



reporter

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YOUTH

"Youth are people, and our view of them is the same as of all people: diverse in make-up, feeling, behavior, political opinions, and human relations—as are all people, everywhere and always."

But it is an age group that does have characteristics that set it apart: "It is a time when there are completely new experiences, and a special drive toward finding one's way to his own generation which must be different from the preceding one and from the one that will follow."

"It is a time of life when there is an audacity, a sense of adventure, a wish for new experiences that are exciting, not as much considering or fearing consequences as one fears at a later age."

"Youth is a time of incredible vulnerability—the child emerging into the man or woman; great energy with a thirst for adventure and activity and a burning wish to be someone, to be heard, to participate, to be loved."

"It is an age period that allows for review, for vast flow of energy, but also for despair, anger and loss of oneself. Youth is not all mean, frightened, destructive, nor all beautiful, intelligent, able to incorporate all the dreams adults ever had."

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

CYDR: Two Year Milestone

The Center for Youth Development and Research (CYDR) was established at the University of Minnesota in January 1970, to bring together knowledge and skills from various disciplines, professions and experiences in order to better understand and work with youth. Prior to the establishment of the Center, programs for youth-serving personnel were being developed by Dr. Gisela Konopka, Professor of Social Work, now the Director of the Center and one of CURA's first coordinators. In response to community needs, Dr. Konopka and her assistant, Diane Hedin, sought help from within the University—help in programming, training, evaluation, advice and counsel. At the same time, University personnel and students were seeing the need to go into the community for learning experiences to assist them in their train-

ing or knowledge of this age group. Pre-center activities with youth included consultation, referral, and selected community action programs, as well as workshops and institutes for professional personnel working with youth.

One of the most successful community action programs has been a research and training program in cooperation with the Minneapolis Junior League at the Glen Lake correctional institution. This was one of the first organized volunteer projects of its kind in the country. This program antedated the Hennepin County Court Services Volunteer Program, which utilizes volunteers in probation, parole and pretrial investigations. A monograph describing and evaluating the project is being prepared to help extend this model of volunteer involvement throughout the

country. The project will continue after the CYDR and Junior League commitment ends as Hennepin County Court Services incorporates the Glen Lake Project into its larger Volunteer Program.

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THE "NEW" YOUTH SERVICES

In the last several years, a movement has developed in this country and around the world that has variously been called the youth culture, "counterculture," "alternate life style," etc. Often we are led to generalize about such a phenomenon—all youth abuse drugs, live communally, or are given to sexual abandon. Such generalizations are unfair and do not responsibly describe the young people in this country. Various studies, including student surveys by Student Life Studies at the University of Minnesota, have shown that American youth are as heterogeneous a group as the adult population.

Just as attitudes and life styles of youth cannot be described by a single cliché, neither can existing youth-serving agencies hope to meet the needs of all youth. Thus, in the last few years, a number of new social services has become identified with the alternate life style. As with the life style, the new services also seem to have several myths attached to them—that they are functionally autonomous from existing agencies, that they represent a totally innovative approach to social services, and that they are staffed by members of the counterculture.

Some examples of Minneapolis youth agencies serving the metropolitan area include:

YES (Youth Emergency Service) was originally created as a telephone service for young people needing help in crisis situations—bad trips, pregnancy, suicide, information on community resources, or an opportunity "just to talk."

An outgrowth of YES is *Pharm House*. A group of YES workers realized a need for something more than telephone contact with a person undergoing acute drug crisis. Presently Pharm House operates a crisis center as well as a service where problems are met on a long-term basis.

One of several free health clinics is *Teen Medical Center*. Originally conceived to provide free and confidential health services to youth on the near Southside of Minneapolis, it now serves youth from all over the metropolitan area and outstate Minnesota, where such services are not yet available.

Home is an example of a number of drop-in centers in the Twin Cities. Here a person can get a cup of coffee and casual conversation or perhaps a sym-

pathetic ear if he needs to talk out a problem. Counseling, referrals, and housing for transient youth can be arranged through Home.

The *Bridge* was established on the West Bank in Minneapolis as a response to the growing runaway problem in Minnesota. It is a place where a runaway can stay for a short period while the staff attempts to reestablish contact between the youth and his parents, and arrange family counseling.

A number of assumptions made about these youth services regarding their sources of support, administrative structure, program, and staffing patterns may be invalid or misleading. New services are, for the most part, dependent on traditional sources for their funding. YES has received funding from churches, charitable foundations and individuals. Home is supported by a number of churches. Johnson Institute, which has been the main source of funding for Pharm House, has also been responsible for setting up chemical dependency programs through hospitals and for industry. Major funding for the Bridge comes from St. Joseph's Home for Children, and Teen Medical Center is an outpatient service of Children's Health Center. Charitable foundations or church organizations often serve as funding intermediaries, securing funds from individuals or businesses to support these new youth agencies which might refuse such contributions if offered directly or conditionally. Financial support is not the only question, fuller use of program resources that the agency has available is needed.

Programatically and therapeutically the methods used in these new youth services may not differ appreciably from those used by established agencies. Group and individual therapy and family counseling are often carried out according to well established models. Free medical clinics differ from traditional health care only in their cost and confidentiality. Differences which exist are due to the fact that these services are meeting needs which had not been met by traditional agencies.

An atmosphere of informality and personal concern enhances the ability of these new services to communicate with and serve their clientele—young people. In large measure, this atmosphere is achieved and sustained through use of volunteer staff, who may or may not conform to the stereotype of the youth culture. A large percentage of YES volunteers for example, are adults and "straight" youth. These persons, however, may have little college education or specialized training. They are employed in a position of responsibility, gaining much experience, but they still may not have the credentials to work in other agencies. As a result staff may be trapped in a job which, though quite satisfying, provides little pay or potential job mobility. It is the hope of Terry Kading and Mitchell Berdie of the CYDR, that University or college credits be made available for training and experience received at the new services whether or not the staff member is enrolled in an institution at the time.

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UPWARD BOUND

Project Upward Bound is a preparatory program for high school students with potential for post-high school studies. Similar to its better known sister program, Headstart, Upward Bound works to provide a headstart into advanced education for students who might never have otherwise continued.

Nationally, Upward Bound began in June, 1966 with some 20,000 students in 215 projects spread throughout the United States. It has since grown to over 300 projects. The summer of 1971 was the sixth summer of Upward Bound's existence in the General College at the University of Minnesota.

One of Upward Bound's guiding principles is that with post-high school education one can raise his income level to break the bonds of poverty. Yet, it is often the student from this low income group who is unable to enter and remain in the competitive systems of today's universities. Therefore, Upward Bound students are encouraged to do well in high school, to enter college and to search out the financial aids and extra services that are available from colleges and universities.

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Personal interviewing and selection of students for the General College Upward Bound project is done primarily during the spring of the student's sophomore or junior year. Recommendations are made by school counselors or principals, teachers, social workers, parole agents, welfare workers, or anyone who might have personal knowledge of a student. Many students have been recommended by their peers. In general the program is designed for students from low income families with academic potential which may not be accurately reflected in their achievement.

The atmosphere and methods of Upward Bound are somewhat unlike most high schools; the purpose of the program is to provide a bridge from high school to college in as many areas as possible. During the summer, students spend five weeks living in dormitories on the University of Minnesota—Minneapolis campus and attending classes. Lecture classes, seminars, and open discussions provide much of the academic framework for the subject areas. Special tutoring is available in English, as well as sciences, social studies or mathematics, according to academic needs. Students who need extra credits in order to graduate from high school are able to receive credit for some of the courses offered if appropriate arrangements are made with their high schools.

The future of Upward Bound in general, as well as the future of the program at each host university, is not guaranteed. The National Program, as one of many Office of Education programs must be re-evaluated annually and approved by the United States Congress; each individual Upward Bound project must reapply annually for funding from the Office of Education. Applications for funding are screened annually on a competitive basis. The institution must also decide each year whether to continue supporting the project with the required 20% non-federal share.

The college performance of the students who have graduated from Upward Bound is good. Specific data on 175-200 students is now being gathered and should be available soon. All of the Upward Bound students were able to get financial aid to help cover their expenses. Upward Bound does not offer scholarships to cover college expenses, but rather helps students find existing financial aid.

Project Upward Bound is just one of three programs currently offered by the University's General College Up-

ward Bound office. The other two programs are the Upward Bound Youth Community and the Neighborhood Youth Corps Services Program. The Youth Community and the NYC Services Program are funded by the University and by private contributions. Project Upward Bound is funded by the University and the Federal government. Director of the University Upward Bound office is Ronald Berk.

The Upward Bound Youth Community is an experimental group home program for adolescent boys with distinctly above average intellectual ability. Most of the boys need help in facing some kind of emotional conflict. All of the boys have the potential to complete a college degree.

Placement is made with the Youth Community when foster home placement is unavailable or inappropriate. This usually occurs when the young man has established a pattern of delinquency, or truancy, or exhibits a generally disturbed pattern of behavior. Occasionally, a youngster is placed because of a lack of foster homes for minority students, as has been the case with five Indian students during 1971. Thus far, three Minnesota Counties, two foundations and a suburban church have placed students in the Youth Community.

The Youth Community provides a wide variety of services in an educationally oriented, structured, therapeutic milieu designed to foster a positive self concept and academic achievement. The services include room and board, complete medical and dental care, clothing, equipment, and tuition needed for special programming (Outward Bound, skiing, rock climbing, etc.), a 10 hour per week job, tutorial services and educational programming, and complete psychological services. Zed Ostenso is full time resident counselor.

The program is unique for a number of reasons. A careful examination of the budget will show that almost 66% of all monies received are spent directly upon the students themselves and the remainder is used to pay the staff.

Whereas many programs for disturbed adolescents provide professionally administered extensive therapy at high costs, the Youth Community program provides a therapy program that can be administered by paraprofessionals at a relatively low cost. The program uses a wide variety of techniques including contingency contracts from behavioral psychology along with less behaviorally oriented specially devised interpersonal relationships. Contingency contracts for specific achieve-

ment and performance are the means by which each student earns the material benefits of the program.

Another unique aspect of overall Youth Community programming is its emphasis upon the positive aspects of student behavior. Negative behavior is certainly noted. However, in the Youth Community program it is positive behavior that receives rewards and attention. It is felt that this is essential to the success of building an accurate self image and a positive self concept.

The Youth Community is also unique in that it is used as a training opportunity for a wide variety of University students. Five interns from the College of Education's E.P.D.A. counseling program have been placed with this program. One counseling psychology intern has been placed. It is anticipated that three Human Services Generalists from the General College will be placed in March of 1972 and that in the future the Youth Community program will be a major resource for practicum positions for the Human Services Generalist trainees. A special course for Youth Community interns will be offered in the General College under the supervision of the Department of Psychiatry. A major goal of the Youth Community program is to provide a service to the University as well as to the community.

It is too early to tell whether the Youth Community program is as successful as it could be since only one of its students has graduated and completed a college quarter. He received 2 A's and 3 B's.

The concept of an *NYC Services Program* originated with Senator Humphrey during his tenure as a professor at the University of Minnesota. The program was first funded by the University of Minnesota through Vice President Fred Lukermann's office by then acting Vice President Eugene Eidenberg. The NYC Services Program planning and budget functions were established in the Upward Bound Office within General College.

The University NYC program has now been in operation over a year. Since its inception in June of 1970 the University NYC has provided individualized college admission counseling for Minneapolis and St. Paul NYC students; it has secured over 130 educationally motivating job slots for NYC students; it has provided training for 5 EPDA interns; it has developed for and submitted to the Department of Labor a rather unique NYC program proposal; and, it has organized two

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As these first programs emerged, it became increasingly clear that a more systematic and continuing approach to this age group was called for. Consequently a group of interested faculty and community persons, meeting initially to share their research and work, proceeded to discuss and develop an orderly and rational focus on youth. The result was the proposal to establish the Center for Youth Development and Research under CURA.

CENTER FUNCTIONS

The Center considers itself to have three interdependent functions: teaching and curriculum development; consultation and innovation in practice; applied and basic research. Or stated more simply, teaching, service and research—the functions indigenous to a State University. The search for funds to operationalize these functions dominated at first, but by no means commanded the attention of the small staff housed on the third floor of Walter Library. With the encouragement and cooperation of a selected Advisory Committee, representing the community and the University, work went on under each of these functions, while the development of project proposals for securing the money to do more proceeded.

TEACHING

Awareness of the need for training youth workers resulted two years ago in an extension course, "Principles and Practice of Youth Work," now called "Creative Youth Work."

The Center is now involved in planning a pre-service, interdisciplinary, undergraduate sequence of courses and experiences available to students from any college or department at the University expressing an interest in

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very successful summer Orientation to High Education Programs.

The NYC Services program provides a wide variety of benefits. The University benefits through the diverse number of services offered at a low cost and the eventual diversification of its student body. The community benefits through the increased employability of the NYC students and the tangible results of the students' work. The program is one additional effort to reach out into the community on a personal, meaningful level. Bruce Schelske is director of the Neighborhood Youth Corps Services Program.

work with youth. To support the planning of this project, the Agricultural Extension Service has contributed the services of Joe McAuliffe to conduct a study on the skills, attitudes, and knowledge people working with youth should have. Miriam Seltzer, coordinator of this curriculum project, will be working with a committee representing the relevant departments and schools at the University, the community, and students. The curriculum will include established courses from various University units, internships in the community and specially developed interdisciplinary seminars. Plans are to implement this sequence on a pilot basis in the Fall of 1972.

A major break-through in systematizing the teaching and training capability of the Center grew out of a grant from the National Institutes of Mental Health to conduct "Continuing Education with the Mental Health Delivery System in the 7 County Metropolitan Area with Special Concern for the Model Cities Area." This 3-year grant, begun in July, 1971, is coordinated by Dr. John Taborn, Educational psychologist on leave from the Minneapolis School System, who holds a joint appointment with the School Psychology Department of the College of Education. Suzette Gaines, a graduate student, serves as his teaching assistant.

The Interdisciplinary Faculty and Community Seminar, now in its third year, grew out of the initial assembly of persons brought together to share their experiences with youth and to develop the proposal establishing the Center. Seminar participation for the current academic year has averaged 50 persons, equally distributed among faculty, students and community representatives. This seminar serves as an opportunity for university-community interaction with each learning from the other. As a by-product, the seminar produces materials of interest and use beyond the campus and the immediate community. The first year's seminar dealt with views of youth from various disciplines and professions and resulted in a monograph entitled "Dialogue on Youth." The second year's theme focused on youth's view of the institutions having major impact on them, but over which they had no control. The second monograph in the Seminar Series, "Youth Responds to Social Systems," resulted from that year's work. The theme for the current academic year considers what youth need in order to cope with problems they face and how to meet those needs. A monograph based on these delibera-

tions will be published in the summer of 1972.

The need to assist students in their understanding of minority group relations, articulated by T. Williams, Director of the Phyllis Wheatley Community Center and member of the CYDR Advisory Committee, resulted in a unique course for freshmen called "Crisis in Human Relations." Repeated twice each year, this course, now offered by the Social Science Program, utilizes a bi-racial team of faculty and community persons meeting in private homes with small groups of entering students one evening a week.

SERVICE

The service activities of the Center cover a wide range: consultation in program design, program implementation, and program evaluation; speeches; institutes; workshops; counseling. Consultation is the major service activity of the Center, as measured by the amount of staff time devoted to this function. All CYDR staff engage in consultation. Consultation includes working with the staff of community-based agencies and institutions such as group homes, homes for unmarried mothers, and correctional institutions. Consultation also includes working with established and newly developing youth agencies primarily in the Twin City area, helping them to design pilot programs to meet emerging needs and to evaluate on-going programs. For example, CYDR staff has cooperated with a number of agencies in providing housing for "youth on the move." Evaluation of that project was used as the basis for an Institute on Transient Youth at the University in January, 1972.

Five metropolitan area high schools are cooperating in a project to help increase high school students' knowledge of and involvement in the community. Dan Conrad is project coordinator. Funds for publication and nationwide implementation are being provided by the Surdna Foundation.

RESEARCH

The CYDR is conducting research that is related to its teaching and service functions. CYDR research on delinquency institutions was the basis of an institute in the Spring of 1970 for interprofessional faculty, judges, correctional personnel and former inmates of delinquency institutions. The widely distributed monograph summarizing these discussions, "Alternatives to Delinquency Institutions," preceded and contributed to the current

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RECREATION PROGRAMS FOR INNER-CITY YOUTH

During the summer of 1971 a pilot recreation program for inner-city youth was conducted at Augsburg College to help them use their leisure time constructively and develop leadership potential. Over a four-week period in June and July, 130 boys and girls aged 8 to 13 were bussed to Augsburg each day for instruction in music and physical education. The participants were recruited from six South Minneapolis schools—four elementary: Bancroft, Greeley, Irving and Mann and two junior high: Bryant and Phillips.

The program also included 12 junior leaders from 9 city agencies who learned basic leadership skills to bring back to their neighborhoods. In addition, several college students majoring in physical education and music and involved in the Augsburg Summer Urban Term, received two credits each for their experience. This internship experience provided an excellent opportunity for college students representing several ethnic groups to become better prepared for working creatively with inner-city youth.

Augsburg College faculty directed the program and worked with the junior leaders and college students. The

program was designed by Howard Pearson, Associate Professor of Health and Physical Education; Edor Nelson, Associate Professor In Physical Education at Augsburg, directed the physical activities while Mayo Savold, Director of the Augsburg Concert Band, handled the music courses.

According to Pearson, the goal of the program for the participating youth was to facilitate development of constructive use of leisure time, leadership potential, sound health and nutritional practices, creative recreational activities, and recognition of and appreciation for new dimensions of creativity in music. In the early stages, a youth council was developed to communicate the needs, likes, and dislikes of the participants. The teaching model for each activity was kept flexible, thus enabling and encouraging creativity on the part of the youth.

This pilot project was financed on a one-time basis through a \$13,000 grant from the American Lutheran Church Women. An expanded program for 1972 has been proposed to include art and drama, as well as music and physical education, but as yet no source of funds has been secured.

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trend toward community-based work with delinquents.

A 3-year grant from the Bush Foundation will provide funds to employ a consultant in applied research, Michael Baizerman, and two graduate student assistants, Mitchell Berdie and Terry Kading and to publish a quarterly focus on youth.

CYDR is systematizing its resource materials and developing bibliographies of interest to practitioners, scholars and students concerned with youth. Demographic materials on Minnesota youth are being assembled and will be published and distributed in the Spring of 1972.

In 1971 CYDR conducted a one year study to identify youth development Centers on University or College campuses that had the potential of providing a network of such Centers across the country. This study found only three youth development centers, but hundreds of "youth specialists," various kinds of youth-focused degree and

training programs, and the potential for creating a community of persons concerned with youth. At the culmination of this study youth experts and policymakers assembled in a three day institute at Stillwater to discuss youth in the 1970's in an attempt to project problems and programs.

Publications mentioned in this article are available on request from Sammy Dean, administrative assistant, CYDR, 301 Walter Library, University of Minnesota.

CENTER GOAL

The Center is trying to help establish an interdisciplinary team approach to youth that up until now has been approached, in the main, from the narrow perspectives and confines of specific disciplines and professions. The most compelling, all-pervasive problem for the CYDR is how to operationalize a commitment to creating such an interdisciplinary focus on youth that will have impact on the University, and on agencies and social institutions in the community.

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The evolvement of these new services generally follows a pattern. A particular need is perceived which has gone unrecognized or unmet up to that time. A way to meet that need is conceived, preliminary organizing takes place and an established agency is contacted for support. In some cases there may be a lapse between setting up a new service and seeking a funding agent. But because there are very few, if any, self sufficient services, the contact does eventually occur.

Contact with established agencies not only provides funding, but credibility and program experience. Especially where counseling and community relations are concerned, the name of the affiliated organization serves to bolster the community's confidence in the new service. Affiliation may also decrease tension with police and legal agencies. At other times the affiliations which give new youth services credibility could actually be a hindrance to their operation. Certain individuals may be unwilling or hesitant to receive counseling through church supported organizations, though this has not been a serious problem to date because church sponsorship of such services is not well publicized.

According to Kading and Berdie, it may be desirable to keep the affiliation between established funding organizations and the new youth services at a minimum. With a high degree of input from the affiliated agency, the new service could become entangled in the bureaucracy with which the traditional agencies have been identified. Substantial funding could result in the hiring of highly credentialed staff and decrease the use of youthful and committed volunteers. This could lead to minimizing the service's credibility and effectiveness with the population they are attempting to serve. The enthusiasm, informality and lack of professionalism of the new services are in large measure the features that make them attractive to youth.

These new youth services are serious and effective efforts to supplement the program of established social service agencies. For the most part, in spite of problems which have arisen, these youth services are successfully meeting needs of youth. Yet they, too, are prone to institutionalization as are the traditional agencies, and must be continuously aware of the need to be as flexible and varied as the population being served.

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