inner-city teenagers. At the same time, I am investigating relationships between the experiences of youth in these organizations and specific features of program implementation. I welcome feedback on the information presented in this paper.

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[12] I am grateful to my undergraduate thesis advisor, Drew Hyland, for reminding me of this.

APPENDIX A

Group I Participant observation (as indicated in parentheses for each program) and informal interviews.

The Summer Bridge Program, California
(director of the leadership training component)

The Pacific Crest Outward Bound School, California
(participant and presenter at staff training, facilitator at a day-long program of the Urban Initiative.)

Interpersonal Dynamics, Stanford University Graduate School of Business, California (participant -- "T" group member)

The Stanford Experiential Curricula Project, School of Education, Stanford University, California (participant -- developed curriculum)

The Fort Miley 4-H Ropes Course, California (participant)

Group II Observation and interviews.

The Hershey Montessori School, Mentor, Ohio

Michael Pease's 7th grade class at Evergreen public school in Cottonwood, California

Group III Interviews and document analysis.

The San Francisco Conservation Corps, California

Project Climb ! at Pacific Edge Climbing Gym, Santa Cruz, California

Eaglerock School and Professional Development Center, Colorado

The Accelerated Schools Project, Stanford, California

Expeditionary Learning U.S.A., based in Cambridge, Massachusetts.

Group IV Informal interviews and reflection on past experiences as a participant (in capacity described in parentheses)

The Canadian Outward Bound Wilderness School, Ontario, Canada
(participant of a 21 day course for educators)

Champlain College Summer Camp, Vermont
(director of the counselor in training program)

The Alternative and Independent Study Program of North York, Ontario -- a public high school (student)

The North American Federation of Temple Youth, North East Lake region.
(member)

APPENDIX B

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