

MASTERS THESIS

M-3003

WINEY, Carol Jean,
ANCHORAGE LEADER TRAINING NEEDS BASED ON
1970 YOUTH ORGANIZATION SURVEY.

University of Alaska, M.Ed., 1971
Education, adult

University Microfilms, A XEROX Company, Ann Arbor, Michigan

THIS DISSERTATION HAS BEEN MICROFILMED EXACTLY AS RECEIVED

Reproduced with permission of the copyright owner. Further reproduction prohibited without permission.

ANCHORAGE LEADER TRAINING NEEDS
BASED ON 1970 YOUTH ORGANIZATION SURVEY

A
RESEARCH PROJECT

Presented to the Faculty of the
University of Alaska in Fulfillment
of the Requirements
of Ed. 693, Special Topics
for the Degree of
MASTER OF EDUCATION

By
Carol J. Winey, BS - Home Economics Education
University of Alaska, Anchorage, Alaska
May, 1971

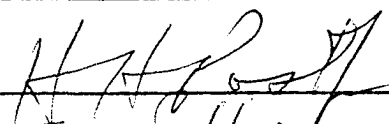
PLEASE NOTE:

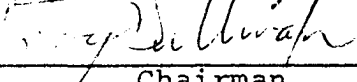
Some Pages have indistinct
print. Filmed as received.

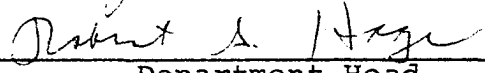
UNIVERSITY MICROFILMS

ANCHORAGE LEADER TRAINING NEEDS
BASED ON 1970 YOUTH ORGANIZATION SURVEY


APPROVED:






Chairman


Department Head

APPROVED:  DATE 4/15/71

Provost of University of
Alaska, Anchorage, Alaska



Vice-President for Research
and Advanced Study

ABSTRACT

A study of Anchorage educational youth organizations and their leaders revealed that they were similar to others nationwide.

A survey of these leaders pointed up the fact that they wanted general training. About one-half of these leaders reported receiving training from their respective youth organizations, but less than one-third reported it was general training about how to work with youth.

Leaders identified the following areas of need for general training: understanding young people, learning experiences, working with groups, communications, parent participation, and understanding self and others.

In a young growing community the youth population will continue to grow. It is important that leaders be well trained. Through cooperative training, youth organizations can train leaders in depth to reach a large number of young people with more effective programs which will supplement formal education.

ACKNOWLEDGEMENTS

The author wishes to thank the following youth organizations and their professional staff for making this paper possible through their cooperation in assembling materials and statistics: Boy Scouts of America, Western Alaska Council, Mr. Harold R. Snyder; Boys' Clubs of Alaska, Mr. Terry Martin, Executive Director; Camp Fire Girls, Chugach Council, Miss Joan Hurst, Executive Director; Girl Scouts of America, Susitna Council, Mrs. Marjorie S. Bailey, Executive Director and Community YMCA of Anchorage, Mr. Jack R. Doyle, Executive Director.

A special thank you is due to the many volunteer leaders who completed and returned questionnaires upon which the leadership training needs are based.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The Problem.	1
Importance of the Study.	2
Limitations of Research.	2
Definitions.	3
Preview of Organization.	3
Resume' of History and Present Status.	4
II. REVIEW OF LITERATURE	7
Understanding Youth.	7
The Generation Gap	8
Youth Organization Leaders	12
Youth Leader Training.	19
Training Programs.	26
III. ANCHORAGE YOUTH POPULATION	31
IV. YOUTH ORGANIZATIONS OF ANCHORAGE	37
Boy Scouts of America, Western Alaska Council.	37
Boys' Clubs of Alaska.	39
Camp Fire Girls, Chugiak Council	44
4-H Clubs.	48
Girl Scouts of USA, Susitna Council.	51
Community YMCA of Anchorage.	54

CHAPTER	PAGE
V. 1970 INVOLVEMENT OF ANCHORAGE YOUTH AND LEADERS IN SELECTED YOUTH ORGANIZATIONS. . . .	57
Growth of Youth Organizations.	57
Membership	57
Membership by Sex.	60
Leadership of Anchorage Youth Organizations. .	60
VI. PROFILE OF ANCHORAGE LEADERS AND THEIR NEEDS . .	64
Family Background.	64
Occupational Background.	66
Youth Organization Background.	66
Youth Organization Experience - 1970	67
Training Needs	71
VII. ANCHORAGE LEADER TRAINING NEEDS AS REFLECTED BY SURVEY OF LEADERS AND PROFESSIONALS.	75
Reaching More Youth.	75
Youth Group Development.	75
Training Needs	76
Training Workshop - Laboratory	77
Multi-Media Presentations.	83
Leader Training By Mail.	83
Selected References.	86
Round Table or Workshop.	97
Youth Council.	98

CHAPTER	PAGE
VIII. SUMMARY.	100
BIBLIOGRAPHY.	103
APPENDIX.	110

LIST OF TABLES

TABLE	PAGE
I. Alaskan Population Trends, 1880 - 1980	31
II. Anchorage Youth Population, 1960 - 1970.	34
III. Anchorage Youth Population Projections, 1980 - 1990	35
IV. Boy Scout Membership - 1970.	40
V. Boys' Club Membership - 1970	43 .
VI. Camp Fire Membership - 1970.	47
VII. 4-H Membership - 1970.	50
VIII. Girl Scout Membership - 1970	53
IX. Growth of Anchorage Selected Youth Organizations, 1960 - 1970	58
X. Membership of Anchorage Youth in Selected Youth Organizations - 1970.	59
XI. Youth Organization Membership by Program - 1970	60
XII. Youth Organization Membership by Program	61
XIII. Membership by Sex of Anchorage Youth Organizations - 1970	62
XIV. Leaders of Anchorage Youth in Selected Youth Organizations - 1970.	63

CHAPTER I

INTRODUCTION

In the U. S. today, there are 41 million young people 9-19 years old . . . Two-thirds do not belong to any youth organizations, like Scouts, 4-H, etc. . . . One-third are school dropouts. "The American people must somehow elevate and improve the activities of character forming agencies that supplement the school." Education Policy Commission, National Educational Association.¹

This statement used in a slide series made the author stop and think about the youth of Anchorage. What youth organizations are available? How many boys and girls belong? Do only one-third of Anchorage youth belong to any youth group?

Who leads these groups? What are these leaders' background? What kind of training have these leaders had to help them work with and understand youth? Do they need leadership help? What kind of training would be most helpful?

The Problem. This research is an attempt to (1) take a close look at the Anchorage youth population; (2) study youth organizations; and (3) analyze youth and leaders of these groups.

It is also designed to (4) determine the training

¹Focus on Youth & 4-H, U. S. Dept. of Agriculture, Federal Extension Service, (Washington: Government Printing Office) (Script - Slide Series) pg. 2-3.

needs of leaders which could make leaders of all youth organizations more effective. As an end result, (5) it is hoped it will help reach more youth in the community by improving leaders' effectiveness.

Importance of the Study. If youth organizations do help to supplement the school in helping to develop boys and girls, it is necessary to study youth, their organizations and leaders. It is also necessary to train all adults working with youth in up-to-date educational methods.

The youth population will continue to increase. In order to meet the needs of these boys and girls, it will be necessary:

1. To know the total youth population.
2. For all youth groups to develop programs which meet the needs of a large percentage of this youth population.
3. To develop youth leaders who are well trained to work with and understand youth today.

Limitations of Research. Youth organizations had only limited information about members, such as name, address, age and sex. (One group could not break membership down by age, another had only estimates of numbers served.)

It was difficult to decide which organizations should be included in this study. One author defined groups as academic, social, civic, and cultural. He classed Boys' Club and YMCA as social and included Boy

Scouts, Camp Fire Girls, 4-H, Girl Scouts and FHA as academic groups.² Brown and Boyle in their study used the term "national youth organization" and used the six organizations the author selected.³

Definitions. To carry out this research, it was necessary to define the following:

1. Youth organization. An organization, national or international in scope, whose major emphasis or goals is the development of boys and girls through an educational program. It does not include school, church or civic service group oriented youth groups.
2. A professional, often called executive director. A paid worker trained and hired to work with a youth group and its development.
3. A leader. A volunteer who is working with a specific youth group. This leader deals with youth directly and may have a variety of tasks to perform relating to youth.
4. A member. Any boy or girl enrolled in a youth organization and carried on the group's membership roster.

Preview of Organization. First, the total youth population of Anchorage was studied, including projections.

Directors of each of the selected youth groups were

²Don G. Ham, "Jasper County Missouri Youth Survey. A Process for Youth Program Development," (Special Problem Report) University of Missouri, Columbia, 1965, pg. 33.

³Emory J. Brown and Patrick G. Boyle, 4-H in Urban Areas - A Case Study of 4-H Organization and Program in Selected Urbanized Areas, National 4-H Club Foundation, Washington, D. C., 1964, pg. 6.

sent outlines of desired information. (See Appendix A) Each was personally interviewed to give a brief outline of their organization and its operation. Training programs of each organization were obtained and studied.

A survey sheet (See Appendix B) was prepared which was sent to 580 local volunteer leaders in an effort to learn more about leaders and their needs.

Research was reviewed, including leader training material used by these and other groups.

From all of these, leader training needs were developed which could be useful to every adult working with a youth group.

Resume' of History and Present Status. In September, 1966, an informal survey of Anchorage youth was made which pointed up the fact that not nearly all local youth were being reached. It was estimated at that time 10 per cent of the local youth were being reached by an organized program⁴. This was not a complete summary of all groups, (only 31 per cent of questionnaires were returned) so this may have been a low estimate.

Among the recommendations of this group were the need to coordinate youth activities and the need for adult

⁴"Preliminary Report on Youth Study," Ad. Hoc. Committee Concerned About Youth of the Armed Services YMCA, George Sharrock, Chairman, pp. 1-2.

education on youth needs.

At that time, an Anchorage Youth Council was almost organized of government agencies, private groups and churches.

In 1969, another attempt was made to organize youth groups by the Volunteer Youth Group Committee which flowed out of the Steering Committee of the Committee of 100. This group was most interested in a local drug problem and never organized.

Since then, no research has been carried out relevant to youth, youth organizations, leaders or their training in Anchorage, except Sandberg's research mentioned later.

This paper is an attempt to analyze Anchorage in light of research conducted in other states.

One step toward training of leaders of all youth organizations was undertaken recently by the University of Alaska Cooperative Extension Service.

The first training, "Leadership Workshop for Village Volunteer Youth Leaders" was conducted in Nome, Alaska, October 31 -- November 5, 1969, for native village leaders. See Appendix C for an outline, program and report of the workshop.

A second series was conducted at Girdwood, Alaska, (Alyeska) in October, 1970, for youth leaders in the

railbelt area. See Appendix D for a copy of the proposal, program and evaluation.

CHAPTER II
REVIEW OF LITERATURE

Youth leaders are really teachers and should have much of the background and training of teachers in a simplified form.

A brief summary is included here of research which would be helpful in guiding local youth organizations to understand youth and leaders, develop youth organization programs to meet the needs of youth, and train leaders.

Understanding Youth. The Nations Youth points out that nation-wide half the population is under 25 years old. This portion of the population is growing in number and proportion.

Over 85 per cent of children under 18 live with two parents. One-third of all mothers with children under 18 were working in 1965, as compared with only one-fifth in 1950. Only 15 per cent of mothers with children under 6 whose husbands earn \$7,000.00 or more were working in 1965. Thirty-four per cent with children 6-17 were working.⁵

It appears that there will be more young people, and more working mothers.

⁵U.S. Department of Health, Education & Welfare, Social and Rehabilitation Service, Children's Bureau and the Population Reference Bureau, The Nations Youth, Pub. No. 460, (Washington: Government Printing Office, 1968,) Chart 1, 4, 17 & 18.

The Generation Gap.

"Our youngsters are destined to create the destruction of our civilization. Parents can no longer manage them, they are disrespectful and profane, they travel around in large groups, wreak, destruction and abuse on all that we have come to prize and honor. They have a language of their own, and a moral code which defies reason. They are bent upon becoming adults before their time and, in so doing, they will bring about our downfall, as well as their own" . . .

This statement was written centuries before the birth of Christ. . . .It appears that generation gaps or the lack of communication is not new, but today we do have a greater concern about it.⁶

The need to better understand how today's youth think and communicate as a basis for "bridging the two-way communications gap" was stressed recently at a special Presidential Conference on Narcotics and Drug Abuse for the nation's governors.⁷

Herzog and others surveyed 251 teenagers from 53 schools in 12 cities from all parts of the United States and received a wide range of opinions about the existence and nature of a generation gap. About half the responses viewed it as a real problem. A few added it was worse than in former years. The other half was divided rather evenly, one group (about one-fourth) saying it was not a problem

⁶J. C. Penney Co., New York, Growing Up in This Kind of World With Values to Live By, (80) Slide and tape presentation.

⁷News Item in the Great Lander, January 20, 1971, Communication is Key to Understanding, pg. 3.

while the others said it was seen as a problem for some but not for others.⁸

Across the nation, government, state and federal agencies and youth organizations are taking a look at their programs and reviewing them to make them more relevant to the times, reach more people, train leaders and present innovative programs.

Boy Scouts are reaching out to slum areas where scouting has never been active. Camping activities have been replaced by civic improvement projects. Scout books were printed in comic book form. Stress was put on relevant skills.⁹

4-H too has tried new programs. According to a recent report, innovative programs, such as a leader training program by radio in Alaska, a Colorado project for migrant farm workers to learn to cook and sew, a summer program in Hawaii where parents and older youngsters worked in the pineapple plant, and a Montana project to help indian youth develop pride in their community, have proved successful.¹⁰

⁸Elizabeth Herzog, Cecelia E. Sudia, Barbara Rosengard and Jane Harwood, Teenagers Discuss the "Generation Gap", U.S. Department of Health, Education & Welfare, Office of Child Development, Children's Bureau, Youth Reports No. 1, pg. 29.

⁹New York Times Service, Anchorage Daily Times, February 24, 1970, Boy Scouts Prepare for a New Image, pg. 16.

A People And A Spirit suggests many ways to help Americans develop over the next 10 years, with emphasis on the individual. "All institutions--political, social and economic-- . . . must enhance his dignity, develop his capabilities, and widen his opportunities."¹¹

Youth attending a National 4-H Conference were asked for their ideas and they suggested developing teen leadership, giving youth more adult responsibility, reaching the unreached, community betterment projects, projects with in depth learning, and study of community problems.¹²

One Associated Press Survey showed 70 per cent of older youth had belonged to a youth organization and cited the reason for quitting as less interest as they became older, quit when friends did, found other projects interesting, or got discouraged with activities such as hiking.¹³

¹⁰Innovative 4-H Programs, Projects and Activities, Western States. Case Study Reports, Federal Extension Service, U.S. Department of Agriculture, E.R.&E.-46 (9-68) (Washington: Government Printing Office, 1968) pg. 38.

¹¹A People And A Spirit, (A Condensation of the Report of the Joint U.S.D.A. - NASULGC Study Committee on Cooperative Extension), Colorado State University, Ft. Collins, November, 1968, pg. 2.

¹²Youth's Ideas for Better 4-H Programs in the 1970s, Federal Extension Service, U.S. Department of Agriculture, (Washington Government Printing Office, 1969) 4-H 70 (8-69), pg. 8.

¹³Associated Press Dispatch, The Daily News, November 3, 1969, Teens Consider Scout Programs Out of Date, pg.10.

Niederfrank and others report success in Texas of a social action project to up-date its 4-H program with the cooperation of state and local officials and the local community over a 2 1/2 year period through involvement of all in developing a program of revitalizing and training.¹⁴

Ham, in his research, noted "communications between youth and serving agencies were almost non-existent. No effort had been made to determine environment, aspirations, opinions or values of youth in the country." There was also no coordination of programs and objectives of different youth agencies.

When youth were asked to express their greatest personal problems, 27 per cent reported relationships with other people and 21 per cent individual personality.

Ham saw the need for:

1. More instruction in human development and behavior.
2. More personal counseling of youth by parents, teachers, ministers and other youth leaders.
3. The establishment of more primary relationships within the entire environment of youth designed to promote interpersonal competence and to re-enforce personal values and motivations.¹⁵

¹⁴E. J. Niederfrank and others, 4-H Lead in Fannin County, Summary of an Informal Experimental Project in 4-H, Cooperative Extension Service, Texas A & M University, College Station, 1969, pp. 4-5.

¹⁵Ham, op. cit., pp. 19 & 58.

Youth Organization Leaders. A number of studies have drawn conclusions about youth leaders.

Dalla Pozza learned that North Carolina leaders generally were married, had children, had an educational level higher than average for the state, and their average age was 41 years. The majority were women.¹⁶

Several other studies have reported more specific statistics.

Johnson and Sollie studying youth leaders found that 81 per cent of women leaders and 74 per cent men leaders had children. Seventy per cent of the women and 63 per cent of the men had children enrolled in the youth program.

Thirty-seven per cent of the men and 19 per cent of the women were college graduates.¹⁷

Alexander discovered almost half were between 30-39 years old. Almost three-fourths were women. Almost four-fifths were at least high school graduates, but a little over one-half had completed high school only. A little over one-third had gone beyond high school. Two-thirds had

¹⁶Ada B. Dalla Pozza, "Some Factors Related to the Training of Selected Community 4-H Club Organizational Leaders in North Carolina," Master's Thesis, University of Tennessee, 1966.

¹⁷Jimmy P. Johnson and Carlton R. Sollie, "Training As Perceived by 4-H Leaders," Journal of Cooperative Extension, Vol. VI, Fall, 1968, No. 3, pg. 164.

never been 4-H Club members. One-fifth had been club members for 4 or more years. Four-fifths had had their own children in their clubs. Two-fifths had clubs with 11-20 members. One-third had clubs with less than 10 members, and one-fourth had clubs of over 21 members.

Alexander also reports a very interesting study of leaders' personalities which youth workers should study further.¹⁸

Banning, in his study of 237 4-H leaders in 42 states, revealed two-thirds were between 36-55 years old. Nearly one-half have never been 4-H members. They spent from 6 to 40 hours per month on their job as leaders. These leaders averaged 15 hours per month or twenty-five 8 hour days per year.

Eighty-six per cent graduated from high school. One out of 5 was a college graduate. More than half the women leaders and wives of men leaders worked outside the home. Of those, 25 per cent worked full-time and 20 per cent part-time.

Most felt it was important to be asked to do a volunteer job. Less than 2 per cent indicated they would

¹⁸Frank D. Alexander, Study of First-Year 4-H Club Leaders in New York State, Tenure, Characteristics of Leaders and Evaluation of Job Performance by 4-H Agents, Cornell University, Ithaca, New York, Extension Study No. 12, 1966, pg. 1-29.

volunteer their services without being asked.

About half of all adults were interested in becoming youth leaders. The people most willing to serve as leaders were generally young, married, had children, had at least a high school education, and participated more than average in community organizations and educational activities. Many people who had never served in leadership positions with youth indicated a willingness to serve.¹⁹

Havens noted many of the same leader characteristics, 51 per cent were 30-39 years old, 50 per cent had been leaders in other youth organizations. Four-fifths had children in the program. Sixty-five per cent did not work. There were 4 women leaders to every man, and 56 per cent completed ten to twelve grades.²⁰

McAuliffe, in his research, suggests the following list of what to look for in leaders based on others' research:

1. Is respected and thought of as successful in the community.
2. Is liked by children.
3. Likes children and can stand to be alone with them.

¹⁹John W. Banning, Recruiting and Training 4-H Leaders - What Studies Show, P.A. Federal Extension Service, U. S. Department of Agriculture, (Washington: Government Printing Office), April, 1970, pp. 2-4.

²⁰James E. Havens, "An Analysis of a Training Program for Washington's New 4-H Leaders," Washington State University, Pullman, 1966, (Graduate Study Summary) pg. 4.

4. If strong in previous point, need not be very community minded.
5. Can be timid or shy with adults but not timid with children.
6. Although very interested in the program, is more interested in boys and girls.
7. Believes that he or she has time to do the job.
8. Is a mature individual.
9. Has education or intelligence at least average for community.
10. Does not feel that he already knows how to be a leader.
11. Does not need to be a "joiner".
12. Is willing and able to leave neighborhood occasionally for training meetings on community or county level.
13. Has some self-insight and is somewhat aware of own strengths and weaknesses.
14. Can work with adults to the extent of co-operating with parents, other leaders, and extension workers.²¹

Parents moving to the suburbs are often victims of "participantitis" says The Health Insurance Institute. It reports it often affects the family to the point they do not have enough time to help their own children.

"When children are small, they like having their mother and father help out in their school and social programs. But as they get older, there is a certain horror in seeing Mom behind the cookie tray at the school dance."²²

A Britisher observing youth work in the USA saw the

²¹Joseph V. McAuliffe, Select the 4-H Leader for the Job, P.A. 511, Federal Extension Service, U.S. Department of Agriculture, (Washington: Government Printing Office, 1962) pp. 4-5.

²²_____, "Parents Can Over-Do Good Deeds, Family Financial Planning, October, 1970, Women's Division, Institute of Life Insurance, New York, pg. 1.

family centered aspect of 4-H both a strength and a weakness.

When it is a complete family unit, this is fine, but often it is a mother with children club and this is unlikely to attract boys or many teenagers. Leadership responsibility is placed on adult leaders, with little opportunity for members to show their responsibility.

Older teenagers want to establish their independence from adults. The author suggests older teenagers could benefit from becoming leaders.

She also suggests looking elsewhere for leaders as fewer mothers are available because they are working. There could be other successful non-parent relationships such as former youth group members, young married women with no children, or older women whose children have graduated from youth programs.²³

Few pieces of research have been conducted in Alaska. Matthews' study of 342 randomly selected households in Anchorage revealed 57 per cent viewed Anchorage as a permanent residential site. The longer a resident lives in a community, the more likely he is to be active in one or more voluntary organizations in the community. Those who

²³Josephine B. Nelson, "4-H as a Britisher Sees It," Extension Service Review, February, 1970, pg. 14.

planned to move participated less than permanent residents.

"Adult education is an important aspect of our total educational process. It is becoming increasingly apparent that large numbers of adults in the United States are involved in one or more forms of continuing educational activities".²⁴

This study also suggested mass media channels have a potential for reaching most adults.

Havighurst says we should expect to find adults in the 18-30 (Early Adulthood) and 30-55 (Middle Age) becoming leaders as this is a period of taking on and achieving civic responsibility.²⁵

The only piece of Anchorage youth group research is a 1970 study of 185 first year 4-H leaders in Anchorage and Fairbanks. The author found the majority of leaders women - 93 per cent. The greatest number fell between the ages of 30-49. Sixty-seven per cent did not work outside the home. Working leaders tended to drop out of the program more often. Almost all were married. Length of residence in the community had no effect on how long they stayed in the program. Stay-in leaders tend to belong to

²⁴James W. Matthews, "Residential Factors and Their Relation to Participation in Adult Education and Community Organizations in an Alaskan Urban Community," Ph.D. Thesis, University of Wisconsin, Madison, 1970.

²⁵Robert J. Havighurst, Developmental Tasks and Education. New York: McKay, Inc., 1952, pp. 78-81 and pp. 84-85.

more community organizations, especially civic and church organizations. Drop-out leaders tend to belong to more social organizations.

In a review of leadership studies, Clark listed the following as important qualities to look for in leaders:

1. A sense of purpose and direction.
2. Enthusiasm.
3. Friendliness and affection.
4. Integrity.
5. Technical mastery.
6. Intelligence.
7. Faith.
8. Teaching skill.
9. Physical and nervous energy.²⁷

Monosmith, in a recent speech, outlined any educational program for youth should be based upon desired changes in behavior that would result from participation in the program, including:

1. Ability to assume responsibility;
2. Ability to speak in public;
3. Pride in work;
4. Ability to take initiative;
5. Teach skill mastery;
6. Community awareness;
7. Ability to function effectively in a group.²⁸

²⁶Harlem D. Sandberg, "Identifying Factors Associated with Tenure of First Year Adult Volunteer 4-H Leaders," University of Alaska, Fairbanks, (unpublished) 1970, pp. 32-33.

²⁷Robert C. Clark, "A Review of Leadership Studies," Selected Readings and References in 4-H Club Work, Pub. No. 11, National Agricultural Extension Center for Advanced Study, University of Wisconsin, Madison, June, 1961, pg. 90.

²⁸R. O. Monosmith, (Speech) "Planning Modern Flexible 4-H Programs to Meet the

Youth Leader Training. A number of factors are very important when thinking about youth leader training.

Brown points out

"All organizations in our society face the problem of constantly shirting and allocating their resources to most effectively fit into the environment in which they operate.

". . .All youth organizations have a problem of recruiting adequate local leadership of a volunteer nature. We need to establish a systematic method of recruiting and training leaders. Leadership will no doubt be more and more specialized. Also, leaders will likely have shorter tenure than in the past. New methods of training need to be considered, such as use of the correspondence course or programmed instruction. Experimentation in paying selected leaders for certain responsibility is warranted."²⁹

Duke, in his research of some length, saw a great need for improved leadership development programs.

He felt youth workers need additional training in the field of education, sociology and human development to assist them in better understanding how people learn, the basic interaction patterns among people and the various facets of individual personality development.

Leadership development will continue to be more and more important.³⁰

Needs of Today's Youth," from Report of the Regional 4-H Leader Forum, pp. 13-17, National 4-H Club Foundation, Washington, D. C., 1970.

²⁹Emory J. Brown, "Increasing 4-H Impact," Journal of Cooperative Extension, Fall, 1967, pp. 141, 146-147.

³⁰J. P. Duke, "An Extension

In planning leader training, Carter urges youth organization leaders to base programs . . . on sound principles of learning. There are many lists of such principles, but they seem to be embodied in these:

1. People learn by action rather than absorption.
2. People learn by doing rather than talking about doing.
3. People learn by thinking independently rather than by memorizing the ideas of others.

However, there is more for concern than principles of learning. People do things they feel comfortable in doing, things in which they feel reasonably confident of their skill and abilities. Few adults have had formal training in working with young people. Even though they have young people in their own family, they may not feel too secure in their ability to guide young people individually or in groups. Overcoming this hurdle becomes one of the big tasks for the professional youth worker.³¹

Creating learning situations provides opportunities for overcoming the lack of confidence adults may have.

4-H Leadership Development Training Program - Concepts and Methods," Louisiana State University, Baton Rouge, Thesis, pg. 11.

³¹G. L. Carter, Jr., "Leader Training Based On Adult Needs," Selected Readings and References in 4-H Club Work, National Agricultural Extension Center for Advanced Study, University of Wisconsin, 1961, pg. 113.

Lorge's insight into learning situations for adults has merit. He says:

"Planning for adult learning involves planning the situation so that the learner gets a sense of mastery and success. Mastery may come from showing the aspects of the task that he can do already. Teachers of adults must appreciate that the adult brings with him a past, a past of experiences and attitudes which may be capital to work with or a deficit to be overcome. Using the capital or clearing the deficit may be the basis for the complete sense of satisfaction that teaching gives the teacher and the learning gives the learner."³²

According to Johnson and Sollie, certain knowledge, skills and attitudes are necessary for serving effectively as a volunteer adult leader. In few cases does an individual who assumes this role possess all these qualifications. When given the opportunity, leaders themselves are among the first to recognize their inadequacies and express the desire for more training.

The main general needs of leaders were: how to obtain and keep parent cooperation, how to work with older members, materials and helps available, needs and interests of youth, program planning, leaders' duties, parliamentary procedure, and duties of officers. Sollie also reported that not all leaders perceived the same relative importance to training. Some leaders may underestimate their abilities and knowledge. Some may not recognize fully the areas in

³²Irving Lorge, "Adult Learning," Adult Education, II, (June, 1952) pg. 159.

which they need training. Leaders could perform better if they were given adequate training.³³

In response to the Johnson & Sollie research, Myers of Oklahoma found the four most needed training areas to be:

1. Needs and interests of youth;
2. How to obtain and keep parent cooperation;
3. Planning and organizing club work;
4. Duties of leaders.

"My interpretation of the results: Leaders as parents . . . are concerned about the generation gap and are trying to understand actions and interests of today's youth . . . Leaders want to know how parents can be motivated into active participation."³⁴

Dalla Pozza found in regard to leader training, that leaders' understanding of their responsibilities was inadequate, they were willing to attend training meetings, and they desired training in how to teach boys and girls.³⁵

Sandberg's research indicated stay-in leaders asked for and participated in more training meetings.³⁶

Banning emphasized training programs should be

³³Johnson and Sollie, op. cit., pg. 164 and pg. 166.

³⁴Basil Myers, "Leader Needs," Journal of Cooperative Extension, Vol. VII, Winter, 1969, No. 4, pg. 195.

³⁵Dalla Pozza, loc. cit.

³⁶Sandberg, loc. cit.

based on adult needs and interests rather than on their obligation to youth. Training should also be given in their early years of leadership and they will be more likely to attend subsequent meetings and remain active. Beginning leaders also need training separate from leaders who have already been trained. Training by mail was also popular.³⁷

Sabrosky and Kelley report that first and second year leaders do not ask for the same kind of training. They also point out the need for group training, hearing from experienced leaders, sharing different points of view, and getting group support and encouragement.³⁸

California leaders in 1960 reported the following training needs which they preferred in training sessions and they were willing to travel to attend:

1. Training to help them understand the people they are working with.
2. Training to help them understand boys and girls.
3. Training in methods of securing cooperation of parents and other adults.
4. Training in simple teaching methods.
5. Training which helps them understand their duties and responsibilities as club leaders.

³⁷Banning, loc. cit.

³⁸Laurel K. Sabrosky and Fern S. Kelley, Let's Strengthen our Local 4-H Leader Training, Federal Extension Service, U.S. Department of Agriculture, (Washington: Government Printing Office, 1959) P.A. 395, pp. 4-5, pg. 12.

6. Training as early as possible in their leadership careers.³⁹

Data from a Northeast state study by Sabrosky showed first year leaders had an unrealistic idea of their job, they should have some pre-training, should have other leaders, and each should know their responsibilities. Since they train club officers, they should have some knowledge of working with groups. Men especially need help with teaching methods and working with groups. Women need more help with public relations.

If their own children were in the group, they needed help working with their own child and others.⁴⁰

Havens states that in urban and suburban areas parents are the best candidates for leaders. The more training sessions a new leader attends, the more likely he is to remain active. Early training also shaped leaders' attitudes toward the program. First year leaders should be given training separate from others. If possible, leaders with high school education or less be

³⁹"What Kind of Training do 4-H Leaders Want?" Ideas About 4-H Clubs in California, University of California, Agriculture Extension Service, October, 1960, pg. 1.

⁴⁰Laurel K. Sabrosky, Recruiting 4-H Club Leaders, A Guide for Extension Agents, Federal Extension Service, U.S. Department of Agriculture, (Washington: Government Printing Office, 1965) P. A. 668, pp. 12-13

trained separately from those with a higher level of education. Differing amounts of time could be spent presenting and discussing lessons.⁴¹

Research by Evenson which does not directly relate to leaders or training must be mentioned because of its information about members' joining and parents' participation, which appears to be important to leaders. This study, conducted in rural Wisconsin of high and low socioeconomic students, has relevance in Alaska.

Young people from both socio-economic groups joined organizations: to learn, to have fun, and to be with friends.

A larger per cent of lower social-economic youth were never asked to join and parents did not approve of their joining. Lack of transportation was the main reason for not joining.

Parental feeling was very important to youth joining an organization. Mothers' feelings were more highly related to participation of higher socio-economic youth whereas fathers' feelings were more highly related to lower socio-economic youth.

Also found important to both socio-economic groups was parents' leadership, mother's part in adult

⁴¹Havens, op. cit., pg. 9.

organizations, and number of friends that belong.⁴²

Training Programs. Several training programs were reviewed which could be useful as a basis for training.

(1) Passport to Leadership. It is a series of 7 sets of slides in cartoon form, with script, study guide and some with a poster and bulletins. See Appendix E for a sample lesson of script.

Titles include:

1. Arranging for Learning - Group interaction.
2. The Purpose of Youth Programs.
3. Using Community Resources - some program planning.
4. Designing Learning Experiences.
5. Values.
6. Growth and Development of Youth.
7. Working with Youth - Youth Needs.

This new series is very well developed. It does not mention any specific organization and could be used for all groups.⁴³

⁴²Norman Evenson, "Participation in Voluntary Organizations by Wisconsin Rural Youth of Differential Socio-Economic Levels," Recent Research in Cooperative Extension Work, Part I & II, Summary of Ph.D. Thesis, University of Wisconsin, Cooperative Extension Service, 1966, pg. 3, pg. 2, Part II.

⁴³Passport to Leadership (Series of 7 filmstrips), Wisconsin Youth Leader Series, Wisconsin University Extension, Leadership Committee, Division of Human Resource Development, Educational

(2) Boy Scout Series. Boy Scouts have 3 series which are very well organized, including instructor guide books, posters, filmstrips and records. These do go into detail about the Scout program, but there is still much useable material, including understanding youth, camping, boy behavior and program planning. (Sample lesson - Appendix F)

- A. "Cub Scout Leader Training Manual" Instructors' Guide for Cub Scout Leader Training Courses.⁴⁴
- B. "Boy Scout Leader Training Manual" Instructors' Guidebook for Boy Scout Leader Training Courses.⁴⁵
- C. "Explorer Leader Training" Instructors' Guidebook.⁴⁶

(3) Design for Learning. Girl Scouts have undertaken a three year project to revise and update leader training by the Training Division, Personnel Department, with Dr. Malcolm S. Knowles, Prof. of Ed., Boston University, the senior consultant.

This is an excellent series which starts by realizing

Communication Community Programs, Produced by Department of Youth Development in Cooperation with the Sears, Roebuck Foundation, Madison: University of Wisconsin, 1970, Extension Service.

⁴⁴Cub Scout Leader Training Manual, Boy Scouts of America, New Brunswick, New Jersey, 1967, 102 pg.

⁴⁵Boy Scout Leader Training Manual, Boy Scouts of America, New Brunswick, New Jersey, 1965, 142 pg.

⁴⁶Explorer Leader Training, Boy Scouts of America, New Brunswick, New Jersey 08903, 1969, 29 pg.

that each leader and her growth is important. (her own background and interests--it starts where leader is and builds.) It strengthens leaders' understanding of how to work with girls, and teaches newest research. There are ten major areas of study:

1. Girls as Individuals;
2. Person to person relationships;
3. Girl Scout Program;
4. Personal Values;
5. Group Behavior;
6. The Girl Scout Organization;
7. Helping Girls learn through Activities;
8. The World Around You;
9. Management in a Girl Scout Troop;
10. Using Resources.

In each of the 10 areas, there is a statement which provides a "model" for the leader to follow in carrying out that part of her job. Together, the 10 model statements give an overall description of the leader's roll.

Leaders can use the series alone or in groups by following five sections:

1. Decide their learning needs by reading tasters.
2. Continue to learning activities to further study needs.
3. Move on to sharing what they have learned.
4. Think about where to go from here.

5. Resource materials for those who want to do further study.

A filmstrip with record, "A Quest for Learning" and a series of 67 slides accompany this series, along with resource packets for each of the ten areas, including booklets and pictures. Leader Guides are available too. See Appendix G for a sample section.⁴⁷

(4) 4-H Leader Training Series. A number of 4-H leader training series' have been developed. Among the best are New Mexico's, which consists of 13 sections. Among the general areas are: leader responsibilities, planning club programs, understanding and working with 4-H youth, club evaluation, and teaching techniques and methods.

Many slides, booklets and illustrative materials accompany this series.⁴⁸

Nebraska has also developed a series which is divided into five sections: the leader's roles, understanding boys and girls, planning the program, teaching

⁴⁷Design for Learning, The Girl Scout Leader Training Design, Girl Scouts of the USA, 830 - 3rd Ave., New York 10022, 133 pg.

⁴⁸New Mexico State University Cooperative Extension Service, New Mexico 4-H Leadership Series, 13 books, #200L, (New Mexico State University Cooperative Extension Service, University Park).

methods, and records and reports.⁴⁹

Parts of each of these training programs could be used to develop a general training series.

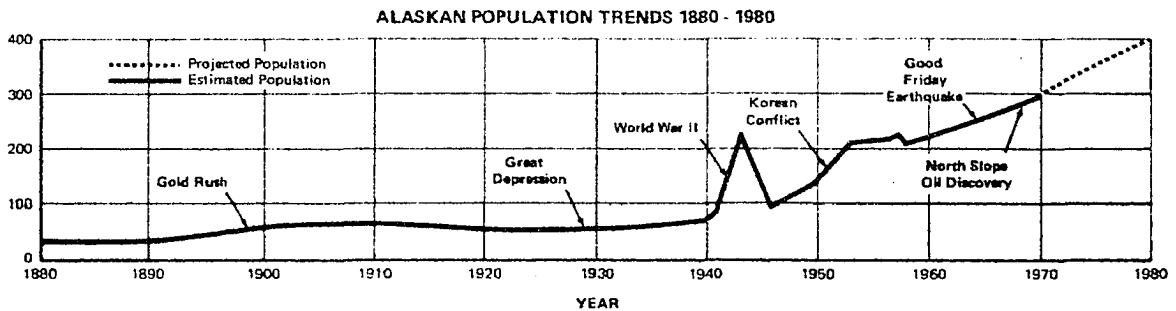
⁴⁹University of Nebraska Extension Service, "Basic Course for 4-H Leaders," EC-0-35-65, (University of Nebraska, Extension Service) (mimeographed) 1965.

CHAPTER III

ANCHORAGE YOUTH POPULATION

Alaska and Anchorage has grown rapidly, especially in recent years. In order to understand the total youth population, it is necessary to understand the entire population.

Alaska's Manpower Outlook 70's points out several abrupt mass in-migrations related to such things as wars, statehood, earthquake and oil, which have helped Alaska grown, often very rapidly. (See chart.)



Anchorage has experienced these same influxes. 1960 marked the period immediately after Statehood with steady growth to 1970. Oil discovery and other industry just before 1970 almost assures steady growth to 1980 and 1990.⁵⁰

The Anchorage Area Overall Economic Development

⁵⁰Department of Labor, Research and Analysis Section, State of Alaska, Alaska's Manpower Outlook 70's, Pub. No. 2, 1970, pg. 5.

Plan states the present Anchorage area started as a construction camp for the Alaska Railroad in 1914. By 1920, its population was 2,000. Anchorage has shown the same spurts of growth Alaska has experienced. Interestingly the percentage of military is decreasing in relation to the total population.

Children make up a far higher percentage of the total population in the Anchorage area than in the United States as a whole.

Less of the Anchorage population is 65 years old and over, representing only 1 per cent as against 9.2 per cent in the United States.⁵¹

Education of Alaskans is high. The median school years completed for all Alaskans in 1960 was 12.1 years, and for Anchorage, 12.4 years.⁵² The U. S. median school years completed in 1960 was 10.6 years.⁵³ No doubt, the

⁵¹Development Research Associates, Inc., Anchorage Area Overall Economic Development Plan, September 13, 1967, Juneau, Alaska, prepared for Greater Anchorage Area Borough Economic Development Commission, Second Revision, January 31, 1968, pp. 6, 8, 11 and 13.

⁵²U.S. Department of Commerce, Bureau of Census, U.S. Census of Population: 1960, General, Social & Economic Characteristics, Alaska, Final Report (Washington: Government Printing Office, 1960) PC(1)-3C, p. 3-54.

⁵³U.S. Department of Commerce, Bureau of the Census, 1960 Census of Population, Vol. 1, Characteristics of the Population, Part I, United States Summary, (Washington: Government Printing Office, 1964) p. 1-207, Table 76.

1970 census will show an increase.

These influxes have made it difficult to make accurate Anchorage youth population projections according to Mr. Gerald Markee, Director of Student Records, Anchorage Borough School District.

The chart (page 34) from Mr. Markee's office and State Operated Schools, show the Anchorage school population for 1960 and again in 1970. Population projections for 1980 and 1990 are included in the chart on page 35.

1970 census figures just released report Anchorage youth between the ages of 5 and 17 years total 36,133.⁵⁴ Subtracting the 35,094 attending school from this leaves approximately 1,039 youth who are not enrolled in school. These figures are not accurate because of an error of 2,000, which will be corrected in future census figures.

Accurate statistics are not available for youth by ages. The author has assumed age by grades. (See Anchorage Youth Population by Grades, pg.34.) ABSD figures are not available by sex, except totals. Boys represent 51 per cent and girls 49 per cent of the total 1970 ABSD population.

Anchorage has a young population as well as a

⁵⁴U.S. Department of Commerce, Bureau of Census, PC(V2)-3, Alaska - General Population Characteristics, (Washington: Bureau of Census) 1971, pg. 3.

ANCHORAGE YOUTH POPULATION BY GRADE

1960 - 1970

Grade	(Age)	(1)					
K	(5)	None	-	521	2,241	-	573
1	(6)	1,499	-	524	2,614	-	591
2	(7)	1,289	-	489	2,600	-	563
3	(8)	1,100	-	426	2,481	-	566
4	(9)	1,021	-	375	2,403	-	557
5	(10)	962	-	395	2,379	-	524
6	(11)	950	-	388	2,370	-	508
7	(12)	883	-	366	2,262	-	489
8	(13)	752	-	319	2,156	-	500
9	(14)	621	-	214	2,067	-	363
10	(15)	803	}	Attend ABSD	2,214	}	Attend ABSD
11	(16)	600			1,876		
12	(17)	487			1,524		
Spec.		147	-	12	673	-	-
			11,105 ⁽²⁾ + 4,029 ⁽³⁾		29,860 ⁽⁴⁾ + 5,234 ⁽⁵⁾		
Total			<u>15,134</u>		<u>35,094</u>		

- (1) These ages are an estimate as ABSD and military figures are not available by age or sex.
- (2) ABSD enrollment figures for May, 1960, Mr. Gerald Markee.
- (3) Student Enrollment, EAFB and Ft. Richardson, Alaska On Base Schools, May, 1959 - 1960 school year, From State of Alaska, Department of Education, Division of State Operated Schools.
- (4) ABSD enrollment figures from May, 1970, Mr. Gerald Markee.
- (5) Student Enrollment, EAFB and Ft. Richardson, Alaska On Base Schools, May, 1969 - 1970 school year, From State of Alaska, Department of Education, Division of State Operated Schools.

YOUTH POPULATION PROJECTIONS 1980 - 1990
AS COMPARED WITH ACTUAL 1970 POPULATION

1970	35,094	
1980	50,000 (1) 60,000	
1990	73,000 (2)	{ 32,350 elementary 16,600 Jr. High 24,050 Sr. High

- (1) These estimates were made on a Camp Fire Girls' projection.
- (2) A Special Supplement of the Anchorage Daily News, September 26, 1970, Operation Breakthrough's Report on the Anchorage Area's Next 20 years, pg. 17.

growing one. According to a Greater Anchorage Borough special census, 45 per cent of the local population was under 21, with the median age 22.9 years.⁵⁵ (Note, this figure is from corrected figures.)

The Anchorage youth population enrolled in school increased approximately 132 per cent from 1960 to 1970. Projections indicate that the 1980 school population will increase 42-71 per cent over the present figures. 1990 can expect to see 108 per cent increase in Anchorage school population.

⁵⁵U.S. Department of Commerce, Bureau of Census, Series P-28, No. 1482, March 31, 1969, Special Censuses, Special Census of Greater Anchorage Area Borough, Alaska, October 11, 1968. (Washington: Government Printing Office) pg. 2.

CHAPTER IV

YOUTH ORGANIZATIONS OF ANCHORAGE

A total of six youth organizations, which met the criteria established in the introduction, were active in Anchorage during 1970. A short review of these groups, obtained through personal interviews with their professional directors, will give a description of each.

A. Boy Scouts of America, Western Alaska Council.

1. National Background. Nationwide Boy Scouts were founded in 1910 and chartered by Congress in 1916.

2. Anchorage History. One Anchorage troop, 616, reports it is more than 50 years old. An executive of the Seattle Council made a trip to Alaska in the 1930s to help organize boy scouting. The Alaska Council was organized in 1940. The war interrupted its organization and it was re-established in 1945.

3. Philosophy and Objectives. The Boy Scouts of America aims

". . . to promote through organization and cooperation with other agencies, the ability of boys to do things for themselves and others, to train them in Scout craft, and to teach them patriotism, courage, self-reliance and kindred virtues . . . placing emphasis upon the Scout Oath or Promise and law for character development, citizenship training, mental and physical fitness."⁵⁶

⁵⁶Boy Scouts of America, A Program With a Purpose, No. 3024, Boy Scouts of America, 30 M 968, pg. 2.

4. Membership Requirements. Membership is open to all boys:

Cub Scouts	8 - 10 years old
Boy Scouts	11 - 17 years old
Explorers	14 years old and over

5. Conduct of the Program. Three professional staff direct local efforts. These professionals are also responsible for groups in the Kenai Peninsula, Matanuska Valley and villages. A total of 45 Anchorage voluntary leaders direct Scout groups (packs, troops and posts). (Note: These leader figures reflect only unit leaders, not assistants.)

A Council Executive Board made up of 6 committees, is the Scouts' policy-making group. Anchorage is divided into two districts, which each include some out-of-town troops.

6. Leader Training. Formal leader training is presented throughout the year. National leader training programs are available on 3 levels. "Birchbark" training, a monthly round table meeting (handicraft idea training), leader training by groups, junior leader training and informal conferences round out their training.

7. 1970 Membership.

a. Youth: (See Chart, pg. 40)

Cub Scouts	3,006
------------	-------

Boy Scouts	2,027
Explorers	<u>69</u>
	5,102

b. Leaders:

Cub Scout Pack	20
Boy Scout Troop	19
Explorer Posts	<u>2</u>
	41*

*These leader figures reflect only unit leaders, not assistants.

8. 1960 Membership. The Boy Scout program was active in Anchorage during 1960. Members included:

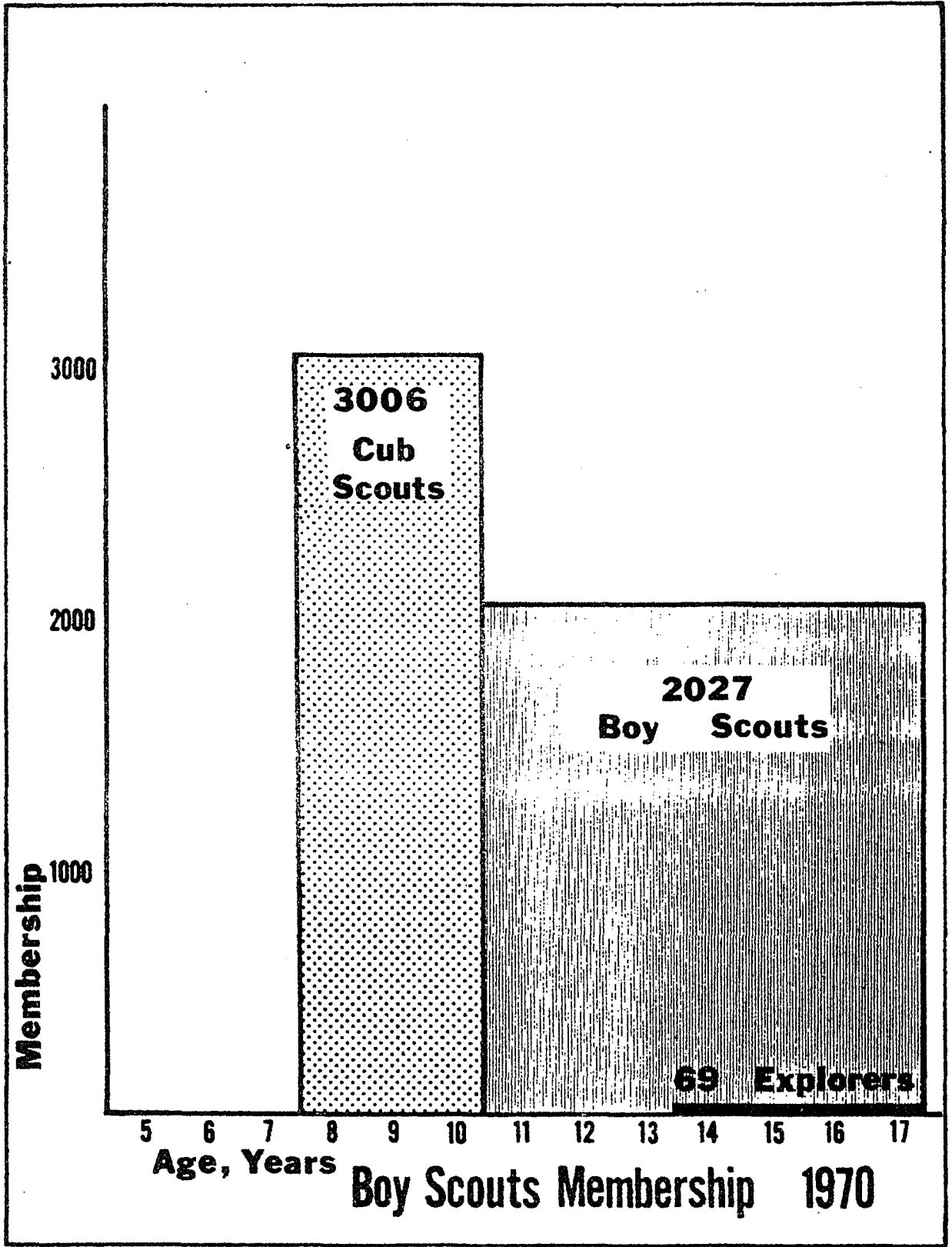
Cub Scouts	1,352
Boy Scouts	876
Explorers	<u>111</u>
	2,339

9. Special Programs. Some special programs are now being carried out with native boys and handicapped youth. A career survey was also made which may point the way toward development of special programs for older members.

B. Boys' Clubs of Alaska.

1. National Background. "Boys' Clubs had their beginning in the United States in Hartford, Connecticut in 1860."⁵⁷ "Boys' Clubs were founded in 1906 and in

⁵⁷Boys' Clubs of America,



1956 were granted a U.S. Congressional charter."⁵⁸

2. Anchorage History. Plans for Boys' Club organization started in September of 1965. Early in 1966, a group of local businessmen met to incorporate Alaska's first unit of the Boys' Club of America, according to Chet Gordon.⁵⁹

3. Philosophy and Objectives.

"No proof of good character or pledge is required. Boys' Clubs help and guide boys who may be in danger of acquiring, or have had, bad habits and wrong attitudes, as well as boys of good character. They utilize three basic approaches: individual services; organized small group activities; drop-in and large group activities. It emphasizes values inherent in the relationship between boys and his peers and the boy and adult leaders. It helps boys make appropriate and satisfying adjustments in their physical, educational, personal, social, emotional, vocational and spiritual life."⁶⁰

4. Membership Requirements. Open to any boy 7-17 years old.

5. Conduct of Program. The program is directed by a full-time executive director who worked part-time until 2 years ago.

Good Kids Don't Grow on Trees, pp. 2-3.

⁵⁸Why A Boys' Club? Boys' Clubs of America, pamphlet, pg. 6.

⁵⁹News Item in Anchorage Daily Times, June 19, 1970, "Boys' Club Successful; Still Facing Problems." pg. 25.

⁶⁰Why A Boys' Club?, op. cit., pg. 3.

Activities are conducted throughout Anchorage in schools, gyms and athletic fields as no Boys' Club building is available. Although much of the program centers around physical development, basketball and baseball teams, wrestling and boxing, some programs have been offered in careers and drug education. Boys' Clubs are hoping to broaden their program to include more programs.

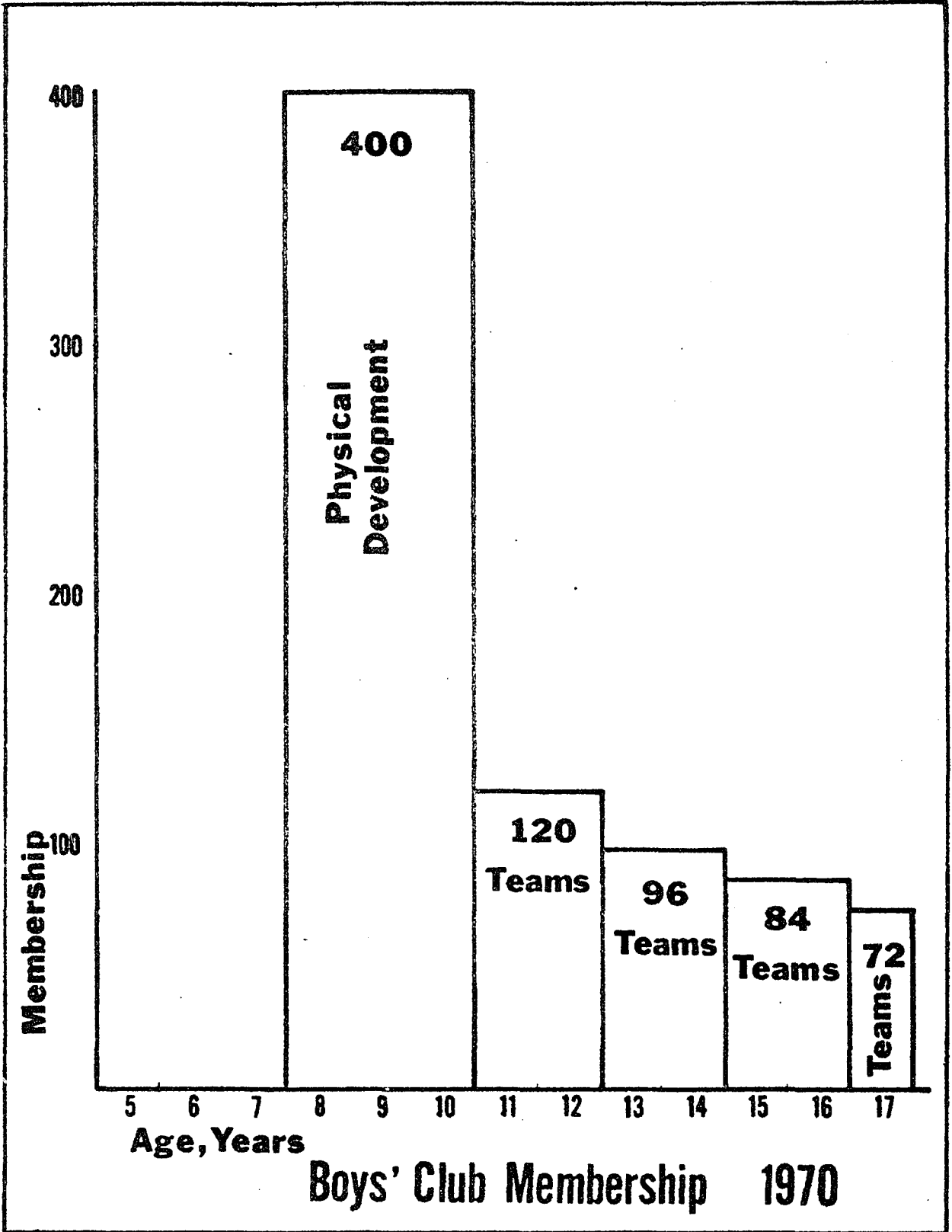
6. Leader Training. No formal leader training programs have been offered. The executive director does a great deal of personal counseling.

7. 1970 Membership.

a. Youth: (See Chart, pg. 43) Only an estimate of membership is available. Between 700 and 800 boys have been worked with over a five month period. Boys attending only a few meetings are not included in these figures:

400	-	3rd-6th grade	-	physical development
120	-	11-12 year old	-	teams--basketball and baseball
96	-	13-14 year old	-	teams--basketball and baseball
84	-	15-16 year old	-	teams--basketball and baseball
72	-	17 year old	-	teams--basketball and baseball

b. Adults: Approximately 80 adults assist these boys in the various teams and programs.



8. 1960 Membership. Boys' Clubs were not active in 1960 so no figures are available.

9. Special Programs. Boys' Clubs hope to establish a permanent office, including shops. A camp is also planned as well as educational programs, including drug education and careers.⁶¹

C. Camp Fire Girls, Chugiak Council.

1. National Background. Camp Fire Girls is a nation wide youth organization for girls founded in 1910 and incorporated in 1912.

2. Anchorage History. Locally, the Chugiak Council of Camp Fire Girls was chartered in 1960, making the program 10 years old in 1970.

3. Philosophy and Objectives. The Camp Fire Girls Law, worship God, seek beauty, give service, pursue knowledge, be trustworthy, hold on to health, glorify work and be happy, helps to explain their goals.

"Camp Fire encourages girls to love home and family; to have pride in women's qualities of tenderness, affection and skill in human relationships; to have deep love of country, to practice democracy; to be ready to serve; to possess the capacity for fun, friendship, and cooperative group relations; to form healthful habits; to be able to take care of themselves, do their work skillfully and take pleasure in it; to develop interests and hobbies to enjoy with others, and alone; to love the out-of-doors and be skillful in outdoor living; and to

⁶¹News Item in Anchorage Daily Times, Friday, June 19, 1970, loc. cit.

have a happy heart that will help them find beauty, romance and adventure in the common things of daily life."⁶²

"These goals are reached through an elastic program. . . . We want them to find what will help prepare them for life; what is useful and informative, what is inspiring and challenging."⁶³

4. Membership Requirements. Membership is open to all girls:

Blue Birds	2nd & 3rd grade
Camp Fire	4th & 5th grade
Junior Hi	7th & 8th grade
Horizon Club	9th & 12th grade

5. Conduct of Program.

a. Locally, the program is directed by one professional, an executive director. She is also responsible for the program in the Matanuska Valley, Kenai Peninsula, Seward and native villages.

b. Local leaders work directly with the members in the neighborhood groups of about 10 girls.

The Chugiak Council has a board of directors, some leaders and other members, who direct area wide activities and are the policy-making group.

6. Leader Training, 1970. Leaders are sent a

⁶²No title, #D-305, Camp Fire Girls, Inc., 1969, pg. 7.

⁶³Camp Fire is Something to Grow On, #D-329, Camp Fire Girls, Inc., 1969, pg. 38.

monthly newsletter. Leaders are organized in 6 local areas and meet six times a year. A formal leader training series of 7 meetings is offered in October, including program planning, meeting ideas, camping, recreation and working with groups as well as specific Camp Fire information. These training sessions were rated very high by local leaders.

7. 1970 Membership.

a. Youth: (See Chart, pg. 47)

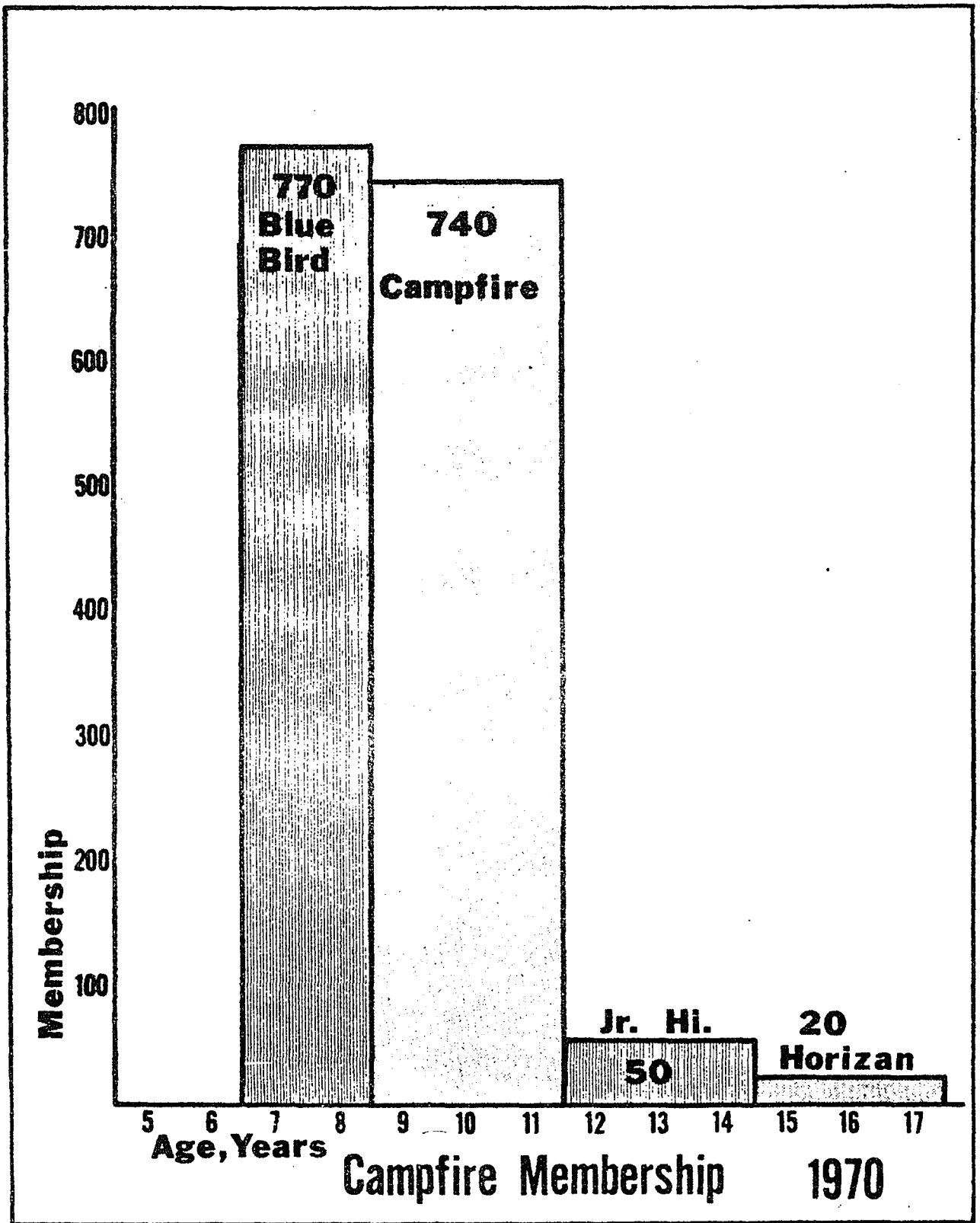
Blue Birds	770
Camp Fire	740
Junior High	50
Horizon	<u>20</u>
	1,580

b. Adult:

Leaders	167
---------	-----

8. 1960 Membership. 300 members were reported in 1960, the first year of Camp Fire operations in Anchorage.

9. Special program. One special program the local Camp Fire Council is developing closely with the national office is a 5 year Alaska Native Lore project. It will include 5 major categories of Indian, Eskimo and Aleut life study.



D. 4-H.

1. National Background. 4-H was organized nationally in 1914 as "part of the Cooperative Extension Service . . . a partnership of the state land grant universities and the U. S. Department of Agriculture."⁶⁴

2. Anchorage History. The exact date 4-H Club work began in Anchorage is unknown, but it is thought to have started in the late '30s. Between 1936 and 1941, personnel in Palmer helped with the program. In 1941, the first Extension Agent was employed in Anchorage.⁶⁵ There were a number of 4-H Clubs active in Anchorage during the late '30s and the '40s. The 4-H Leaders Council, who help develop overall policy, was organized in 1956. It is made up of local leaders.

3. Philosophy and Objectives.

"In 4-H, young people learn practical skills in a wide variety of projects in agriculture, home economics, citizenship, and personal development. They learn to apply the latest scientific facts to discover the 'why' as well as the 'how' of what they do at the same time they enjoy friendships and recreation. Developing character and good citizenship are the long range goals of 4-H."⁶⁶

⁶⁴This is 4-H, U.S. Department of Agriculture, Federal Extension Service, P.A. 526, (Washington: Government Printing Office, 1967) pg. 3.

⁶⁵University of Alaska, Agriculture Extension Service Staff 25th Anniversary, July 1, 1930 - January 1, 1955, (mimeographed) pg. 3.

⁶⁶This is 4-H, op. cit., pg. 2.

4. Membership Requirements. Any boy or girl 9 through 19 years of age may join 4-H.

5. Conduct of Program. 4-H work had been conducted by Extension Agents as part of their duties until 1962. At that time, a half-time 4-H assistant was employed to conduct the program. In June, 1970, a full-time 4-H and youth agent was added to the staff.

6. Leader Training. A monthly newsletter and leadergram was sent to all leaders. One all day leader training program was presented. The first of a new series of general leader training filmstrips was used at this training. Special short general training sessions and subject matter sessions were given throughout the year. The 4-H agent also used personal contacts.

7. 1970 Membership.

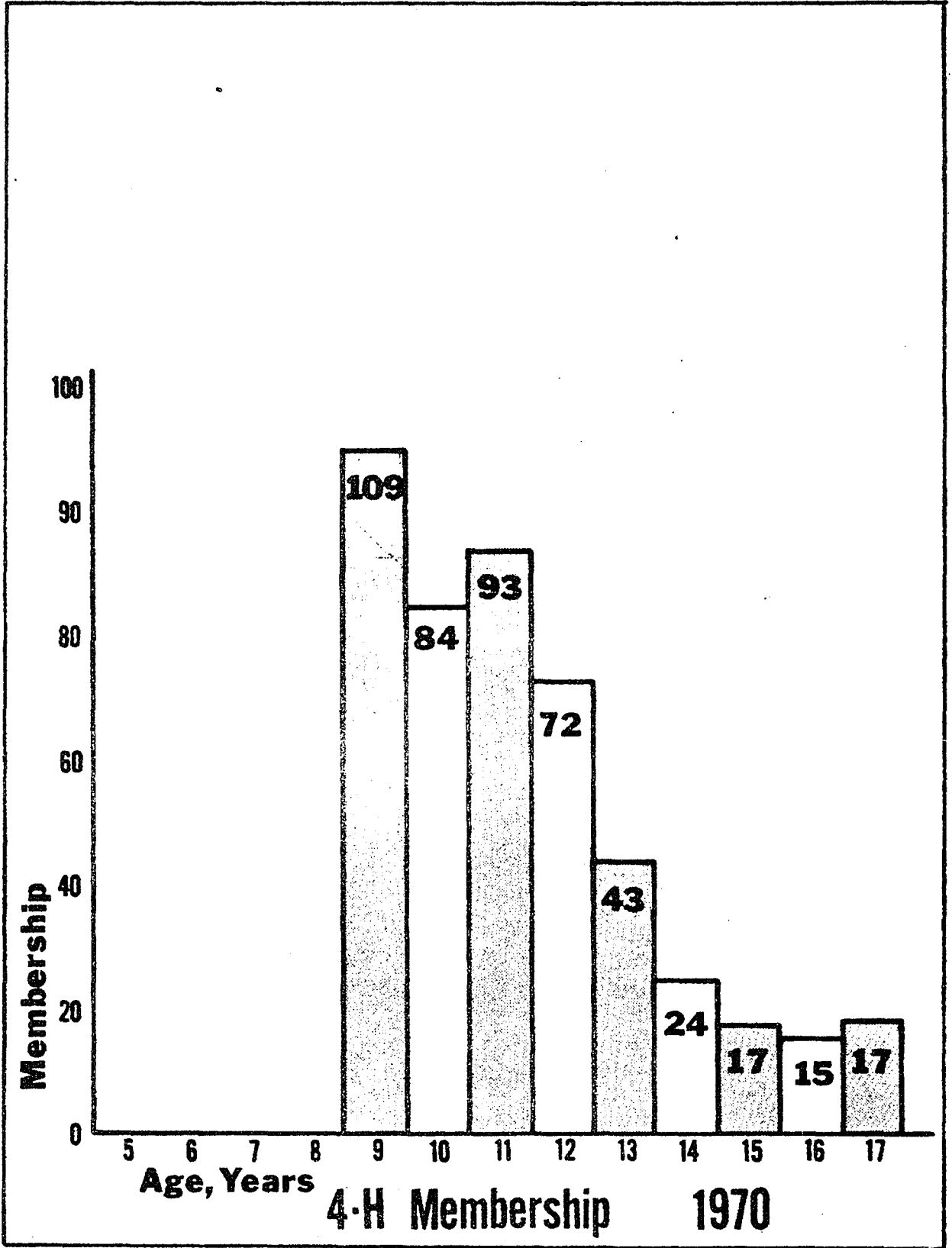
a. Youth: (See Chart, pg. 50)

Boys	154
Girls	<u>320</u>
	474

b. Adult: 103 leaders were active during 1970.

8. 1960 Membership.

Boys	13
Girls	<u>77</u>
	90



9. Special programs not counted in regular enrollment included a TV 4-H Club of 10 weekly TV meetings. Four hundred members were sent project materials to follow along with the Emergency Survival series.

A special club for boarding school students was started in the fall of 1970. Approximately 150 members participated in 1970.

The Cooperative Extension Service also conducted a special B-4 nutrition series during the summer of 1970, which reached 38 youngsters during a series of 9 meetings.⁶⁷

E. Girl Scouts of USA, Susitna Council.

1. National Background. Girl Scouts, international in scope, was organized in the United States by Juliet Lowe in Georgia in 1912.

2. Anchorage History. In Anchorage, some Girl Scouting was reported before 1930. In 1937, the program was revived only to decrease during World War II. Scouts were reorganized in 1946. In 1947, the Susitna Council was chartered.

3. Philosophy and Objectives.

"The Girl Scout program, an informal educational program, is designed to help girls become happy, resourceful individuals growing up to be successful homemakers and citizens . . . The Girl Scout Promise

⁶⁷Ann Crisp, "Summary of B-4 Program as Conducted in Alaska the Summer of 1970," Cooperative Extension Service, University of Alaska, College, November, 1970, pg. 18.

and Laws provide a set of practical goals that girls can aim at in their daily lives.⁶⁸

4. Membership Requirements. Open to girls 7-17.

Brownie Girl Scouts - 7-8 years old, 2nd & 3rd grade

Junior Girl Scouts - 9-11 years old, 4th, 5th & 6th grade

Cadette Girl Scouts - 12-14 years old, 7th, 8th & 9th grade

Senior Girl Scouts - 15-17 years old, 10th, 11th & 12th grade

5. Conduct of Program. Two professionals direct the Anchorage Girl Scout program. Leaders and assistant leaders carry out scouting in neighborhood troops. Other adults help to back these leaders up as organizers, neighborhood service teams and board members. The local board administers the local program.

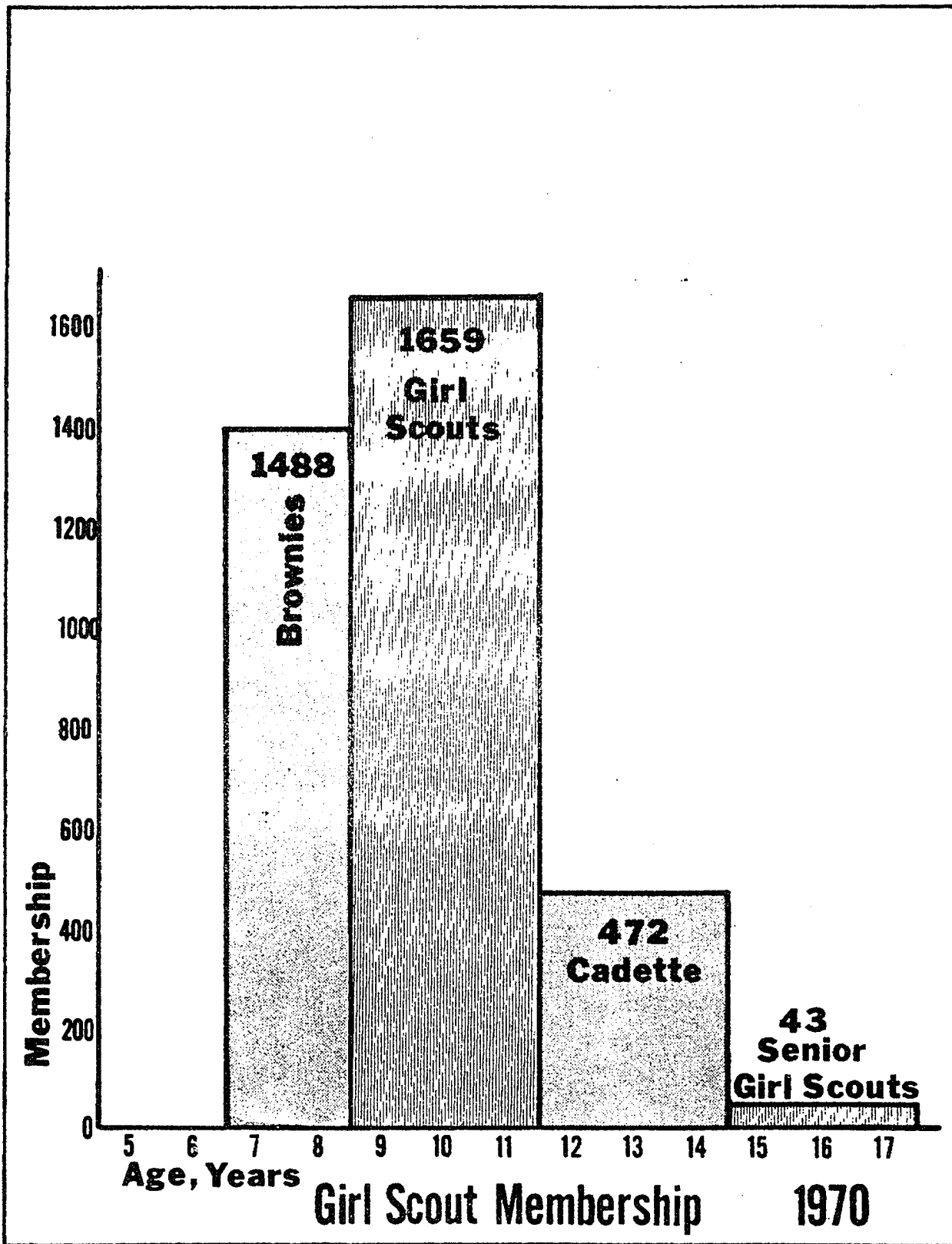
6. Leader Training. Scout executives generally try to train all new leaders within six months after they join the program. In 1968, a new leader program was developed nationally which was tested during 1970.

7. 1970 Membership.

a. Youth: (See Chart, pg. 53)

Brownies	1,488
Girl Scouts	1,659
Cadette	472

⁶⁸The Girl Scout Troop Committee, Girl Scouts of USA, New York, 1968, pg. 2.



Girl Scout Membership 1970

Senior Girl Scouts 43

3,662

b. Adult:

Leaders 421

8. 1960 Membership. 2,282 members were active in 1960.

9. Special Programs. Some work has been carried out in low income neighborhoods bringing in outside leadership.

F. YMCA - Community YMCA of Anchorage

1. National Background. "The first YMCA was founded in London, England, in 1844 . . . and spread to the United States seven years later in 1851."⁶⁹

2. Anchorage History. The Anchorage YMCA was built in 1951 as an Armed Service Y. April 1, 1968, marked the creation of the Community UMCA.

3. Philosophy and Objectives.

"YMCA program activities are focused upon the mental, spiritual, physical and social needs of the individual member of any age or either sex. Effective group participation, leadership development, skill training, volunteer service, personal growth, and effective family life preparation are significant goals of YMCA programs."⁷⁰

⁶⁹Your Community YMCA in Anchorage, printed pamphlet, Young Men's Christian Association, P. O. Box 959, Anchorage, Alaska.

⁷⁰Ibid.

4. Membership Requirements:

General membership	6-18 years old
Y Guides	6-11 years old
Gra-Y	9-11 years old
Jr. Hi Y	12-14 years old
Hi Y	15-18 years old

as well as individual programs open to members of any age.

5. Conduct of Program. The Anchorage Community YMCA program is conducted by two professionals. A Board of Directors, not necessarily leaders, is the YMCA policy making group. It operates with four major committees.

6. Leader Training. Leader training presented during 1970 was of a very general overall or very specific nature.

7. 1970 Membership.

a. Youth: (No breakdown available by age or program.)

Boys	952
Girls	<u>510</u>
	1,462

b. Adult. Adult leaders serving youth groups and camps included 142.

8. 1960 Membership. The program was not separated from the Armed Service Y until 1968, so no 1960 figures are available.

9. Special Programs. One new program started

in 1970, Y Indian Guides, a father-son club program, reached 5-9 year olds. This program proved successful in 1970, with almost 100 families participating. The Y hopes to expand this program to include a group for 4th-6th grade boys and their fathers, and, a mother-daughter group. This is the only organized group in Anchorage reaching 5-6 year olds.

CHAPTER V

1970 INVOLVEMENT OF ANCHORAGE YOUTH AND LEADERS IN SELECTED YOUTH ORGANIZATIONS

Growth of Youth Organizations. Anchorage has shown a growth of members in all youth organizations from 5,011 members in 1960, to 13,052 members in 1970. The total school population showed a 132 per cent increase. Membership in youth organizations showed a 160 per cent increase during this 10 year period.

Every youth organization has shown a large increase in membership. (See Chart, page 58) Comparing Anchorage figures with the one-third of youth belonging to any organization used in the introduction, Anchorage has a slightly higher per cent of membership.

The 1970 school population was 35,094 youth adding the 1,039 youth 5-17 not enrolled in school, gives a total youth population of 36,133. 13,052 boys and girls were members of a youth organization. This is a total of 36 per cent of local youth who are members of a youth organization.

Membership. A look at the total membership of youth enrolled in all youth organizations will show an interesting pattern. Note that programs overlap, but the greatest number of members are in the younger age levels. (See Chart, page 59) Only one group is reaching 5 and

GROWTH OF ANCHORAGE SELECTED YOUTH ORGANIZATIONS

1960 - 1970

	<u>1960</u>	<u>1970</u>
Boy Scouts	2,339	5,102
Boys' Club	(Not active)	772
Camp Fire	300	1,580
4-H	90	474
Girl Scouts	2,282	3,662
YMCA	No Figures Available	1,462
	<hr/>	<hr/>
	5,011	13,052
Increase in Membership:	160%	

MEMBERSHIP OF ANCHORAGE YOUTH IN SELECTED
YOUTH ORGANIZATIONS - 1970

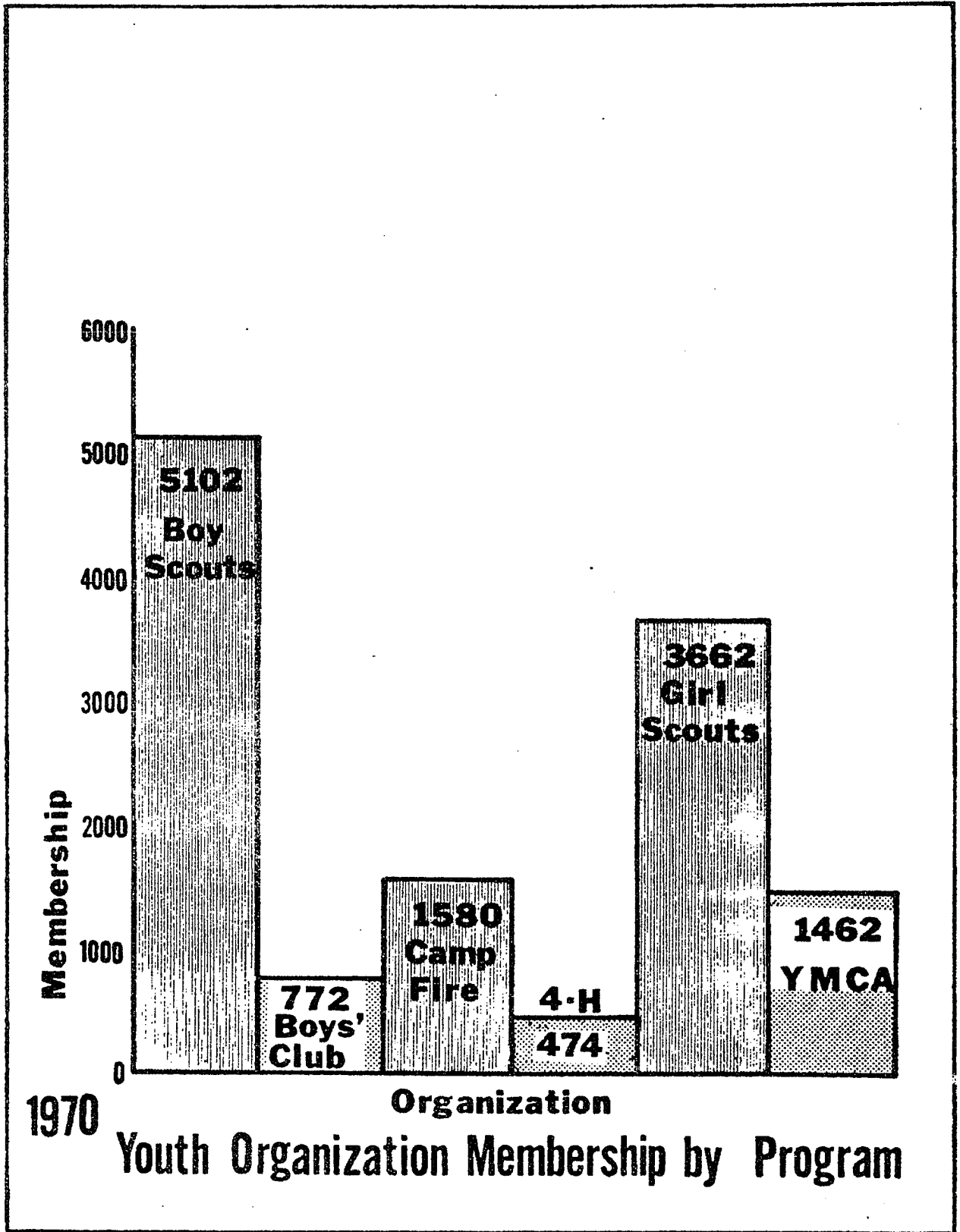
Gr. Age	Total Anchorage Youth 1970	Boy Scouts	Boys' Club	Camp Fire	4-H	Girl Scouts	YMCA
K - 5	2,814						
1 - 6	3,205						
2 - 7	3,163	Cub Scout 3,006	400 Physical Dev.	Blue Birds 770		Brownie 1,488	Approx. 150 Indian Guides
3 - 8	3,047						
4 - 9	2,960				109		
5 - 10	2,903			Camp Fire 740	84	Girl Scout 1,659	Totals only Available No Age Break- Down
6 - 11	2,878		120 on Teams		93		
7 - 12	2,751	Boy Scout 2,027			72		
8 - 13	2,656		96 on Teams	Jr. High 50	43	Cadette 472	
9 - 14	2,430	Explorer 69			24		
10 - 15	2,214		84 on Teams		17		
11 - 16	1,876			Horizon 20	15		
12 - 17	1,524		72 on Teams		17	Sr. High 43	
Spec.	673						
Total	35,094	5,102	772	1,580	474	3,662	1,462
Total Membership in Selected Youth Organizations - 1970: 13,052							

6 year old members, the YMCA. Other programs start their membership at 7, 8 or 9 years. It is here membership is heaviest, dropping off as members get older in all programs. The graph on page 61 will show comparison of total enrollment by organizations. Only one group, Girl Scouts, show any growth in membership of an intermediate group.

Membership by Sex. Of the total 1970 school population, 51 per cent were boys and 49 per cent girls. Enrolled in youth organizations are 6,980 boys, or 53 per cent, and 6,072 girls, or 47 per cent. See Chart, page 62.

Youth organizations are reaching about the same per cent of boys and girls as are found in the population.

Leadership of Anchorage Youth Organizations. A total of 932 adult volunteer leaders assisted these organizations during 1970. It will be noted that 242 men leaders, or 26 per cent, are far outweighed by 690 women leaders, or 74 per cent. (See Chart, page 63) This also is similar to figures stated in other research.



1970

Youth Organization Membership by Program

MEMBERSHIP BY SEX OF ANCHORAGE YOUTH
IN SELECTED YOUTH ORGANIZATIONS

1970

	Total School Population	Boy Scouts	Boys' Club	Camp Fire	4-H	Girl Scouts	YMCA	Total Youth Organization Membership
Boys	51%	5,102	772	0	154	0	952	6,980 (53%)
Girls	49%	0	0	1,580	320	3,662	510	6,072 (47%)
Total	100%	5,102	772	1,580	474	3,662	1,462	13,052

LEADERS¹ OF ANCHORAGE YOUTH
 IN SELECTED YOUTH ORGANIZATIONS
 1970

	Boys' Club	Boy Scouts	Camp Fire	4-H	Girl Scouts	YMCA	Total
Men	80 ²	45 ³	0	18	0	100 ⁵	242
Women	0	0 ⁴	159	85	421	25 ⁵	690
Total	80	45	159	103	421	125	932

1. Several organizations use board or council members and neighborhood chairmen that are not included in these figures.
2. Estimate
3. This number reflects troop leaders only.
4. No statistics are available on den mothers or other assistants.
5. Estimates by author - total only available.

CHAPTER VI
 PROFILE OF ANCHORAGE LEADERS
 AND THEIR NEEDS

To better understand volunteer leaders and their needs, a survey sheet was sent to 580 local leaders. Surveys were returned by 242 leaders (plus 4 invalid). From these survey responses develops an interesting pattern. Answers reflect that these adults are very concerned about youth, including their own children, and feel all parents should help with youth organizations.

SURVEY SHEETS

	<u>Sent</u>	<u>Returned</u>
Boy Scouts	50	31
Boys' Clubs	0	0
Camp Fire	150	79
4-H	100	44
Girl Scouts	180	88
YMCA	<u>100</u>	<u>0</u>
	580	242

Family Background. Of the total 242 leaders who returned questionnaires, 31 or 13% were men and 211 or 87% were women leaders.

Ages of leaders varied with:

2 - 17 to 18 years old

56 - 19 to 29 years old

134 - 30 to 39 years old

40 - 40 to 49 years old

0 - 60 to 69 years old

0 - 70 or over

By far the largest number of leaders fall within the 30 to 39 year old bracket, as we can expect from research cited. Although the per cent of older people is less in Alaska, no leaders fell in the 60 to 69 or 70 and over category.

Almost all leaders were married: 7 single, 222 married, 2 divorced and none widowed.

Again, 93 per cent, or 225, had children of their own. One hundred eighty-three, or 76 per cent, had children of their own involved in the program. A number of respondents misunderstood this question and used the number of members in their club. It was not possible to tell from all of their surveys if children of their own were in the program.

Education of all leaders was high:

4	7 - 9 grade
66	10 - 12 grade
28	1 year vocational
4	2 years vocational
5	3 years vocational
38	1 year college

23	2 years college
13	3 years college
39	4 years college
23	5 years or more college

A look at the education of leaders will show that education is high, as research reflected in other states. A majority reported over the Alaskan average, 12.4 years.

Occupational Background.

61 work full-time (31 were men who all reported full-time work) - 25%

35 work part-time - 14%

146 do not work - 60%

Again, these answers reflect similarities with other studies. Of the 96 who worked, a second question was asked about classification of jobs:

39 - Professional, managerial

2 - Laborer

3 - Craftsmen

24 - Service

13 - Clerical

11 - Military

4 - No answer

Youth Organization Background. One question was asked regarding youth organization background. A few respondents failed to fill out this section, but still, 138 leaders answered they had belonged to one of the six

youth organizations as a member. Forty-four reported they had belonged to two organizations, and nine reported belonging to three organizations. This did not include participation in church groups or other miscellaneous youth groups. Seventy-six per cent had been a member of one or more youth groups.

In response to the question about leadership in other youth groups, 41 reported they had been active as a leader in one other youth organization while 6 had worked with at least 2 other organizations.

In answer to the question about leadership during 1970, 8 leaders reported they were leaders of 2 of these six groups. Two very busy leaders were working with 3 of these 6 groups.

Youth Organization Experience - 1970. Leaders were working with a wide variation of size of clubs:

1 - 5 members	10
6 - 10 members	75
11 - 15 members	54
16 - 20 members	39
21 - 50 members	42
51 - 75 members	10
76 -100 members	7
No Answer	5

The largest number of responses worked with groups of 6 - 10 members, and 11 - 15 members. A number of leaders

reported they would like to have smaller groups to work with.

Time spent working with their clubs varied widely, with one leader reporting she did not even want to know. This question was poorly worded and will not reflect a true picture.

Twenty-three leaders did not answer this section at all. Perhaps they did not want to know or could not accurately answer, as a number of leaders stated.

Of those who answered in total time spent with their group;

10 reported spending	1 - 49 hours
11 reported spending	50 - 99 hours
5 reported spending	100 - 149 hours
4 reported spending	150 - 199 hours
3 reported spending	300 - 349 hours
1 reported spending	350 - 399 hours
2 reported spending	over 400 hours (One of these estimated 800 hours.)

Other leaders broke their time down into three areas:

A. Planning.

6 reported spending	1 - 4 hours
19 reported spending	5 - 9 hours
38 reported spending	10 - 19 hours

57 reported spending	20 - 49 hours
32 reported spending	50 - 74 hours
30 reported spending	75 - 99 hours
15 reported spending	100 - 200 hours
3 reported spending	over 200 hours

In tabulating figures, it was interesting to note that many leaders reported spending twice as much time planning as actual meeting time.

B. Meetings.

11 reported spending	1 - 4 hours
7 reported spending	5 - 9 hours
32 reported spending	10 - 19 hours
34 reported spending	20 - 49 hours
21 reported spending	50 - 74 hours
16 reported spending	75 - 99 hours
12 reported spending	100 - 200 hours
3 reported spending	over 200 hours

C. Training Reported.

21 reported spending	1 - 4 hours
28 reported spending	5 - 9 hours
32 reported spending	10 - 14 hours
27 reported spending	15 - 20 hours
36 reported spending	over 20 hours

One hundred forty-four, or over half the leaders answering the survey, reported they had attended some

leader training.

When leaders were asked how they became a leader, they replied:

Their children asked	62
Professional asked	39
Other youth asked	12
Volunteered	153
Other (most answered other leader asked)	28

Banning's research noted that leaders felt it was important to be asked and also that few (2 per cent) would volunteer their services without being asked.⁷¹

When asked how long they had lived in Anchorage before becoming leaders, replies were as follows:

Less than 1 year	72
1 - 5 years	75
Over 5 years	84
No answer	4

It was originally felt that this was one way to become acquainted in the community, but apparently leaders become involved when children were ready for the program or, as Havighurst states, when they are ready for this developmental task.⁷² Matthews' research might also be relevant,

⁷¹John W. Banning, loc. cit.

⁷²Robert J. Havighurst, loc. cit.

only more permanent residents join.⁷³

When asked what kind of leader training they had received during 1970, leaders answered they had had the following kinds of experience:

Individual Conference	42
Workshop	134
Training by Mail	51
Newsletter	123
Meetings	117
Other (camp training, etc.)	22

The content of training received included:

General knowledge about their specific youth group	155
Subject matter training	103
How to work with youth	80
Other (camp, handicraft, etc.)	19

One-third of the leaders (80) reported they had received general training about how to work with youth.

Training Needs. Leaders were asked if leader training was made available in 1971, what kind of training would be most helpful, assuming their own youth organization continued to present its own specialized training.

Leaders ranked the following in order of their importance:

⁷³James W. Matthews, loc. cit.

1. Helping youth mature and develop stands and values	142
2. Learning experiences and teaching methods	129
3. Program planning	120
4. Principles of working with groups, group dynamics or group interaction	99
5. Growth and development of youth	59
6. Communications	58
7. Understanding a youth program	35
8. Understanding yourself and others	31
9. Other (mostly wanting specific knowledge, recreation, song leading, arts and crafts, including native subject matter, camping and ideas for meeting preparations)	11
10. Working with parents	42

No area was included for help with working with parents and this appeared to be a big problem with leaders. Forty-two leaders mentioned it in their comments as an area where they needed help.

All of these 10 areas should be included in general leader training.

When asked what type of training would be most helpful, leaders ranked the following as their choices of kinds of training:

1. Several day workshop (4-5 days)	84
2. Neighborhood meeting	71

3. Series by mail	58
4. One meeting (1-2 all day)	49
5. Series of meetings (4 times a month)	41
6. Individual conference	23
7. Other (special schedules to fit in with work or children, etc.)	10

Asked if they would attend, leaders overwhelmingly agreed they would like to attend.

Yes	182
No	132
Question	13
No answer	8

A few felt they knew all they needed to know to work with youth. By far the large majority felt they needed all the help they could get and it would make them not only better leaders but better able to work with their own children. Of those who questioned if they could attend or answered no, several stated work schedules, children (14 said they could not attend unless they had babysitting at the meeting), leaving the youth program, and moving as reasons for not being able to attend.

Comments on the survey sheets varied greatly, but leaders sounded like very dedicated people, strongly interested in their own children and others. They felt parents had a responsibility to work with youth and youth groups. They believe quite strongly in their own youth

organizations and its ability to help in the development of young people. A few were looking for specific information about their own program, but most comments were broad. Ten per cent of the respondents felt the need to get together with other leaders and share experiences. Many of those who did want to attend training stressed their busy schedules and wanted to be sure that training they attended be of top quality and meet their needs.

CHAPTER VII
ANCHORAGE LEADER TRAINING NEEDS AS
REFLECTED BY SURVEY OF LEADERS AND PROFESSIONALS

The number of youth will increase steadily for the next 10 to 20 years according to population projections.

The number of available parents will be decreasing as more mothers go to work. Youth groups will need to think in terms of reaching more young people in the future with less adults typically called on to be leaders.

Reaching More Youth. At the same time, youth groups will need to increase their efforts to reach more than the one-third of the youth of the future.

Explorations already begun by youth groups into methods of reaching more youth will need to be intensified. Research and this survey showed that many youth are not being reached by programs. Special programs will need to be developed to reach them.

Youth Group Development. Youth groups are already studying their programs to make them more relevant to the times and this work will need to be continued. Leaders responding to the leader survey indicated they felt this was very important. They wanted to understand the youth of today and asked for help reaching them with the most effective program possible.

Training Needs. One way to reach more youth more effectively is through expanded leader training. Research shows that well trained leaders stay in the program, hence reaching more youth.

Based on research, surveys and interviews with workshop participants, it appears first year leaders should be trained by their own youth organization so they understand their program and their duties or tasks. They should also be placed with experienced leaders or where they can obtain help easily.

Research shows that leaders should have this training early. As soon as leaders have had some experience with groups, more intensive general training should begin.

One-third of the leaders responding to the questionnaire reported having training in how to work with boys and girls.

Leaders showed a strong interest in general training that would help them to bridge the generation or communication gap, understand the youth of today, help boys and girls develop into the adults of future years, help them with boys and girls in groups, and learn ways to better communicate with both youth and adults, especially parents. Not too many leaders mentioned understanding yourself and others as a need, but comments often mentioned a club member that leaders could not understand.

When general training meetings are scheduled, the following eight areas need to be covered thoroughly:

1. Helping youth mature and develop standards;
2. Learning experiences and teaching methods;
3. Program planning;
4. Principles of working with groups (group dynamics - group interaction)
5. Growth and development of youth;
6. Communications;
7. Understanding yourself and others;
8. Working with parents.

Along with these 8 general areas, some special help with song leading, recreation and arts and crafts would make a very busy and educational training experience.

Understanding a youth program could be added with each organization's professional presentation.

Training Workshop - Laboratory. Leaders surveyed showed a strong preference for the several day workshop. To be truly effective, this kind of experience should be in an isolated area where leaders can work together for several days with leaders from several organizations. It is proposed that this be set up as a training workshop - laboratory. A variety of kinds of very illustrative presentations with people expert in their field would not only give participants the most stimulating experience, but would teach the most.

Duke⁷⁴ in his research, suggested the following methods of presentation, all of which would be useful in the laboratory situation. In general, this workshop or laboratory should incorporate ideas of the

(1) Conference. A discussion by group members, usually lead by a chairman.

(2) Seminar. A group discussion which involves people in the process of exploration in dealing with a subject which does not have all the available answers.

(3) Forum. An event which gives those involved an opportunity to express their views; usually after the brief presentation of a topic by a speaker or a panel, film or other communication technique.

(4) Symposium. A series of presentations given by several people, which may reveal different aspects of a subject. Discussion, questions and answers may follow.

(5) Workshop. A loosely constructed program in which a group works together on a project. It is characterized by high participation. The participants decide on their own program of actions and work schedules. This technique usually involves a considerable amount of time.

Within the general overall framework of the workshop-laboratory, the following methods of presentation should be

⁷⁴J. P. Duke, loc. cit.

used as widely as possible:

1. Lecture. An oral presentation which presents factual material in a direct and logical manner. A lecture may or may not include audience participation. It is usually somewhat formal.

2. Panel. An orderly conversation carried on usually by two to five people before a group where different views and opinions are expressed. It is directed by a moderator.

3. Case Study. A presentation, usually written, which involves the study of a pre-selected case history or situation that deals with realistic problems. Group discussion may follow the presentation.

4. Group Discussion. An informal and basically democratic process of discussion by a group of persons on a special topic of information. The teacher does not participate in the discussion.

5. Buzz Session. A short, time-limited, discussion involving small groups which permits an exchange of ideas.

6. Committee. A small group of people working together to accomplish a special task through which the talents of each are used to reach the desired goal.

7. Role-Playing. An activity which gives participants an opportunity to act out an incident that

may exist in a real-life situation. The actors make up their parts as they go along. The group observes and analyzes the incidents. This is a technique for exploring solutions to processes involving emotions and attitudes.

8. Skit. A short, rehearsed, dramatic presentation used to dramatize incidents relative to a problem or situation. It is usually performed by a small number of people and can stimulate interest and future discussions.

9. Demonstration. A process of showing how to do something which involves operations, actions and procedures. It helps to visualize a process and makes it easier to understand. There are various degrees of length and involvement in the demonstration technique.

10. Individual Instruction. A personal conference with the instructor involving discussions related to the subject through which ideas or facts are revealed that enhance the instructor's presentations or a project on which the student is working. Enough group leaders should be available at the workshop to help individual leaders with special interest problems or projects.

11. Pictures. The presentation given which includes the use of visuals such as motion pictures, photographs, cartoons, charts and diagrams. A wealth of communication techniques may be presented through pictures.

12. Written Words. Such as textbooks, articles, outlines, summaries, notes, workbooks, manuals, and reports. It involves the student using these items. Also included in this method are the items prepared by the student.

Leaders should receive a broad selection of presentations so they may learn these methods of presentation to use in their own club situation. Other methods such as the following, should not be overlooked:

13. Special projects - to meet the special interests of each leader attending.

14. Cassette recordings - of speakers at programs or others for restudy or additional study. These could be used after the workshop.

15. Teleteaching - a new technique which should not be forgotten. (It has been used in Alaska at least once at the University of Alaska in Fairbanks.) It involves a telephone lecture which could help bring a speaker's voice from anywhere in the USA. Minnesota reports good success, according to McKay⁷⁵ and Larson.⁷⁶

⁷⁵Gerald McKay, "Teleteaching - Party Line Revived," Extension Service Review, November, 1970, pp. 10-11.

⁷⁶Personal letter from Marian Larson, Assistant 4-H & Youth Development Leader, University of Minnesota, Agricultural Extension Service, December 14, 1970.

Speakers usually talk no longer than 20 minutes and then break for questions. All but one group had visuals which were sent to a group leader who previewed these and presented them during the meeting. Visuals included slides, overhead transparencies and samples. Mimeographed handouts were also used at some meetings. Talks without visuals were reported to have lower audience interest.

16. TV. Video taping outstanding presentations would mean that this part of the workshop could be reviewed or saved to present later for TV training. Augie Hiebert, a member of the State's Educational TV Committee sees educational TV for Anchorage in the next two to five years. It would be expensive to produce here and must be presented in an artistic method to have the most impact.⁷⁷

17. Microteaching would be one way of showing actual club experiences to workshop-laboratory members. An actual club meeting is video-taped. The meeting can be evaluated and the leader can present the same meeting again to another group.⁷⁸ The idea has many variations and could make training meetings stimulating. It could also be used in training by mail or at individual meetings.

⁷⁷Augie Hiebert, KTVA, personal interview.

⁷⁸Linda Rienks, "Microteaching: A Self Evaluation Technique," Forecast for Home Economics, September, 1970, pp. 110-111.

Multi-Media Presentation. It is very important that leader training materials developed be prepared in a number of ways so all leaders may take advantage of their use. To do this, it will be necessary to develop written materials and visuals to go along with each phase of the training. These may be used at workshop - laboratory training, at group meetings, or by individuals. All lessons or individual lessons could be used as needed.

If these were developed along the "Mini-lesson"⁷⁹ concept, they could be used at the workshop - laboratory, as training by mail and at neighborhood meetings. These are single concept kits, consisting of a lesson similar to individual lessons of the Program by Mail series which follows.

Leader Training By Mail. Several types of leader training by mail have been developed, which should be studied.

1. Programs By Mail. Burand's "Programs By Mail" now in use in Alaska through the University of Alaska, was designed to be used by a group with or without professional help or by an individual. She points out it is important to write these programs at the amateur level.

⁷⁹Marjorie Stewart, "A Mini-lesson for Maxi Learning," What's New in Home Economics, November-December, 1970, pp. 39-40.

Each lesson includes leaders' information, (a general resume' program), notes to the leaders (more detailed instructions), leaders' guide, and meeting outline.

Also included is information in depth on the subject, handout materials, additional suggestions and visual aids. Ideas are also included for changing pace at the meeting through circular discussions, role playing, skits, buzz groups and the use of flannelgraphs, chalk talks, posters and other visuals.

The series developed is home furnishings, but Mrs. Burand points out "that mail order education seems to be a practical way to multiply the effectiveness of Alaska's adult education, regardless of specialization."⁸⁰

Similar kinds of programs are also in use in Wisconsin, Oregon, Colorado and Pennsylvania.

2. Individual Training by Mail. Several states have experimented with home study series, including Alaska, Minnesota, Kansas, Oregon and Ohio.

Training by mail series' average five to eight lessons. Each is designed with answer sheets to be completed by leaders.

Kansas reports that tests at the beginning and end

⁸⁰Jean K. Burand, A Pilot Project in the Preparation and Use of Program Packages in Home Economics for Alaska's Homemakers, Unpublished Thesis, University of Alaska, College, May, 1968, pg. 41.

of the series show leaders' growth and evaluate learning and changes of attitudes.⁸¹

3. Programed Learning. West Virginia, California, and Colorado have each recently introduced programed learning self study courses for adult 4-H leaders. West Virginia's is a typical first year leader training series stressing 4-H history and explaining the program.

Special note must be made of the California⁸² and Colorado⁸³ booklets. Both cover general training materials which could be adopted by other youth groups. They stress educational principles and are very well done.

Several commercial companies have also developed programed materials that are well assembled. Bonnie Bell has developed an excellent grooming series which includes three chapters usable for youth leader training:

Is Your Image Important?

Who Am I?

Personality . . . Can You Define You?

The method of presentation of this series deserves

⁸¹Marjorie Tennant, "4-H Leaders Learn by Mail," Extension Review, November, 1970, pg. 3.

⁸²Gladys L. Boone, Member Involvement - Your Key to Success, University of California, Agriculture Extension Service, Haywood 4-H - G60, Rev. 135, 135 pg.

⁸³Self Study Course for Adult 4-H Leaders, Human Factors Research Laboratory, Colorado State University, Ft. Collins, 1970, 121 pg.

special mention. It is packaged in a notebook with each chapter arranged so the teacher may present it as a lesson or it can be used by individuals. The set includes record, slides, transparencies, ditto tests, outlines and references. It also includes excellent planning ideas, including ways to get resource people.⁸⁴

HELP Series developed by Home Economics and Health, Division of Vocational & Adult Education, Alaska State Department of Education should be studied. These are 'programed learning series' adopted from UNIPAC, Home Economics Education Department, 212 Education Building, University Park, Pennsylvania 16802.

The Alaska State Department of Education is also using another interesting program series called ZZ000 mmm at the Adult Conservation Camp developed by Leadership Motivation Institute.

Selected References. One big problem encountered in developing leader training programs is assembling background material, including reference materials, booklets, films, etc. These need to be used not only for preparing lessons, but many should also be available to use as hand-out material or be made available in a reference library for local leaders.

⁸⁴The Teacher's Great Looks Book, Bonnie Bell, P.O. Box 6177, Cleveland, Ohio 44101, 1970.

Among the books of general interest which might be helpful to instructors are:

- Beal, George M., Bohlen, Joe M., Raudabaugh, J. Neil. Leadership and Dynamic Group Action, Iowa State University Press, Ames, Iowa, 1962.
- Biddle, W. W., The Cultivation of Community Leaders, Harper & Brothers, New York, 1953.
- Bonner, Huber, Group Dynamics: Principles and Applications, Ronald Press, New York, 1959.
- Bossard, J. H. S. and Boll, Eleanor S., The Sociology of Child Development, Harper and Row, 1966 (4th edition).
- Browne, C. G. and Cohn, Thomas S., The Study of Leadership, The Interstate Printers and Publishers, Inc., Danville, Illinois, 1958.
- Chisholm, Brock, Can People Learn to Learn? Harper, New York, 1958.
- Cohen, Nathan E., The Citizen Volunteer, Harper & Brothers, New York, 1960.
- Davis, Daniel R. and Herrald, Kenneth H., Leadership in Action, Arthur C. Publications, New London, Connecticut, 1954.
- Erickson, Erik H., Childhood and Society, W. W. Norton and Company, 1963 (2nd edition).
- Ginott, Haim, Between Parent and Child, Macmillan, 1965.
- Havighurst, Robert J. and Orr, Betty, Adult Education and Adult Needs, Center for the Study of Liberal Education for Adults, 1956.
- Havighurst, Robert J. and Neugarten, Bernice L., Society and Education, Boston, Allyn & Bacon, 1957.
- Jennings, Eugene E., An Anatomy of Leadership, Harper & Brothers, New York, 1960.

- Kidd, J. Roby, How Adults Live, Associated Press, 291 Broadway, New York, 1959.
- Knowles, Malcolm S. and Knowles, Hulda, Introduction to Group Dynamics, Associated Press, 291 Broadway, New York, 1959.
- Lifton, Walter M., Working With Groups: Group Process and Individual Growth, Wiley, New York, 1961.
- Lippitt, Gordon L., The Leader and Group Effectiveness, Associated Press, New York, 1962.
- Lippitt, Gordon L. (ed.) Leadership in Action, National Training Laboratories, National Education Association, Washington, D. C., 1961.
- Merrilfield, Charles W., Leadership in Voluntary Enterprise, Oceana Publications, Inc., 80 Fourth Avenue, New York, 1961.
- Miles, Matthew B., Learning to Work in Groups, Teachers College, Columbia University, New York, 1959.
- Murray, Janet P. and Murray, Clyde E., Guide Lines for Group Leaders, Whiteside, Inc., and William Morrow and Company, Inc., New York, 1954.
- Naylor, Harriet H., Volunteers Today - Finding, Training and Working With Them, Association Press, New York, 1967.
- Planning and Training for Effective Leadership, Cincinnati Society for the Advancement of Management and the Foundation for Research on Human Behavior, University of Michigan, Ann Arbor, Michigan, 1956. Library of Congress 56-10985.
- Solomon, Ben, Leadership of Youth, Youth Service, Inc., Putnam Valley, New York, 1950.
- Stenzel, Anne K. and Fenney, Helen, Volunteer Training and Development - A Manual for Community Groups, Seabury Press, New York, 1968.
- Taylor, Jack W., How to Select and Develop Leaders, McGraw-Hill Book Co., Inc., New York, 1962.

Tead, Ordway, The Art of Leadership, Writtsesey House, McGraw-Hill Book Co., Inc., 1935.

Thelen, Herbert A., Dynamics of Groups at Work, University of Chicago Press, 1954.

Trecker, Harleign B. and Trecker, A. R., How to Work With Groups, Women's Press, New York, 1952.

Uris, Auren, How To Be A Successful Leader, McGraw-Hill Book Co., Inc., 1953, Library of Congress 53-8019.

Several series' of materials have been developed which would be useful for instructors and as resource materials, including:

Associated Press, Leadership Library, 291 Broadway, New York, New York 10007:

How to Attend a Conference - Dorothea F. Sullivan
 How to Be A Modern Leader - Lawrence K. Frank
 How to Help Folks Have Fun - Helen and Larry Eisenberg
 How to Lead Group Singing - Helen and Larry Eisenberg
 How to Plan Informal Workshop - Winnifred C. Wygal
 How to Work With Your Board and Committee - Louis H. Blumenthal
 How to Help Groups Make Decisions - Grace Louk Elliott
 How to Be A Board or Committee Member - Roy Sorenson
 How to Develop Better Leaders - Malcolm and Hulda Knowles
 How to Help People - Rudolph M. Wittenberg
 How to Plan and Conduct Workshops and Conferences - Richard Beckhard
 How to Use Audio-Visual Materials - John W. Bachman
 How to Use Role Playing Effectively - Alan F. Klein
 How to Work With Teen-age Groups - Dorothy M. Roberts

Dollar Leadership Library, Youth Service, Inc., Putnam Valley, New York:

Leadership of Girls - Ethel M. Bowers
 Leadership of Youth - Ben Solomon
 Recreation Leadership of TEEN-AGERS - Ethel M.
 Bowers
 Training Youth for Leadership - Ben Solomon
 You Can Be A Leader - Ben Solomon

Leadership Monographs. Leadership Resources, Inc.,
 1025 Connecticut Avenue, Washington, D. C.
 \$1.00 - \$1.25 each:

The Leader Looks at - Leadership Dilemma - W. H.
 Schmidt #1
 The Leader Looks At - Authority & Hierarchy -
 D. S. Brown #2
 The Leader Looks At - Group Effectiveness - G. L.
 Lippitt #3
 The Leader Looks At - Self Development - M. S.
 Knowles #4
 The Leader Looks At - Process of Change - T. R.
 Bennett, II #5
 The Leader Looks At - Decision-Making - D. S.
 Brown #6
 The Leader Looks At - Communication - L. E. This
 #7
 The Leader Looks At - Individual Motivation -
 P. C. Buchanan #8
 The Leader Looks At - Creativity - Irving R.
 Weschler #9
 The Leader Looks At - Consultative Process -
 Richard Beckhard #10
 Youth Leadership and Group Effectiveness
 Youth Leadership and Learning Climate - M. S.
 Knowles

National Education Association, 1201 16th Street,
 N.W., Washington, D. C.
Adult Education Association - Leadership Pamphlets

"How to Lead Discussions" #1
 "Planning Better Programs" #2
 "Taking Action in the Community" #3
 "Understanding How Groups Work" #4
 "How to Teach Adults" #5
 "How to Use Role Playing" #6
 "How to Lead Discussions"
 "Supervision and Consultation" #7
 "Training Group Leaders" #8
 "Conducting Workshops and Institutes" #9

"Working With Volunteers" #10
 "Conference That Works" #11
 "Getting and Keeping Members" #12
 "Effective Public Relations" #13
 "Better Boards and Committees" #14
 "Streamlining Parliamentary Procedure" #15
 "Training in Human Relations"
 "Understanding How Groups Work"

National Education Association, 1201 16th St., N.W.,
 Washington, D. C.

National Training Laboratories, 1961

Group Development - Leland P. Bradford #1
 Leadership In Action - Gordon L. Lippitt #2
 Human Forces in Teaching and Learning - Leland P.
 Bradford #3
 Forces in Community Development - H. Curtis and
 Dorothy Mial #4

University of Alaska, Correspondence Study, 105
 Eielson Building, College, Alaska 99701
Family Life Programs by Mail (Tapes and booklets)

You and Tension - P281
 Understanding Behavior - P283
 Helping Children Develop Responsibility - P284
 Family Communications - P286
 Teen-Agers - P287

Materials of interest in specific areas which might
 be used as resources are as follows:

Helping Youth Mature and Develop Standards - Values:

Moral Values in Today's World, Roberta C. Frasier,
 PNW 94, June, 1968, (10 cents each)

Helping Children Develop Responsibility, Roberta C.
 Frasier, PNW 83, November, 1968, (5 cents each)

Helping Children Develop Moral Values, Ashley
 Montagu, Science Research Associates, 259 East
 Erie St., Chicago, Ill. 60611. (\$1.20)

The Way of Understanding by Sarah Louise Arnold.
 (\$1.00 - G.S. Cat. No. 19-560)

Your Child's Sense of Responsibility by Edith G. Neisser. Public Affairs Committee, 381 Park Ave. So., New York, N. Y. 10016 (25 cents)

Article:

Quality of Life: Youth's Involvement Forum, Fall/Winter, 1970, J. C. Penney Co., Inc., 1301 Avenue of the Americas, New York 10019

Filmstrip:

"We Are All Brothers." Public Affairs Committee, 381 Park Ave., So., New York, N. Y. 10016 (\$3.50)

Slide Series with Tape:

Growing Up in the Kind of World With Values to Live By, J. C. Penney Co. (80 slides) Shows life today in all its forms and the problems youth face.

Video Tape:

Rings and Things, (Traditional people and contemporary society) Video tape of a speech by Howard Higman, Head of Sociology Department, University of Colorado, Boulder. Available at Anchorage Community College, Adult Basic Education Department.

Communications:

Family Communication, Roberta Frasier, PNW 61, November, 1968, (5 cents each)

Communication and Its Role in Leadership, Daryl J. Hobbs & Ronald C. Powers, Iowa State University, Co-Op Ext. Ser., Ames, Iowa, September, 1962, Soc. 2, 13 pg.

Are You Listening? by R. Nichols and L. A. Stevens, McGraw Hill Book Co., 330 West 42nd St., New York, N. Y. 10036 (\$4.95)

Communications by Howard Wilson. Administrative Research Associates, Box 3, Deerfield, Ill. 60015. (75 cents)

How To Say What You Mean. Reprint from Nation's Business, 1615 H St., N.W., Washington, D. C. 20006 (25 cents)

Language in Thought and Action by S. Hayakawa. Harcourt, Brace & World, 757 Third Ave., New York, N. Y. 10017 (\$3.25)

The Silent Language by Edward T. Hall. Fawcett Publications, Fawcett Place, Greenwich, Conn. 06830. (60 cents)

Understanding Other Cultures by Ina Corinne Brown, Prentice-Hall, Englewood Cliffs, N. J. 07632 (\$1.95)

Carpenter, E.; McLuhan, M., Explorations in Communication. Boston: Beacon Press, 1968.

Cherry, C., On Human Communication. New York: Science Editions, Inc., 1961.

Tape:

Are You Listening? No. 83830, 6 min. tape. (\$3.50)
J.C. Penney, 1301 Avenue of the Americas, New York 10019.

Growth & Development of Youth:

Child Guidance Techniques. Roberta C. Frasier, PNW 64, November, 1968 (15 cents)

Childrens Behavior, Rita E. Bergman, Jericho, New York, Exposition Press, 1968, 436 pp. (\$12.50)

Growth - Development Booklet - Youth Ages 0 - 18. Co-op Ext., University of Wisconsin, 14 pp.

Youth - The Years from Ten to Sixteen, Gessell - Ilg. Ames, Harper & Brothers Publisher.

How Children Develop, College of Education, Ohio State University, Columbus, Ohio.

Nutured by Love: A New Approach to Education, Shinichi Suzuki Jericho, New York: Exposition Press, 1969, 121 pp. (\$5.00)

Learning Experiences & Teaching Methods:

A Guidance of Learning Activities, Wm. H. Burton,
New York; Appleton, Century Crofts, 1962.

Learning Through Games: A New Approach to Problem Solving. Elliot Carlson, Washington, D. C.,
Public Affairs Press, 1969, 183 pp. (\$4.50)

Counseling and Interviewing Adult Students. Nation-
al Education Association, 1201 16th St., N. W.,
Washington, D. C. 20036 (40 cents)

For Volunteers Who Interview. Welfare Council,
National Chicago Volunteer Bureau, 123 West
Madison St., Chicago, Ill. 60602. (\$1.00)

Interviewing -- Its Principles and Methods by
Annette Garrett, Family Service Association, 44
East 23rd St., New York, N. Y. 10010 (\$1.50)

A Primer for Teachers and Leaders by LeRoy Ford,
Broadman Press, 127 Ninth Ave., N., Nashville,
Tenn. 37203. (\$2.75)

How Adults Can Learn More -- Faster. National
Association of Public School Adult Educators,
1201 16th St., N.W., Washington, D. C. 20036
(\$1.00)

How Do Your Children Grow? Association of Childhood
Education International, 3615 Wisconsin Ave. N.W.,
Washington, D. C. 20016 (75 cents)

Principles of Working With Groups, Group Dynamics or Group Interaction:

Leadership, What Is It? Its Dimensions. Daryl J.
Hobbs, Ronald C. Powers, Iowa State University,
Co-Op Ext. Ser., Ames, Iowa, September, 1962,
SOC-1 15 pp.

The Leader . . . and The Group. Daryl J. Hobbs,
Ronald C. Powers, Iowa State University, Co-op
Ext. Serv., Ames, Iowa, September, 1964, SOC-4
14 pp.

Group Member Roles for Group Effectiveness. Daryl J. Hobbs, Ronald C. Powers, Iowa State University, Co-Op Ext. Ser., Ames, Iowa, September, 1962, SOC-3, 15 pp.

Selling Ideas and Programs Through Social Action. Wilber E. Ringler & Curtis Trent, Ext. Serv., Kansas State University, Manhattan, C 326, June, 1964, 11 pg.

Leadership of Teen Age Groups, Dorothy M. Roberts, New York, Association Press, 1950.

Dynamics of Groups at Work, Herbert A. Thelen, Chicago, University of Chicago Press, 1954.

Here's How and When by Armilda B. Keiser. Friendship Press, 475 Riverside Dr., New York, N. Y. 10027. (\$2.75)

To Lead or Not To Lead by Eugene E. Dawson. Adult Education Association, 1225 19th St., N.W., Washington, D. C. 20036 (25 cents)

Your Meetings Can Get Results. Reprint from Nation's Business, 1615 H St., N.W., Washington, D.C. 20006 (25 cents)

How To Help Groups Make Decisions by Grace L. Elliott. Association Press, 291 Broadway, New York, N. Y. 10007 (\$1.00)

Introduction to Group Dynamics by Malcolm and Hulda Knowles. Association Press, 291 Broadway, New York, N. Y. 10007 (25 cents)

Memorandum to Discussion Leaders by Nina Ridenour. Human Relations Aids, 104 East 25th St., New York, N. Y. 10010. (25 cents)

So You Want To Help People by Rudolph M. Wittenberg. Association Press, 291 Broadway, New York, N.Y. 10007. (\$3.50)

The Children We Teach by Nina Ridenour. Mental Health Materials Center, 104 East 25th St., New York, N. Y. 10010 (50 cents)

Can An Adult Change? by Robert L. Sutherland. Hogg Foundation for Mental Health, University of Texas, Austin, Texas 78712. (25 cents)

Understanding Yourself and Others - Impersonal Relations

Your Child and the World of Tomorrow by Donald N. Michael. National Education Association, 1201 16th St. N. W., Washington, D. C. 20036 (35 for \$1.00)

A Primer For Parents by Mary Ellen Goodman. Anti-Defamation League of B'nai B'rith.

All Children Have Gifts. Association for Childhood Education International.

Basic Concepts for Parents by Ethel Kawin. Macmillan Co.

Children, March-April, 1965. Children's Bureau, U.S. Department of Health, Education, and Welfare.

How Children Can Be Creative by Wilheminal Hill, Helen K. Mackintosh, and Arne Randall. U. S. Department of Health, Education, and Welfare.

Rearing Children to Meet the Challenge of Change by Dan W. Dodson. National Conference of Christians and Jews.

Shall Children, Too, Be Free? by Howard A. Lane. Anti-Defamation League of B'nai B'rith.

Your Child's Mental Health by William W. Wattenberg, National Education Association.

Articles:

Toward Self Actualization, Forum, Fall/Winter, 1969, J. C. Penney Co., Inc., 1301 Avenue of the Americas, New York 10019.

Sensitivity in Interpersonal Relationships, Forum, Spring/Summer, 1970, J. C. Penney Co., Inc., 1301 Avenue of the Americas, New York 10019.

Filmstrips:

Awareness: Insight Into People. J. C. Penney Co., Inc., 1301 Avenue of the Americas, New York, 10019, Guide, Filmstrip ("Becoming Aware"), record, case studies and game (Being Aware) (\$11.50)

"Your Child and the World of Tomorrow." National Education Association, 1201 16th St., N. W., Washington, D. C. 2-036 (\$7.00)

Video Tape:

The Non Sum Zero Game or The Bees in the Alfalfa. Interpersonal relations, video tape of speech by Howard Higman, Head of Sociology Department, University of Colorado, Boulder, available at Anchorage Community College, Adult Basic Ed.

Program Planning

Leadership Publications, Inc., P. O. Drawer 629, Mansfield, Ohio.

Officer Aid Kit - \$2.85 each.

Officer Briefs and Tools - \$1.50 each.

President, Secretary, Treasurer Program and Leaders Kits - \$2.85 each

and other materials.

Round Table or Workshop. After the general leader training workshop - laboratory, leaders of all youth organizations may want to get together monthly or bi-monthly to share ideas and experiences.

Six leaders who attended the Alyeska leaders' workshop were interviewed and evaluation sheets of more than 30 participants were studied. Almost all felt that one of the best experiences of the workshop was the sharing of ideas across the lines of youth organizations. These workshops could also assist in developing further areas of leaders' needs and content.

Perhaps this is the place where some other group or

agency might be of assistance. Would it be possible for the University to help at this stage of the program? There are many resource people and areas of specialization which could be useful. The leadership workshops (See Appendix) were a function of the University of Alaska Cooperative Extension Service.

The University of Alaska, Anchorage, might be a resource which could be utilized. (For example, The Human Relations Center announced recently by Dr. Doyle.) These kinds of meetings would need some direction and programing other than just exchanging of ideas. In a way, they would be similar to a family counseling group.

Youth Council. A Youth Council made up of professionals of all interested youth organizations might be very helpful. Such a group could be invaluable in planning for general leader training programs. Together, these groups could combine resources, money and leaders to bring outstanding participants to training sessions.

These professionals are well trained, but a nationwide study pointed out the need for professional workers to have more psychology, sociology, vocational, career guidance, child development and family living training.⁸⁵

⁸⁵E. E. Golden, and others, Research Results of 1964 4-H Survey Questionnaire, 4-H Young Men and Women Committee, National Association of County Agriculture Agents, (mimeographed) pg. 3.

Outside speakers and sharing of ideas could be helpful to each organization.

Besides reviewing up-to-date research and utilizing the talents of each professional toward developing materials and programs of mutual interest, this group might also schedule activities and events beneficial to all groups. Youth groups are not in competition with each other but supplement the work of each other. All are trying to do the same thing, develop boys and girls, with a slightly different emphasis.

SUMMARY

Six educational youth organizations, active in Anchorage, were studied during 1970. Directors of each group were personally interviewed to describe their group.

Research and training materials were reviewed which were relevant to understanding and training leaders.

Two hundred forty-two local leaders were surveyed to discover their background and training needs.

From this survey developed a profile of the average leader. Leaders were generally women, 30-39 years old, with children involved in the youth program, their education was higher than the state average. These women did not work. They had belonged to a youth organization as a member. More than half had volunteered to become a leader.

This survey also pointed up the following areas of need for general leader training in order of their importance to leaders:

1. Helping youth mature and develop standards - values;
2. Learning experiences and teaching methods;
3. Program planning;
4. Principles of working with groups - group dynamics or group interaction;
5. Growth and development of youth;

6. Communications;
7. Working with parents;
8. Understanding yourself and others.

Leaders' choices of kind of training were a several day workshop, neighborhood meeting and series by mail.

As this research developed, it suggested several areas where further study might be indicated:

1. Leader Training Program. A comprehensive general leader training program should be developed which can be used by all youth organizations.

It needs to be planned to be presented at a several day workshop - laboratory, but should also be adaptable to use at individual meetings and for home study by individual leaders.

2. Broader Survey. Only one-third of youth belonged to these organizations. A broader study of church, social-service and school group organizations might be interesting. Does this one-third also belong to these organizations? Is there much duplication? Or, are all youth being reached by some group?

3. Quality of the Program - Dialogue with Youth. Some research showed that youth did not always feel organizations were relevant. Are groups meeting the needs of youth? What is the significance of belonging? Do older youth want to belong or should concentration be placed on

helping younger members?

4. Relation of School and Family to Youth Group Participation. An in depth study of family and school background might be beneficial. What are families like of youth group members? Their ethnic, financial and educational background? How well are these youth doing in school in relation to non-members? Did parents belong to an organization?

5. Special Programs. Research indicated that groups were attempting to reach more youth. Special programs might help to reach more youth, such as disadvantaged, handicapped, native, mentally retarded and older teens.

Anyone planning to develop programs for the disadvantaged will find a wealth of information and help. One excellent series Arkansas has developed should be studied:

U. G. Ward, Jr. and Lloyd L. Rutledge, Reaching the Unreached - Preliminary Report. Agricultural Extension Service, University of Arkansas, Little Rock, 1966, MP. 94, 23 pg.

U. G. Ward, Jr., Leadership for Reaching the Unreached, Agricultural Extension Service, University of Arkansas, Little Rock, 1968, MP. 102, 25 pg.

_____, Camping for the Unreached, Agricultural Extension Service, University of Arkansas, Little Rock, MP. 103.

Fred P. Futchey and others, Educational Impact of Arkansas Special 4-H Work, Agricultural Extension Service, University of Arkansas, Little Rock, 1970, MP. 121, 26 pg.

BIBLIOGRAPHY

A. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS

- Banning, John W., Recruiting and Training 4-H Leaders - What Studies Show, Federal Extension Service, U. S. Department of Agriculture, PA, Washington: Government Printing Office, April, 1970. 9 pg.
- Boy Scouts of America, A Program with a Purpose, No. 3024, Boy Scouts of America, 1968. 4 pg.
- Boy Scouts of America, Boy Scout Leader Training Manual, New Brunswick, New Jersey, 1965, 142 pg.
- Boy Scouts of America, Cub Scout Leader Training Manual, New Brunswick, New Jersey, 1967, 102 pg.
- Boy Scouts of America, Explorer Leader Training, New Brunswick, New Jersey, 1969, 29 pg.
- Boys' Clubs of America, Good Kids Don't Grow on Trees, Boys' Clubs of America, 8 pg.
- Boys' Clubs of America, Why A Boys' Club? Boys' Clubs of America, 8 pg.
- Camp Fire Girls, Inc., Camp Fire is Something to Grow On, No. D 329, 1969, 38 pg.
- Camp Fire Girls, Inc., No Title, No. D 508, 1969, 26 pg.
- Colorado State University, Self Study Course for Adult 4-H Leaders, Human Factors Research Laboratory, Colorado State University, Ft. Collins, 1970, 121 pg.
- Development Research Associates, Inc., Anchorage Area Overall Economic Development Plan, September 13, 1967, Prepared for Greater Anchorage Area Borough Economic Development Commission, Juneau, Alaska, Second Revision, January 31, 1968, 51 pg.
- Girl Scouts of USA, Design for Learning, The Girl Scout Leader Training Design, New York, 133 pg.

- Girl Scouts of USA, The Girl Scout Troop Committee, New York, 1968, 8 pg.
- Herzog, Elizabeth, Sudia, Cecelia E., Rosengard, Barbara, Teen Agers Discuss the "Generation Gap," Youth Reports No. 1. United States Department of Health, Education and Welfare, Office of Child Development, Children's Bureau, 36 pg.
- McAuliffe, Joseph V., Select the 4-H Leader for the Job, Federal Extension Service, Department of Agriculture, PA 511, Washington: Government Printing Office, 1962, 8 pg.
- Sabrosky, Laurel K., Recruiting 4-H Club Leaders, A Guide for Extension Agents, Federal Extension Service, U. S. Department of Agriculture, Washington: Government Printing Office, 1965, 16 pg.
- Sabrosky, Laurel K. and Kelley, Fern I., Let's Strengthen Our Local 4-H Leader Training, Federal Extension Service, U. S. Department of Agriculture, Washington: Government Printing Office, 1959, 14 pg.
- State of Alaska, Alaska's Manpower Outlook 70's, Department of Labor, Research and Analysis Section, Pub. No. 2, 1970, 52 pg.
- U. S. Department of Agriculture, Federal Extension Service, Focus on Youth and 4-H. (Script of a slide series) 19 pg.
- U. S. Department of Agriculture, Federal Extension Service, Innovative 4-H Programs, Projects and Activities, Western States, Washington: Government Printing Office, 1968, ER & E-46 (9-68) 38 pg.
- U. S. Department of Agriculture, Federal Extension Service, This Is 4-H, PA 526, Washington: Government Printing Office, June, 1967, 16 pg.
- U. S. Department of Agriculture, Federal Extension Service, Youth's Ideas for Better 4-H Programs in the 1970s, Washington: Government Printing Office, 1969, 4-H 70 (8-69) 8 pg.
- U. S. Department of Commerce, Bureau of Census, Alaska - General Population Characteristics, PC(V2)3, Washington: Bureau of the Census, 1971, 7 pg.

- U. S. Department of Commerce, Bureau of Census, 1960 Census of Population, Vol. 1, Characteristics of the Population, Part 1, United States Summary, Washington: Government Printing Office, 1964.
- U. S. Department of Commerce, Bureau of Census, Special Censuses, Special Census of Greater Anchorage Area Borough, Alaska, October 11, 1968, Series P-28, No. 1482, Washington: Government Printing Office, 1969.
- U. S. Department of Commerce, Bureau of Census, U. S. Census of Population: 1960, General, Social and Economic Characteristics, Alaska, Final Report PC(1)-3C, Washington: Government Printing Office, 1960.
- U. S. Department of Health, Education and Welfare, Social and Rehabilitation Service, Children's Bureau and the Population Bureau, The Nation's Youth, Pub. No. 460, Washington: Government Printing Office, 1968, 44 charts, 88 pages.
- Young Mens Christian Association, Your Community YMCA in Anchorage (printed pamphlet).

B. PERIODICALS

- Brown, Emory J., "Increasing 4-H Impact," Journal of Cooperative Extension, Fall, 1967, pg. 141-147.
- Institute of Life Insurance, "Parents Can Over-Do Good Deeds," Family Financial Planning, October, 1970, pg. 1.
- Johnson, Jimmy P. and Sollie, Carlton R., "Training as Perceived by 4-H Leaders", Journal of Cooperative Extension, Fall, 1968, pg. 164-170.
- Lorge, Irving, "Adult Learning," Adult Education, II, June, 1952, pg. 159.
- McKay, Gerald, "Teleteaching - Party Line Revised," Extension Service Review, November, 1970, pg. 10-11.
- Myers, Basil, "Leader Needs," Journal of Cooperative Extension, Vol. VII, Winter, 1969, No. 4, pg. 195.
- Nelson, Josephine B., "4-H As a Britisher Sees It," Extension Service Review, February, 1970, pg. 14-15.

- Rienks, Linda, "Microteaching: A Self Evaluation Technique," Forecast for Home Economics, September, 1970, pg. 110-111.
- Stewart, Marjorie, "A Mini-Lesson For Maxi Learning," What's New in Home Economics, November-December, 1970, pg. 39-40.
- Tennant, Marjorie, "4-H Leaders Learn by Mail," Extension Service Review, November, 1970, pg. 3.

C. PUBLISHED

- Alexander, Frank D., Study of First Year 4-H Club Leaders in New York State, Tenure, Characteristics of Leaders and Evaluation of Job Performance by 4-H Agents, Cornell University, Ithaca, New York, Extension Study No. 12, 1966, 176 pg.
- Boone, Gladys L., Member Involvement - Your Key to Success, University of California Agriculture Extension Service, 4-H - 660, Rev. 135, 135 pg.
- Brown, Emory J. and Boyle, Patrick G., 4-H in Urban Areas - A Case Study of 4-H Organization and Program in Selected Urbanized Areas, National 4-H Club Foundation, Washington, D. C., 1964, 37 pg.
- Carter, G. L., Jr., "Leader Training Based on Adult Needs," Selected Readings and References in 4-H Club Work, National Agricultural Extension Service for Advanced Study, University of Wisconsin, 1961, pg. 109-114.
- Clark, Robert C., "A Review of Leadership Studies," Selected Readings and References in 4-H Club Work, National Agricultural Extension Service for Advanced Study, University of Wisconsin, Madison, 1961, pg. 85-90.
- Colorado State University, A People and A Spirit, (A condensation of the Report of the Joint USDA-NASULGC Study Committee on Cooperative Extension) Ft. Collins: Colorado State University, 1968, 20 pg.
- Evenson, Norman, "Participation in Voluntary Organizations by Wisconsin Rural Youth of Differential Socio-economic Levels," Recent Research in Cooperative Extension Work - Part I & II (Summary) Ph.D. Thesis, University of Wisconsin, Cooperative Extension Service, 1966, 10 pg.

Golden, E. E., and others, Research Results of 1964 4-H Survey Questionnaire, 4-H, Young Men and Women Committee, National Association of County Agriculture Agents (mimeographed) 4 pg.

Havighurst, Robert J., Developmental Tasks and Education, New York: McKay, Inc., 1952, 100 pg.

New Mexico State University Cooperative Extension Service, New Mexico 4-H Leadership Series, Cooperative Extension Service, New Mexico State University, University Park.

Niederfrank, E. J. and others, 4-H Leads in Fannin County, Summary of An Informal Experimental Project In 4-H, Cooperative Extension Service, Texas A & M University, College Station, 1969, 8 pg.

Penney, J. C. Co., Growing Up in This Kind of World With Values to Live By, J. C. Penney Co., New York, (80) Slide and tape presentation.

University of California Agriculture Extension Service, "What Kind of Training do 4-H Leaders Want?" Ideas About 4-H Clubs in California, University of California, Agricultural Extension Service, October, 1960, 4 pg.

University of Wisconsin Cooperative Extension Service, Passport to Leadership, Series of 7 filmstrips, Leadership Committee, Division of Human Resource Development, Educational Communication Community Programs, Department of Youth Development - Sears, Roebuck Foundation, Madison, 1970.

D. UNPUBLISHED

Burand, Jean K., "A Pilot Project in the Preparation and Use of Program Packages in Home Economics for Alaska's Homemakers (unpublished thesis), University of Alaska, College, May, 1968, 40 pg.

Crisp, Ann, "Summary of B-4 Program as conducted in Alaska the Summer of 1970," Cooperative Extension Service, University of Alaska, College, November, 1970, 18 pg.

Dalla Pozza, Ada B., "Some Factors Related to the Training of Selected Community 4-H Club Organizational Leaders

in North Carolina, Masters Thesis, University of Tennessee, 1966. (Graduate Summary) 4 pg.

Duke, J. P., "An Extension 4-H Leadership Development Training Program - Concepts and Methods," Louisiana State University, Baton Rouge, unpublished thesis, 121 pg.

Ham, Don G., "Jasper County Missouri Youth Survey, A Process for Youth Program Development," unpublished Special Problem Report, University of Missouri, Columbia, 1965, 77 pg.

Havens, James E., "An Analysis of a Training Program for Washington's New 4-H Leaders, Washington State University, Pullman, 1966 (Graduate Study Summary) 10 pg.

Matthews, James W., "Residential Factors and Their Relation to Participation in Adult Education and Community Organizations in an Alaskan Urban Community," Ph.D Thesis, University of Wisconsin, Madison, 180 pg.

Monosmith, R. O., (Speech) "Planning Modern Flexible 4-H Programs to Meet the Needs of Today's Youth," from Report of the Regional 4-H Leader Forum, National 4-H Club Foundation, Washington, D. C., 1970.

"Preliminary Report on Youth Study, Ad. Hoc. Committee Concerned About Youth of the Armed Services YMCA," George Sharrock, Chairman, 3 pg. (mimeographed)

Sandberg, Harlem D., "Identifying Factors Associated with Tenure of First Year Adult Volunteer 4-H Leaders," University of Alaska, Fairbanks, Unpublished, 1970, 36 pg.

University of Alaska, Agriculture Extension Service, "Staff 25th Anniversary, July 1, 1930 - January 1, 1955," (mimeographed) 6 pg.

University of Nebraska Extension Service, "Basic Course for 4-H Leaders," EC-0-35-65, Extension Service, University of Nebraska, (mimeographed) 1965.

E. NEWSPAPERS

Anchorage [Alaska] Daily Times, February 24, 1970.

Anchorage [Alaska] Daily Times, June 19, 1970.

Great Lander [Anchorage, Alaska], January 20, 1971.

The Daily News [Anchorage, Alaska], November 3, 1969.

APPENDIX

- A. Youth Organization Survey
- B. Adult Leader Survey
- C. Nome Village Volunteer Leader Workshop
- D. Leadership Workshop for Volunteer Youth Leaders of Alaska's Railbelt.
- E. Sample lesson "Passport to Leadership"
- F. Sample lesson "Boy Scout Leader Training"
- G. Sample lesson "Design for Learning"

APPENDIX A

KIND OF INFORMATION NEEDED FROM EACH ORGANIZATION

NAME OF ORGANIZATION _____

1. Brief national background or history
2. Very brief Anchorage history
3. Basic philosophy and objectives
4. Membership requirements
5. Conduct of program
 - A. Professional staff (local)
 - B. Voluntary leaders and councils/committees
6. Leader training presented in 1970
7. 1970 Membership
 - A. Youth (by age and sex if available)
 - B. Leaders (men and women)
8. If your program was active in 1960, do you have membership figures?
 - A. Members -
 - B. Leaders -
9. Comments - - Innovative methods, etc.

ANCHORAGE YOUTH LEADER QUESTIONNAIRE

Please return by Jan. 22, 1971, in the enclosed envelope.
Do not sign your name.

FAMILY BACKGROUND

1. Male _____ Female _____

2. Age: (check one)

a. _____ 19-29

d. _____ 50-59

b. _____ 30-39

e. _____ 60-69

c. _____ 40-49

f. _____ 70 or over

3. Marital Status:

Single _____ Married _____ Divorced _____ Widowed _____

4. Number of children:

Boys _____

Girls _____

Number that belong to youth organizations you are working with:

EDUCATION

5. Highest grade you have completed:

a. _____ 6 or less

College or University

b. _____ 7 - 9

g. _____ 1 year

c. _____ 10 - 12

h. _____ 2 years

Commercial, Technical
or Vocational School

i. _____ 3 years

d. _____ 1 year

j. _____ 4 years

e. _____ 2 years

k. _____ 5 or more

f. _____ 3 years

OCCUPATIONAL BACKGROUND

6. Do you work?

_____ Full time

_____ Part time

_____ Not work

If you are employed, please classify your job according to one of the following six categories.

a. _____ Professional-
 _____ Managerial

d. _____ Service

b. _____ Laborer

e. _____ Clerical

c. _____ Craftsman

f. _____ Military

YOUTH ORGANIZATION BACKGROUND

7. Youth Organization

Were you
a member?

Leader
Previously?

Leader
1970?

Boys Club

Boy Scouts

Camp Fire

4-H

Girl Scouts

Y M C A

Other

	Were you a member?	Leader Previously?	Leader 1970?
Boys Club			
Boy Scouts			
Camp Fire			
4-H			
Girl Scouts			
Y M C A			
Other			

8. Youth Organization Experience - 1970

Number of youth you are working with _____

Their age range _____

How many hours did you spend working with your youth group during 1970?

Planning time _____

Other meetings _____

Training for your job _____

9. How did you become a leader?

- Your children asked
- Professional asked
- Other youth asked
- Volunteered
- Other (specify)

Why did you become a leader? (explain) _____

10. How long had you lived in Anchorage before you became a youth leader? _____

LEADER TRAINING

11. Did you receive any leader training during 1970? -- be specific -- how much and what kind? -- number of hours?

- Individual conference
- Workshop
- By Mail
- Newsletters
- Meetings
- Other

What kind of training:

- General knowledge about specific youth group
- Subject matter
- How to work with youth
- Other

12. If general leader training was available during 1971, what kind would be most helpful (Assuming your youth organization would present its own special training)?

- Understanding yourself and others
- Growth and development of youth
- Principles of working with groups - general dynamics
- Learning experiences and teaching methods
- Understanding a youth program
- Helping youth mature and develop standards - values
- Program Planning
- Communications
- Other

13. What type of training would be most helpful?

_____ Individual conference

_____ Series by mail

_____ Neighborhood meeting

_____ Series of meetings
(4 times a month)

_____ One meeting
(1 or 2 all day)

_____ Several days workshop
(4 - 5 days)

_____ Other (explain)

Would you attend? Yes _____ No _____ Why or why not? _____

14. Please add any comments or suggestions that you feel would help you to become a more effective leader. _____



University of Alaska

AND U.S. DEPARTMENT OF AGRICULTURE COOPERATING

January 5, 1971

Dear Youth Leader:

As an Anchorage youth leader during 1970, you have held the important position of being an advisor and teacher of young people. May I ask your help in finding out a little more about Anchorage youth leaders and their needs?

As part of a Masters program at the University of Alaska, I am preparing a research paper about Anchorage youth organizations and developing a general leader training program.

Enclosed you will find a questionnaire which I would like you to complete and return in the enclosed self-addressed envelope by January 22, 1971.

It will be necessary to receive a high percentage of returns to insure validity in the leader training program developed.

Please be sure to add any comments which you might have which would help in understanding leaders better or making your leadership more effective, meaningful and enjoyable.

Thank you for your help.

Sincerely,

Carol J. Winey
4-H & Youth Agent

CJW:cr

Encl: (1)

APPENDIX C

LEADERSHIP WORKSHOP
FOR
VILLAGE VOLUNTEER
YOUTH LEADERS
October 31 - November 5, 1969
Nome, Alaska

Sponsored by Cooperative Extension Service
University of Alaska

Partially funded by Title I Higher Education Act funds

INFORMATION ABOUT THE WORKSHOP

This is a pilot or experimental workshop for village volunteer youth leaders. No workshop like this has been held in Alaska before. That is why it is called a pilot workshop.

Adults who volunteer (not paid) to lead or help young people with their club, troop, group or organization, where given the opportunity to apply to attend this workshop. From the applications received, 30 were chosen to attend. These are you who are here taking part in this workshop. You represent one of the following youth organizations: Boy Scouts, 4-H, a church youth group.

One of the basic purposes or reasons we have youth organizations is to help young people become good citizens. Because you as an adult volunteer leader are concerned about helping boys and girls become good citizens, we have put together this workshop. By being a part of it you as a leader will:

1. learn new ways of working with youth;
2. understand better how a youth program (organization or club) can help boys and girls become good citizens;
3. exchange ideas among you about working with youth;
4. learn ways to help build more support & help with the youth group(s) in your village.

PROGRAM OR SCHEDULE

THURSDAY, OCTOBER 30 -

- Travel for some delegates

FRIDAY, OCTOBER 31 -

Travel

4 - 5 p.m.

- REGISTRATION, Nugget Inn Lobby

6 p.m.

- DINNER, North Star Hotel, Sea View Room

8 p.m.

- GET ACQUAINTED PARTY, Our Saviors Lutheran Church
Social Room

SATURDAY, NOVEMBER 1 -

7:30 a.m.

- BREAKFAST, North Star Hotel, Sea View Room

9:00 a.m.

- "TELLING AND TALKING" - Lutheran Church Social Room
Virgil Severns
Gladys Musgrove

12:00 p.m.

- LUNCH, North Star Hotel, Sea View Room

1:30 p.m.

- "BEING A LEADER" - Lutheran Church Social Room
Emma Widmark
Virgil Severns

6:00 p.m.

- DINNER - North Star Hotel, Sea View Room

7:30 p.m.

- CONTINUE AFTERNOON TOPIC - Lutheran Church Social
Room

SUNDAY, NOVEMBER 2 -

- 9:00 a.m. - BREAKFAST - North Star Hotel, Sea View Room
- Rest of the morning - CHURCH OF YOUR CHOICE
- 12:30 p.m. - LUNCH - North Star Hotel, Sea View Room
- 2:00 p.m. - "WORKING WITH GROUPS AND COMMITTEES" - Lutheran
Emma Widmark Church Social Room
George Brennan
- "CONDUCTING MEETINGS" - Virgil Severns
- 6:00 p.m. - DINNER - North Star Hotel, Sea View Room
- 7:30 p.m. - OPEN HOUSE - Lutheran Church Social Room

MONDAY, NOVEMBER 3 -

- 7:30 a.m. - BREAKFAST - North Star Hotel, Sea View Room
- 9:00 a.m. - "LET'S KNOW OUR COMMUNITY" - Lutheran Church
Virgil Severns Social Room
Emma Widmark
- "WHY HAVE A YOUTH PROGRAM" - Gladys Musgrove
- 12:00 p.m. - LUNCH WITH CHAMBER OF COMMERCE - North Star Hotel,
Sea View Room
- 1:30 p.m. - "LOOKING AT EDUCATION" - Lutheran Church Social
Harlem Sandberg Room
- "WORKING WITH YOUTH" - Gladys Musgrove
George Brennan
- 6:00 p.m. - DINNER - North Star Hotel, Sea View Room
- 7:30 p.m. - VISIT YOUTH GROUPS (4-H, Scouts, Church) in Nome.

TUESDAY, NOVEMBER 4 -

- 7:30 a.m. - BREAKFAST - North Star Hotel, Sea View Room
- 9:00 a.m. - COMPLETE MONDAY AFTERNOON TOPIC - Lutheran Church Social Room
- "TEACHING METHODS" - all the staff
- 12:00 p.m. - LUNCH - North Star Hotel, Sea View Room
- 1:30 p.m. - CONTINUE TEACHING METHODS - Lutheran Church Social Room
- 6:00 p.m. - DINNER - North Star Hotel, Sea View Room
- 7:30 p.m. - FUN NIGHT - Lutheran Church Social Room

WEDNESDAY, NOVEMBER 5 -

- 7:30 a.m. - BREAKFAST - North Star Hotel, Sea View Room
- 9:00 a.m. - RESOURCE MATERIALS - Lutheran Church Social Room
Harlem Sandberg
George Brennan
- 12:00 p.m. - LUNCH WITH NOME ROTARY CLUB - North Star Hotel,
Sea View Room
- 1:30 p.m. - "PLANNING CLUB MEETINGS" - Lutheran Church Social
Harlem Sandberg Room
George Brennan
- 7:00 p.m. - BANQUET & GRADUATION - North Star Hotel, Sea View
Room

THURSDAY, NOVEMBER 6 -

- Depart for home

41

APPENDIX C

REPORT ON THE LEADERSHIP WORKSHOP FOR VILLAGE VOLUNTEER YOUTH
LEADERS

This was the first leadership workshop for Village Volunteer Youth Leaders held in Alaska. It was held in Nome, October 30 - November 7, 1969. The workshop itself began on Friday evening, October 31, with a get acquainted party and concluded on Wednesday evening, November 5, with a banquet and graduation ceremony. Thus, the actual instructional period was five days and 2 days were allowed on each end, if necessary, for travel time to the workshop. The participants represented 4-H, cub scouts, and church youth groups. Some leaders led more than one kind of group.

The leaders came from 17 villages as follows:

Gambell	- Abraham Kaningok
Buckland	- Arnold Thomas
Selawik	- Nettie Foxglove
	- Alice Smith
Kotzebue	- Bertha Hess
	- Helen Schaeffer
	- Mae Henry
Pilot Station	- Mary Tallor
Shishmaref	- Molly Tocktoo
	- Nora Ann Kuzuguk
Deering	- Mamie Karmun
Koyuk	- Lorena Nassuk
	- Olga Charles
Shungnak	- Stanley A. Custer
Tanana	- Edwina Moore
Nikolai	- Sally Collins
	- Mary John
Fort Yukon	- Alevene Lantz
Chalkyitsik	- Wayne C. William
Kwethluk	- Constance Sautebin
Mountain Village	- Agnes Brown
	- Jeanesse Sheppard
	- Bonnie Davis
Shaktoolik	- Clara Sookiayak
	- Silas Sockpealuk
Nome	- Mina Bachelder
	- Mary Lou Gray

A total of 30 leaders had been selected from 37 applications, however, in utilizing alternates as regulars cancelled out, some of the alternates couldn't attend either. Thus, 29 were expected to come. However, due to some last minute unexpected circumstances 2 more leaders were unable to attend, therefore, the final participation was 25 full time and 2 part time. The applications were sent out by the below staff to leaders whom

they work with.

The leaders by race included 7 Caucasian and 20 Native. The attached picture does not include 3 of the participants.

The staff included George Brennen, Scout Executive, Midnight Council Boy Scouts of America, Fairbanks; Mrs. Orie Hass, Family Development Agent, Mid-Kwim District, Cooperative Extension Service, University of Alaska, Aniak; Mrs. Gladys Musgrove, Home Economist, North West District, Cooperative Extension Service, University of Alaska, Nome; Harlem D. Sandberg, State 4-H & Youth Program Leader, Cooperative Extension Service, University of Alaska, College; Virgil Severns, Agricultural Agent, Yuko-Kwim District, Cooperative Extension Service, University of Alaska, Fairbanks; and Miss Emma Widmark, Extension Home Economist, Yuko-Kwim District, Cooperative Extension Service, University of Alaska, Fairbanks. All of the staff were Alaska residents and have had extensive experience in working with Village volunteer leaders.

The leaders were housed at the Nugget Inn Hotel. Meals were contracted through the North Star Hotel, and the workshop was conducted in the Educational Rooms of Our Saviors Lutheran Church.

Travel

All travel was done by air except for 2 leaders from Nome. For some leaders it took parts of 2 days to arrive at the workshop. Return travel was more efficient.

Planning

The original planning session for the workshop was held on the University of Alaska campus in June. In attendance were Mrs. Musgrove, Miss Widmark, Mr. Severns, Mr. Brennen and Mr. Sandberg. One day was spent in planning. At which time the basic program was laid out including topics and assignments to staff members, the selection process and plan, and each staff member was to bring back their teaching plan for the topics to be presented for the next planning meeting.

The second and final planning meeting was held in September with the foregoing 5 people and including Mrs. Orie Hass. At this time, the selection of the participants including the alternates, the teaching plans and additional suggestions for the plan were discussed. The item most frequently emphasized in developing the program as well as each presentation was the delegates should be extensively involved through discussions, committees or in essence a workshop type of presentation.

Lectures should be kept to a bare minimum. The second session of planning resulted in two days work.

Program

Since this was a first attempt at holding a Workshop For Youth Leaders of various organizations, one of the basic criteria in establishing the program was it must contain those elements which are common to all youth organizations. However, it was felt that sometime should be allotted for the different youth organizations to discuss necessary items that are relevant to their program only. Consequently, the last day found time devoted to this aspect.

The basic presentations included communications, which was titled "Telling and Talking", understanding leadership which was titled "Being A Leader", "Understanding Our Communities", working with groups and committees which included some parliamentary procedure, teaching methods, planning club programs, and understanding young people. Most of these sessions were conducted on a base where the leaders were broken down into small groups for further discussion following the general presentation. The evaluation from the leaders showed that they appreciated this approach very much because they would express themselves better in a small group rather than in a total group.

Interspersed between the sessions was recreation of different types which leaders could take back to their own youth group. Also songs were sung with the same purpose in mind.

The evening sessions included a get acquainted party the first night which was conducted by the staff. Its purpose was to get the leaders acquainted and thus all the game utilized in essence forced the individuals to get acquainted with each other. In addition, some singing was done. The remaining evening programs, except for the formal instructional part, was strictly organized and conducted by the leaders themselves. They were given opportunity to sign up on committees near the beginning of the conference. This was another way for them to become involved. There was an open house committee which prepared the evening program on Sunday for which the leaders could invite their friends to that were in the community. Tuesday evening a fun night was held which included several native type games and skits were put on. An enjoyable time was had by all, however, here again the leaders had actually practice in leading and planning prior to putting on the event. It was interesting to observe the leadership that occurred. On the last evening the graduation ceremony program was put together by a special leader committee. Here again it was entirely done by the leaders giving them

opportunity to practice leadership.

Evaluation

A written evaluation was conducted the last day with 4 questions being asked. They were: What did you come for? What did you like most about the Workshop? What didn't we cover that you wanted to learn? An when and where would you like to have another Workshop? In essence all of the leaders answered the first question by stating they wish to learn more about leadership or about being a better leader. One interesting response by one leader was "To tell the truth, I came because the expenses were going to be paid, but I'm glad I went because I think I learned lots of things that I do not know."

The responses to the second question was quite variable but all positive. Some examples of responses were practical demonstrations, model 4-H group in demonstration; "your simple means of teaching us"; "I enjoyed everybodys company"; "what I liked most was your friendliness"; "everyone had their part or say;" "the most I liked about the workshop is that it says leadership group and that saying really standed out by doing and not only talking"; "I did get some ideas how to work with my boys as a den mother"; "also meeting of those who come and making new friends"; "it has been great to get better acquainted with our staff"; "this will make us feel free to write with our problems and know to whom we are writing"; "I really liked discussion in the class sessions and in the groups. I appreciated the variety of teaching methods that kept our ability to concentrate on a higher level. I like having a large staff of teachers as oppose to one teacher."

In answer to the third question, most of the leaders felt everything "was covered that they needed to know". However, one leader did state the problem of teenagers finding new ways to tie them to the old ways and vice versa. Another leader stated opening service for the scouts. Another leader mentioned she would like to see more volunteer leaders - camp fire, church, etc.

In answer to the last question, the responses varied. However, the consistent response was they would like to have another workshop within one year.

The evaluation by the staff included the following items:

1. Perhaps not enough free time was allowed at the end of the workshop for get togethers for group discussion and exchange of ideas.

2. A conference of this type especially for this type of clientele should not be any longer in total length. However, there may be a case that some of the days were too long from the stand point of program and instruction. However, the informal discussion probably would not be effected as these lasted sometimes well into the morning in the hotel lobby. It is interesting to note that in some of these discussions some of the leaders apparently became so confident in the staff that they began discussing village problems and ultimately some personal problems. These informal discussions seemed very valuable.

3. If a second conference like this were held for the same group, we probably could move perhaps faster in that many of the things of workshop nature they would know how to do and thus would become involve much more easily.

4. If a workshop like this is held it should not be held at a camp setting where leaders would have to take care of cooking and all other housekeeping chores. A workshop of this nature should be held where the leaders are free to learn and to exchange ideas. Work on committees would not have the burden of preparing meals and other necessary items.

5. The staff basically felt the conference was a very efficient use of time because they first of all could not have conducted this type of training with the resulting learning taking place in a village or getting just a couple of village leaders together. There was also a fellowship established which is now a basis for the professional staff member to really start from an individual consultation and further training. The personal growth may be tremendous as a result of this type of workshop, especially for those who have not been involved in this type of approach to leader training.

The state 4-H leader feels that since this was beginning, we basically had only two youth group professional people involved. From this experience more professional youth leaders should become involved in the planning and involve more youth leaders representing different youth groups. This is not to necessarily criticize this past program as only one other youth group probably could have been represented and that would have been girl scouts. An attempt was made to involve them, but due to various circumstances no representation and/or involvement occurred.

The professional staff members will now be observing the leaders as they work with youth to see how they have changed their approaches, how the club or group is doing and if any changes

occurred in it because of this training. To date, written communications from some of the leaders as well as some visual observation indicates very positive change in leadership style and utilization of information, games & songs that were presented at the workshop.

In general, all of the participants, as well as the staff, were highly impressed by the workshop and feel this type of approach to leader training does have a definite place on a continually basis in Alaska.

APPENDIX D

A PROPOSAL TO CONDUCT A
LEADERSHIP WORKSHOP FOR VOLUNTEER YOUTH LEADERS
FROM ALASKA'S RAILBELT

University of Alaska
College, Alaska

Name of Proposed Coordinator of Program: Harlem D. Sandberg

Department: Cooperative Extension Service

Duration of Program: One (1) month, Fall 1970

Federal Funds Requested: \$12,909.75

Non-Federal Contributions: \$6,795.00

Total Program Cost: \$19,704.75

A PROPOSAL TO CONDUCT A
LEADERSHIP WORKSHOP FOR VOLUNTER YOUTH LEADERS
FROM ALASKA'S RAIL BELT

There are 5 reasons for involving volunteers in Youth Development Organizations: ¹

1. Volunteers help to maintain a friendly climate in the agency.
2. They learn from experience in the organization ways to be better members of the family and community.
3. They help in getting public understanding and support of the work of the organization.
4. They furnish greatly needed personnel supplement and compliment the professional staff.
5. They make it possible for the agency to increase its services in spite of a limited budget.

In todays society new models for youth are showing up in the persons of outsiders, that is, the older model - the parent, the teacher, the policeman on the block, the man next door, the favorite uncle, are being supplemented as models by the scout master, the boss, the astronaut, the folk singer, and any number of other people whose relationship is an associational one, rather than highly personal. These new models may not necessarily be supplementing the old ones but in some cases they may. But certainly young people today have a great number of other people with whom they relate who can be looked upon as potential models. Thus, youth leaders may not realize they might be an unknown model for some boy or girl with whom they might come in contact. In addition, it appears that young people seem to gravitate to outsiders for counselling - to get objective advice on their problems. Consequently here too, youth leaders may be in a position of serving as a counsellor. This of course would be more evident to the leader than in the former case.

The effectiveness of a youth program will be determined by how successful the professional is in involving a majority of those persons who can profit from such a program. Principally this means involvement of the adult volunteer leader who will help the youth attain the goals and objectives of the youth educational program by bringing about the ultimate behavioral changes among youth in terms of their skills, understanding, sensitivities, appreciations, and self-concepts. ²

From the foregoing information it is clearly evident that the volunteer adult leader in youth programs is a permanent and necessary part in developing effective dynamic youth programs. Yet, at the same time to what extent is leader training now being conducted by youth groups? All youth organizations do conduct leader training but to various degrees.

Personal contact with boy scouts, girl scouts, campfire girls, and church youth group professional leaders, all indicate their greatest educational effort and concern is focused on the adult volunteer youth leader. In the 4-H youth program a state statistical analyzes reveals that the amount of leader training and attendance has been decreasing but the number of adult volunteer leaders has been increasing especially the first year leader. Consequently, one apparent conclusion is the adult volunteer youth leader is generally not adequately prepared to lead youth groups. Research has shown this to be true, also. Therefore, the need for more leader training exists.

This workshop though aimed at the adult volunteer leader is not the end. It is ultimately hoped that this workshop will help the youth become effective and productive American citizens. A by product of this workshop would be any help that it gives the individual adult volunteer leader and their community in helping them play a productive role in that communities development and as it contributes to American society.

OBJECTIVES

Specific objectives of the Leadership Workshop for Youth Leaders are:

1. To help develop a clear understanding of a youth program and its role in helping to develop youth into effective citizens.
2. To develop the leadership skills of volunteer youth leaders so they can effectively lead youth clubs, programs and projects.
3. To help develop an attitudinal climate which will be conducive to stimulating residents to support and assist the volunteer youth leader, club and members.

PARTICIPANTS AND SELECTION

The professional youth leaders will select volunteer leaders to participate in the workshop. Fifty leaders will be selected to participate. Selection will be made from different youth organizations including 4-H, boy scouts, girl scouts, campfire girls, and church youth groups. Therefore, all adult volunteer leaders representing those organizations are potential participants for the workshop. Final selection will be made from the applications by the professional youth leaders planning the conference which represent the same organizations. As a general guide the criteria to be used as the selection of leaders will include the following:

One who - 3

- * is respected and thought of in the community.
- * is liked by children, likes children, and can stand to be alone with them.
- * should be community minded.
- * can be timid and shy with adults but not timid with children.
- * is interested in boys and girls, believes he or she has time to do the job.
- * is a mature individual, has education and intelligence, at least average for the community.
- * is willing and able to leave the village occasionally for training meeting, has some self-insight and is somewhat aware of own strengths and weakness.

- * Can work with adults to the extent of cooperating with parents, other leaders, and extension workers.
- * Believes that he or she has time to do the job.
- * Is a mature individual.
- * Has education or intelligence at least average for community.

PLACE OF WORKSHOP AND LENGTH

Anchorage, Alaska is the site selected for the workshop. Public housing including their conference rooms will be utilized. Public eating facilities will provide meals for the attendees. The formal program will be five (5) days in length with one day of travel on each end of the workshop.

CONTENT OF WORKSHOP

Based on research compared to topics covered in past leader training, by individual youth groups, the following topics will be considered for the workshop: Leadership principles, the role of the volunteer leader, elements of a effective program teaching methods, management of youth programs, dynamics of group leadership, working with teen leaders, parliamentary procedure, working with committees and the role of a youth program in a community.

Methods and materials used will be adapted to fit the leaders and the subject. It is expected much use of visual aids, role playing and discussion will be utilized so that optimum leader involvement will occur in all sessions. Experience from a workshop held in Nome, November 1969, indicated that this type of intimate involvement was an important factor in that successful program. Staffing the workshop will be the professional youth leaders of the various youth organizations. They will also plan the workshop.

FOLLOW UP

During the months following the workshop various members of the staff and program coordinator will visit the workshop participants in the communities to provide appropriate additional assistance and reinforcements.

EVALUATION

The effectiveness of this workshop will be evident in the following ways:

1. An increase in membership in youth groups along the railbelt.
2. An increase in tenure of youth organization members along the railbelt.
3. A better understanding of youth programs by the leaders.
4. An increase in tenure of the youth leaders.
5. An expressed desire of leaders wanting more training or education, especially related to their leadership responsibilities.
6. A positive attitude of the community toward youth programs resulting in more adults volunteering to assist with the program.

BIBLIOGRAPHY

1. Tyler, Ralph W., Journal of Cooperative Extension, Volume IV, Fall 1966, Number 3, "The Role of the Volunteer", page 155.
2. Rutledge, Lloyd L., "Plan, Lead, Administer", Paper prepared and presented to National Association of County Club Agents, December 1965. Mr. Rutledge is Program Leader, 4-H Youth Development, Federal Extension Service, U. S. Department of Agriculture, Washington, D. C.
3. McAuliffe, V. Joseph, Select The 4-H Leader For The Job, Federal Extension Service, United States Department of Agriculture, PA -511.

APPENDIX D

LEADERSHIP WORKSHOP
FOR
VOLUNTEER YOUTH LEADERS
OF ALASKA'S RAILBELT
October 11 - 17, 1970
Mt. Alyeska, Alaska

Sponsored by Cooperative Extension Service
University of Alaska

Partially funded by Title 1 Higher Education funds

W E L C O M E

The Adult Volunteer Youth Leader holds a very important position in the development of today's young people. One research expert shows leaders devoting an average of fifteen hours per month or twenty-five eight-hour days per year to the responsibilities they volunteered to accept. One author stated in an article on volunteerism that our country would collapse rather quickly if all volunteers quit.

All this shows the vital role volunteers have in our informal youth educational programs. Because of the importance of your job as a volunteer leader, it is appropriate you be adequately prepared for your job. Thus, as part of your preparation, this workshop is being conducted.

At the same time, it's appropriate to recognize that most all youth serving agencies have as their ultimate object to help develop young people to be responsible and productive citizens. Thus, we have a common bond, that of helping to develop young people to be good citizens, even though we are not volunteer leaders for the same youth organization. This further implies we all need to know some of the same kinds of information. Thus, we can program a workshop like this on those elements of leadership that are cross-youth program oriented. It is these kinds of subject matter which are the basis for our workshop discussions

The objectives of this educational effort are as follows:

To help participants -

1. Develop a clear understanding of a youth program and its role in helping to develop youth into effective citizens.
2. Develop leadership skills so they can effectively lead youth clubs, programs and projects.
3. Develop skills and understanding involved in stimulating local residents to support and assist the volunteer youth leader, club and membership

The Cooperative Extension Service of the University of Alaska with partial funding from a Title I Higher Education Act Grant is pleased you are participating in this educational workshop. And, in addition, the staff representing the following youth agencies are pleased you came to learn:

Boy Scouts of America

Boys Clubs of America

Girl Scouts of America

Camp Fire Girls

4-H

VOLUNTEER LEADER WORKSHOP PROGRAM

Mt. Alyeska
Nugget Inn Lodge

SUNDAY, OCTOBER 11

- 4 - 5 p.m. - Check in, Nugget Inn Lodge
- 6:00 p.m. - Dinner, Main Lodge
- 7:30 p.m. - Registration and Get Acquainted
Party in the Day Lodge

MONDAY, OCTOBER 12

- 8:00 a.m. - Breakfast, Main Lodge
- 9:00 a.m. - Keynote Address - Role of the
Volunteer Leader
Mr. Robert Hilliard
- Coffee
- Communication
Mr. Buddy Snyder
- 12:00 p.m. - Lunch, Main Lodge
- 1:30 p.m. - Conclude Communication
- Developmental Tasks of Youth
Mrs. Frances Hulbert
- Coffee
- Group Meetings
- 6:00 p.m. - Dinner, Main Lodge
- 7:30 p.m. - The Role of Recreation
Mr. George Brennan

TUESDAY, OCTOBER 13

- 8:00 a.m. - Breakfast, Main Lodge
- 9:00 a.m. - Understanding Today's Youth
Mr. Buddy Snyder
- Coffee
- 12:00 p.m. - Lunch, Main Lodge
- 1:30 p.m. - Values
Mr. Ben Westrate
- Coffee
- Who Are We Leading - Groups,
Clubs or Individuals?
Mr. George Brennan
- 6:00 p.m. - Dinner, Main Lodge
- 7:30 p.m. - Arranging For Learning
Mr. Harlem Sandberg

WEDNESDAY, OCTOBER 14,

- 8:00 a.m. - Breakfast, Main Lodge
- 9:00 a.m. - Using Our Community Resources
Mr. Ben Westrate
- Coffee
- Public Relations
Mr. Bob Smith
- 12:00 p.m. - Lunch
- 1:30 p.m. - Designing Learning Experiences
Mr. Harlem Sandberg
- Coffee
- Group Meetings
- 6:00 p.m. - Dinner, Main Lodge

THURSDAY, OCTOBER 15

- 8:00 a.m. - Breakfast, Main Lodge
- 9:00 a.m. - Principles of Working With Groups
Mrs. Eleanor Schaff
- Coffee
- Using Visual Aids
Mr. George Brennan
- 12:00 p.m. - Lunch, Day Lodge
- 1:30 p.m. - Teaching Methods
- Coffee
- Group Meetings
- 6:00 p.m. - Dinner, Main Lodge

FRIDAY, OCTOBER 16

- 8:00 a.m. - Breakfast, Main Lodge
- 9:00 a.m. - The Purpose of Youth Programs
Mr. Terry Martin
- Coffee
- The Family in Volunteer Youth Programs
Mrs. Frances Hulbert
- 12:00 p.m. - Lunch, Day Lodge
- 1:30 p.m. - Special Sessions by Youth Group
 - Boy Scouts - George Brennan
 - Boys' Club - Terry Martin
 - 4-H - Harlem Sandberg
 - Camp Fire Girls -
- Coffee
- 7:00 p.m. - Banquet, Nugget Inn Banquet Room
- Program
- Presentation of Certificates
Dr. James W. Matthews

APPENDIX D

EVALUATION SUMMARY OF

LEADERSHIP WORKSHOP

FOR VOLUNTEER YOUTH LEADERS ALONG ALASKA'S RAILBELT

One of the first problems encountered in organizing this workshop was how to conduct the planning meetings with youth executives being located in Anchorage and Fairbanks. The only logical alternative was to hold independent meetings in each community with the first meeting being held in Anchorage since that was the area in which the workshop was to be held. In addition, the youth executives in that area had not been involved in a similar pilot workshop held at Nome last year. The youth executives in Fairbanks had been involved in that workshop.

In July, the first meeting was held at Anchorage, at which dates for holding the workshop, application due dates, availability of publicity letters, and the location of the workshop were selected. Mt. Alyeska was chosen as the site for the workshop, principally because it was outside of the immediate community of Anchorage and thereby forcing leaders from the Anchorage community to realize they must spend full time at the workshop and not question if they could return home each evening.

Subsequently, two other meetings were held in Anchorage with the youth executives from the following youth agencies: Boy Scouts of America, Boys' Clubs of America, Girl Scouts of America, Camp Fire Girls, 4-H, and the Community YMCA. The same agencies, except the Boys' Clubs of America and the YMCA, were met with in Fairbanks. The Boys' Clubs of America and the YMCA do not have programs in the Fairbanks community.

At the second meeting, the director of the workshop asked the youth executives, based on a tentative program outlined by him, which was the result of ideas suggested at the initial meeting for program content, to specify the subjects in which they felt competent as a resource person. From this response, the resource people were chosen. The tentative program was basically accepted.

At the third and final planning meeting, selection of delegates was completed. The final program was submitted, and final details of the program reviewed. Forty-eight people applied to attend. One of the applicants was not accepted because she stated she could not attend. Twelve others after initially stating they could attend, had to cancel their participation in the workshop. A total of thirty-five registered for the workshop. One was called home the third evening due to her husband's illness, and another leader was called home the fourth night due to her father's death. Thus, thirty-three leaders completed the workshop.

The thirty-five participants represented the following youth groups and committees:

Boys' Club	- 1	Fairbanks	- 13
Boy Scouts	- 6	Anchorage	- 18
Camp Fire Girls	- 1	Seward	- 1
Girl Scouts	- 11	Kenai	- 1
4-H	- 16	Palmer	- 1
Total	<u>35</u>	Ninilchik	- 1
		Total	<u>35</u>

The average number years of formal education completed by the thirty-five leaders was 13.7 years.

Twenty-three of the leaders worked directly with youth and presently had a leader relationship with 585 members. Twelve of the leaders did not work directly with youth but worked through other volunteer leaders in the youth organization.

The staff of the workshop with primary subject responsibility were as follows:

- | | |
|---|---|
| George Brennan
Boy Scouts of America
Fairbanks | - The Role of Recreation
- Who Are We Leading - Groups, Clubs
or Individuals?
- Using Visual Aids
- Boy Scout Special Session |
| Robert Hilliard
University of Alaska
College | - Keynote Address |
| Frances Hulbert
Cooperative Extension Service
Palmer | - Developmental Tasks of Youth
- The Family in Volunteer Youth Programs |
| Terry Martin
Boys' Clubs of America
Anchorage | - The Purpose of Youth Programs
- Boys' Club Special Sessions |
| Harlem Sandberg
Cooperative Extension Service
Fairbanks | - Arranging for Learning
- 4-H Special Sessions
- Director of workshop |
| Eleanor Schaff
Girl Scouts of America
Anchorage | - Principles of Working With Groups
- Girl Scout Special Sessions |
| Bob Smith
Boy Scouts of America
Anchorage | - Public Relations
- Boy Scout Special Sessions |

Buddy Snyder
Boy Scouts of America
Anchorage

- Communication
- Understanding Today's Youth

Ben Westrate
Cooperative Extension Service
Anchorage

- Values
- Using Our Community Resources

It should be noted that no Camp Fire Girls executive served as a resource person. Originally, the Fairbanks Camp Fire Girls executive was scheduled to attend and serve as a resource person, but due to circumstances beyond her control, she could not. The Anchorage Camp Fire Girls executive was subsequently contacted, but due to commitments, she could not attend either.

During the workshop, the staff held daily staff meetings, reviewing the program as it progressed and noting any circumstances that needed attention. The staff cooperated very well, and the leaders, after approximately one and one-half days of the program, were gelled as a group with each one participating fully in all aspects of the workshop program.

The evaluation of the workshop was conducted in two parts. The first part was a pre- and post-test questionnaire, with the questions being the same on both questionnaires. It should be noted that thirty-five leaders completed the pre-test questionnaire, and twenty-five leaders completed the post-test questionnaire. Thus, of the thirty-three leaders who completed the workshop, eight did not return the post-test questionnaire. Following are the questions and the replies summarized:

Multiple Choice: Draw a line through the incorrect part of the following statements.

1. The purpose of games in a youth program is to (a) entertain the children (b) build better bodies and minds (c) fill program time (d) build team spirit and cooperation (e) teach rules (f) blow off steam.

Responses to this question on the pre-test were eleven right, twenty-three wrong, or 32.3% of the leaders responding chose the correct answers. On the post-test, thirteen were right and twelve were wrong, or 52% answered the question correctly.

2. All children in a youth group are (a) completely the same (b) similar in some ways (c) completely different from each other (d) different in some ways (e) vary only in size, age, weight, and sex.

Thirteen answered right and twenty-one answered incorrectly, for 38.24% correctly answering the pre-test. On the post-test, eight answered correctly and seventeen answered incorrectly, or 32% chose the right answers.

3. Visual aids can be (a) movies (b) filmstrips (c) slides (d) flannel graphs (e) graphs (f) songs (g) pictures (h) books (i) games (j) potatoes.

Six leaders responded correctly and twenty-eight answered incorrectly, for 17.65% correct responses on the pre-test. On the post-test, three answered correctly and twenty-two responded incorrectly, for 12% answering correctly.

It is interesting to note that on questions two and three there was a decrease percentage-wise between pre- and post-test questionnaires. To some degree, those questions may be poor questions, but at the same time, the subjects were covered during the discussion. However, thirty-two leaders completed the workshop, but only twenty-five returned the post-test questionnaire. It would be interesting to know how the remaining seven would have responded and how it would have affected these two questions.

True - False: Write TRUE if the statement is true, and FALSE if the statement is FALSE.

1. Usually the best youth programs are planned by adults only.

For both pre- and post-test questionnaire answers, all leaders answered this question correctly.

2. How a youth is accepted by his peers and leader(s) has no bearing on how well or much he learns.

85.29% of the leaders answered the question correctly on the pre-test, while 92% answered it correctly on the post-test.

3. Once a youth develops a solid set of values, these values probably will not change in relation to his age and experience.

On the pre-test, 47.06% answered the question correctly, and on the post-test, 80% answered it correctly.

Check the correct ending to the following statement.

1. The key to successfully securing community resources for a youth program is

___ a. an appeal to community pride and responsibility.

___ b. a program of adequate communications.

___ c. an appeal to sympathy.

On the pre-test, 67.65% answered the question correctly, and on the post-test 64% answered it correctly.

Answer the following questions.

1. How do you measure the progress of a group?

It was judged that 76.47% answered the question adequately on the pre-test, and on the post-test, 80% responded along the appropriate lines.

2. In the field of communications (face to face), what form is most rapidly expanding and the least explored?

None answered this question on the pre-test correctly, and 96% answered it correctly on the post-test. However, it should be noted that the resource person very specifically referred to this question in his presentation, and consequently this has probably affected the response.

3. Do we have anything to learn or gain by understanding today's youth? Give an example.

Four left this question blank on the pre-test, and none left it blank on the post-test. In reviewing the responses, it's apparent that the post-test answers are more specific and had more depth to them. One interesting response on the post-test was a couple of leaders stated that people automatically stereotype a whole group of people by the actions of a few within that group, but instead, we should listen to people individually and not assume that all within the group are the same. No stereotyping responses were included on the pre-test questionnaire.

4. We generally think of the news media when we speak of public relations. List at least six (6) other areas of relationships that your organization should be aware of in dealing with others.

On the pre-test questionnaire, twelve leaders either responded wrongly or were aiming at the wrong kind of areas, while on the post-test, five responded incorrectly or were selecting wrong areas.

It generally appeared that they were thinking along organizational or people lines rather than the areas of radio, TV, newspapers, etc.

The second part of the evaluation was a written reply individually to six questions dictated orally to the leaders at the conclusion of the workshop. Twenty-seven leaders of the thirty-three completing the workshop returned their responses. The questions and summary of the responses are as follows:

- A) Rate the workshop on a scale of five to one, with five being the highest rating you would give it, and one the lowest rating.

Sixteen leaders rated the workshop five, seven rated it four, and four gave it a rating of three. The average rating score was 4.44. As is noted in question E, eight leaders had attended a similar workshop before. Five of these eight rated the workshop five, two rated it four, and one rated it three. Their average rating is 4.5.

Of the nineteen who had not attended a similar kind of workshop, eleven rated it five, five rated it four, and three rated it three. These ratings averaged 4.42.

Comparing the average rating score of those who had attended a similar workshop before and those who had not, there is not a significant difference. Thus, it appears the workshop was a meaningful an educational experience for all leaders attending, based on this comparison.

- B) List the most valuable aspects or parts of the workshop. Why or how were they valuable?

Aspects mentioned ten times were communications, social interaction, and fellowship or interchange of ideas among participants. Understanding today's youth and discussion groups ranked next in frequency of mention. Six people referred to

those areas. Five people each mentioned the areas of principles of working with groups, the purpose of youth programs, and recreation. Using community resources, teaching methods, and audio-visual aids were mentioned by three people each. Two people referred to the session on values. The following areas were mentioned by one individual each: the staff and participants attending, the basic general principles of youth organizations, reaffirmation of my basic philosophy, learning how to be a better leader, understanding our society, reasons why we should get involved, public relations, programing, observing leaders of this conference use management techniques in building a cohesive group, setting goals, the keynote address, new ideas, knowledge and enthusiasm imparted by each staff member, self-evaluation, involvement of youth in planning, and special sessions. As to the reasons they felt they were valuable, the commonality of responses was that they really reflected the individual interpretation of the subject by the workshop participants. However, concerning the area of communications, many of them brought out the reason this was so useful is that they didn't realize how important communication is and the effect of different kinds of communication.

C) If you were planning a similar workshop, how would you improve it?

The responses to this question were quite varied. In attempting to summarize the responses, there appear to be five principal areas on which to focus. They are present the information on a more practical level, structure more discussion into the program, schedule more recreation and free time, shorten the workshop slightly (by one day), and go into more depth on some subjects. However, it must be noted that the first three items are mentioned only three times by leaders, and the last two are mentioned only twice.

One leader gave no comments, and one leader stated that all was okay. Other comments include schedule recreation to break up day sessions, have a representative of church youth organizations attend, participants attending to observe standards representative of youth leaders, include crafts, hold discussion until after the presentation is completed, allow a little more time for recreation was mentioned by two people.

If a panel of teenagers is used, use younger teenagers, while another leader suggested including youth group dropouts and have the first question prepared in advance rather than opening the discussion to the entire group. One leader mentioned having a panel on parent involvement. Other comments include some of the material was repeated too often, eliminate evening talk sessions and hold buzz sessions, have copies of the speakers' speeches to hand out or record the presentations, have more advanced information so more people can attend, while another leader said the group should not be larger than thirty-five or the size of this group.

One leader mentioned that name, place, and organization represented should be on the tags. It should be noted at this point that the philosophy of not identifying youth organization on the name tags was to aid in the solidifying of the group as youth leaders and not as Boy Scout, 4-H, Camp Fire Girls, Girl Scout, or Boys' Club leaders. One leader mentioned that a professional from each youth group represented should attend the conference. However, due to circumstances beyond our control, a Camp Fire Girl executive could not participate.

Continuing with the comments, reduce visual aid explanatory detail by utilizing handout sheets, cut out the movie Berfunkel and the sensitivity session, have each group conduct at least one section on a selected topic, give more depth on

subject being presented, shorten evening class the second day, have movies more frequently in the workshop, have clergy and Peace Corps people involved, and include a topic on parents.

D) What skills or techniques have you learned here that you plan to use with your youth group when you return home?

The most frequent response was teaching methods and how to involve parents. These were mentioned by eight leaders each. Seven leaders mentioned the communication skills, six mentioned visual aids, five noted recreation which included games, songs, cheers, three each mentioned goals, ideas and involving youth, and two mentioned public relations. Other items mentioned, of which some may not necessarily be a skill but rather an attitude or activity that is being performed, include a better understanding of my role as a leader, inspiration, self-evaluation, demonstrations, being more observant, value building, using community resources, understanding young people, enthusiasm, finding a special field for each parent, toning down the recruitment of high school young people, and exchanging ideas among the participants.

E) Have you attended a conference or workshop like or similar to this one before?

Eight responded yes, and nineteen responded no, or 29.63% had attended a similar workshop before and 70.37% had not.

F) How has this workshop affected your understanding of what your job as a youth leader is? Please be specific.

In essence, the most frequent response tended to be a clarification and broadening of the individual's understanding of the role of the volunteer youth leader. Another common theme running through the responses is the necessity for the leaders to be concerned with the individual as compared to the total group. A third common theme running through the responses was an increase in knowledge of all youth groups and the commonality of problems encountered. A fourth common theme was it reinforced previous learning. Some other comments included the necessity to involve parents, the necessity to establish goals, the use of visual aids, the improvement of attitude, I am more than just a teacher of a skill, necessity to give youth courage, be more enthusiastic with the group, it increased interest in my work, and it showed that no one is perfect.

APPENDIX E

1* University Extension (Focus)

GROWTH AND DEVELOPMENT OF YOUTH²

Youth development is a continuing process. (3) As a youth matures with time, he will undergo certain changes which follow fairly predictable patterns. Changes observable in many forms. The most obvious is physical growth. But in addition to physical development other areas of development are important for the youth in realizing his full potential. These areas of development include:

(4) Physical

(5) Mental

(6) Social

(7) Emotional

(8) and Vocational

(9) Much of the behavior in these five areas is not readily observable because feelings and mental processes are often involved; (10) but the process is fairly predictable, whether it is growth in height and weight or (11) development of a sense of humor. (12) There will be individual differences in the rate of development. Some youths develop faster than others. For example, one girl may reach puberty at age ten while in another it may be delayed until age fourteen.

(13) Youth development does not occur automatically. It is the result of an interaction of natural maturation and developmental experiences. (14) If, for some reason, developmental experiences do not occur and the youth does not

1* NOTE ON MANUAL SLIDE AND/OR FRAME CHANGING: Follow the script and change the picture when a number appears. When an asterisk (*) appears, count 1 and 2 and 3 and 4 before changing to the next picture.

achieve a particular skill at the time it normally develops, abilities may develop inadequately or not at all. Since many types of abilities appear to develop best at a certain maturational period, these periods are considered critical periods. (15) The youth leader needs to be concerned with the critical periods of a youth's life in order to plan for maximum developmental experiences. These critical periods appear in all of the five areas of development. That is, physical, mental, social, emotional and vocational.

(16) Accompanying this media presentation is a booklet and wall chart. In these materials you will find that youth development has been divided into several stages. (17) These stages are roughly equated with certain ages and grades in school. Don't worry about copying the stages down since they will be presented in the booklet later. As a youth grows from birth to adulthood he passes through approximately six stages. (18) The first is infancy, including the ages of birth through 2. (19) Next is early childhood, ages 3 through 5. These are the pre-school years. (20) Middle childhood, ages 6 through 8. The school equivalent would be first through third grades. (21) Later childhood, including the ages of 9 - 11. The grade equivalent here for later childhood would be fourth through sixth. (22) Early adolescence, ages 12 - 14. Early adolescence would include grades seven through nine. (23) And finally, adolescence, ages 15 - 18, and grades ten to twelve. (24) Although the other materials accompanying this unit will cover growth development more fully for each stage, we will broadly trace the areas of Physical, Mental, Social, Emotional and Vocational development. (25) Physical development will be covered first.

(26) From birth to adulthood there is great change (27) in the size and weight of the individual. (28) Physical growth is extremely rapid during the first two years after which it is slow and steady until puberty. (29) At puberty, around the age of 12 for girls and 14 for boys, there is another growth spurt. The wall chart and booklet can be used to determine the types of activities that a youth needs for a particular stage of development. For instance, in the physical development column there are several developmental processes that a youth goes through for each development stage. (30) During infancy the bones and muscles become strong enough to allow for manipulation, balance and locomotion. (31) In early childhood the bones have not calcified and there are few breaks. (32) From ages six through eight, childhood diseases are likely to occur. (33) In early adolescence skin disorders are common; (34) and during adolescence heavy appetites are quite evident. Concern about body proportion may cause some ill-advised attempts to reduce. These are just a few examples of physical development.

(35) In using the wall chart you will probably concentrate on the development stage or age of the group you are directly concerned with in your youth group activities. This is the way the chart should be used. It will also be helpful to consider some of the stages that led up to the age level which interests you most.

(36) Mental development is characterized as an interactive process of maturation and the development of perceptual and linguistic processes. (37) For example, there is little memory during infancy, but during early childhood there is a tremendous growth in the use of labels for objects. (38) As the names for objects accumulate, they are categorized and conceptualized.

(39) For example, during infancy or early childhood the youth may call all four-legged creatures dog. He soon learns that there are other four-legged creatures variously called cat and rabbit. (40) All are ultimately classified or conceptualized in a single category as animals. (41) * (42) He also eventually differentiates among members within a category. For example, the classification "dog" is broken down into poodles, great danes and dachshunds. (43) Labels for ideas are developed in a similar manner until the youth is able to think abstractly. (44) The pattern of mental development from birth through adolescence is much the same as the general pattern of physical development. That is, the rate of increase is very rapid during the early years and decreases as puberty is reached. By adolescence youths have reached adult mental capability.

(45) Social development is the process of change that a youth undergoes as a result of his interactions with other people. (46) Social development begins with stimulation from the mother in caring and feeding, (47) but during the latter stage of infancy the beginnings of cooperation (48) and competition become apparent in play. (49) With the arrival of early childhood, the youth's "world view" expands to include adults outside the immediate family. (50) Enrollment in school greatly expands and strengthens the influence of the youth's peer group. (51) * (52) Peer group influence, independence from home and parents (53) and the youth's world view grow and expand from later childhood through adolescence.

(54) Emotional development concerns the change in our feelings. As we develop emotionally we learn and recognize new feelings, we respond differently to these feelings, and we find a growing number of situations that evoke our emotions. (55) The infant has only emotional potential, he responds emotionally

with his whole body by crying. However, during the course of emotional development, new emotions are learned. Fear, for example, may be acquired during a state of excitement when the body is hurt. The child learns emotions such as fear, anger and joy during his infancy. (56) As development continues, the youth also learns to respond differently to emotion. His anger becomes more controlled, his objects of love change and increase in number, and finally, and probably most notably, his joy is expressed through words and smiles rather than by jumping up and down and gurgling. (57) As the emotional development continues, emotions are stimulated by an increasing number of new situations. The youth learns to love one person, to be jealous of another, or to hate a third. (58) Thought becomes an important emotion producer. Thought of the past, of death, of the future; as well as understanding others emotions. These can all trigger an emotional response. (59) Hopefully, the process of emotional development will culminate in the formation of an emotionally mature individual.

(60) Vocational development is basically the process of learning about oneself and (61) the world of work and then relating the two. (62) An early relation forms during middle childhood when the understanding of the sex role, male and female, is associated with male or female occupations in play. (63) Some youths may take occupational roles in fantasy. This dreaming is usually about the activities of the work role. (64) Some youths play like they are soldiers, firemen or jet pilots. (65) Later on in vocational development a youth begins to relate his interests to activities and projects. (66) Next, the youth starts to relate his own abilities and capacities to the requirements of certain occupations. (67) And then the youth relates his needs and interests

to (68) the world of work. (69) And finally, the youth relates himself to the world of work by choosing an actual occupation. Typically, though, he will switch about from job to job until he finds one that suits his particular needs, values, aptitudes and interest.

(70) Five areas of youth development -- Physical, Mental, Social, Emotional and Vocational. Each youth going through critical periods in each of the five areas. With proven developmental experiences, the youth will develop to his maximum. (71) The wall chart and accompanying materials will assist you in understanding the youth better and will suggest developmental experiences to help the youth along the path to full development. (72) Credit Slide
(73) Credit Slide

SESSION 7—BOY BEHAVIOR

The purpose of this session is to give Scoutmasters help in understanding and guiding boy behavior.

<i>Minutes</i>	<i>Event or Period</i>	<i>Page</i>	<i>Conducted By</i>
	Before the Meeting	97	
	Preparing the Instruction		
	Preopening Activity		
	Display		
13	Opening Period	97	
(5)	Opening Ceremony		
(3)	Attendance		
(5)	Introductions		
10	Introduction to Boy Behavior	97	Scoutmaster
20	Patrol Projects	97	Patrol Leaders
10	Reports on Patrol Projects	99	
5	Break—Short Exercise Stunt	99	
30	Discipline	99	Scoutmaster
10	Summary of Boy Behavior	100	
15	Filmstrip and Discussion		
	<i>Achieving the Aims of Scouting</i>	100	Scoutmaster
10	Closing Period	101	
(7)	Graduation		
(3)	Closing Ceremony		
	After the Meeting	101	
	Fellowship		
	Follow-up	101	Scoutmaster

MATERIALS NEEDED

NUMBER TITLE

For Display:

Books on boy behavior. These and others may be borrowed from a library. Reproduce this list for each man to pick up at the display table:

- Adolescence and Discipline: A Mental Hygiene Primer*, Rudolph Wittenberg
- The Adolescent Views Himself: A Psychology of Adolescence*, R. Strang
- Children's Behavior*, Sophie Ritholz
- The Child's World: His Social Perception*, Frank and Elizabeth Estvan
- How To Live Through Junior High School*, Eric W. Johnson
- Psychology in Children's Camping: A Dynamic Approach*, E. Robert Berg
- The Psychology of Adolescence*, John E. Horrocks
- The Psychology of Adolescent Development*, Raymond G. Kuhlen
- The Psychology of the Boy*, F. A. Servante
- Teaching Your Child Right From Wrong*, Dorothy K. Whyte
- Your Adolescent at Home and in School*, Mary and Lawrence Frank
- Youth: The Years From Ten to Sixteen*, Arnold Gesell and others

For Sale:

3500 *Scoutmaster's Handbook*

For Instructor:

- 3500 *Scoutmaster's Handbook*
- 3760 Training certificate filled out for each man
- 4205 Scoutmaster's Progress Card filled out for each man
- 4413 Training Attendance Report
- ♣ 6520 *Boy Scout Leader Training Aids*
 - Posters 1-6 and 12
 - Patrol Project Cards 21-28
 - Paper and pencils
 - U.S. flag
 - Flashlight or spotlight
 - Chalkboard or large sheets of paper
 - Chalk or marking crayon
 - Filmstrip and recording: *Achieving the Aims of Scouting*
 - Projector
 - Screen
 - Record player
 - Extension cord

BEFORE THE MEETING

Preparing the Instruction

Invite a resource man to work with you—a school guidance counselor, juvenile judge, police youth counselor, psychologist, or psychiatrist. One of these would be available in almost every district. He could be used as a consultant at the course, or he could present the "Summary of Boy Behavior."

There will *not* be any pat solutions to the behavior problems mentioned in this session. It is our plan to have each participant receive many ideas that will help him understand why a boy misbehaves. Understanding frequently suggests the proper and sometimes only solution to the problem.

Preopening Activity

As each person arrives, give him pencil and paper. Ask him to write the most challenging behavior problem he has in his troop, and to give his *ideas* as to the *cause* of the problem and what can be done about it. (Collect the behavior problems listed, to be used later in the session.) Have the resource man or an instructor analyze and select those not mentioned in tool 21, *Scoutmaster's Handbook*, pages 488-503.

Display

Call attention to the display of books on boy behavior.

OPENING PERIOD—13 Minutes

Opening Ceremony—5 Minutes

Conduct flag ceremony No. 4, *Scoutmaster's Handbook*, page 143.

Attendance—3 Minutes

Check the Training Attendance Report with patrol attendance rosters and recognize the patrol with the best attendance. Congratulate the patrol with the best attendance for the whole series of training sessions.

Introductions—5 Minutes

Introduce the resource man and any guests or visitors. Welcome them with an applause stunt.

INTRODUCTION TO BOY BEHAVIOR—10 Minutes

As the instructor of this course, you should familiarize yourself with tool 21, *Scoutmaster's Handbook*, pages 488-503.

List on a chalkboard and discuss the things that boys expect of their Scoutmaster. (Reference: *Scoutmaster's Handbook*, pages 489-90, "Know Yourself.") These are important to boys, and leaders must know about them before they deal with any behavior problem.

List on the chalkboard some common behavior problems faced by a Scoutmaster. (Reference: *Scoutmaster's Handbook*, pages 492-99.) Add those that the resource man or instructor selected from the preopening activity.

PATROL PROJECTS—20 Minutes

Assign one or two case histories to each patrol (eight are reproduced on page 98). Have the patrols study the case or cases and recommend solutions. You will find suggestions in the *Scoutmaster's Handbook*, pages 492-99. Use those which apply in the critique following each patrol's report.

The paragraph under each case history is a possible approach to handling the problem but is not intended to be the only answer.

Case Histories

1. *Theft*—Dave L. is a Second Class Scout and a recent transfer from another troop. He has been slow in making friends in his new troop. At summer camp his tent partner reports to the Scoutmaster that he has seen among Dave's gear several items that have been reported missing by other boys in the troop. How should the Scoutmaster handle this situation?

Emphasis on "why." Has he seen his parents "pick up" things?, "possession is nine points of law," or "finders keepers" concept. Finally, how have his parents handled it—because it has happened before—have they called him a thief, making him believe it, etc.?

2. *Swearing*—Bill J. has been a member of the troop for a little over a year. He is a First Class Scout, working on his Star. He is a patrol leader of an active patrol. Recently the Scoutmaster has heard Bill swearing. What steps could be taken to influence Bill to drop this undesirable habit?

One doesn't *drop* a habit; it is replaced by another by desire and long sustained effort.

3. *Lying*—Joe S. is a Second Class Scout. He participates in all troop and patrol events. Joe's biggest problem is lying. It has become habitual with him. He will lie when the truth would be easier. How could we help Joe become truthful?

Lying is a defense. Why is he defensive. Approach is to avoid asking questions where a lie can be used. Example, Wrong: "Did you do so and so?" Right: "Tell me why you did so and so."

4. *Vandalism*—Fred R. and John D. are members of Troop 80. While attending summer camp, they slipped out of their campsite and over to the neighboring site. They took their knives and cut the ten ropes in a patrol site. The next day they admitted to the rope cutting and said they were just having fun. How should this behavior situation be handled?

Gently with apology and replacement of damaged goods.

5. *Homesickness*—Bob B. is 11 years old and has just joined Troop 25. His troop goes to camp for 2 weeks. Bob has never been away from home for any length of time. He is really enthusiastic about going to camp for the first time. On the second afternoon of camp, Bob was seen by himself in his tent. When approached by his Scoutmaster, he said his stomach hurt and he wanted to go home. What would you do?

Give lots of understanding and sympathetic attention. Keep the boy active and in camp. Of course, the parents must be notified and sold on cooperation. This is best for the insecure, mother-protected boy.

6. *Smoking*—Fred S. is a Life Scout. He has been a member of Troop 16 for 4 years. During this time he has been a patrol leader and served as the troop senior patrol leader for 1 year. At the present time he is still active as an instructor in first aid. While on their last overnight, the Scoutmaster saw Fred smoking on a number of occasions, each time before a group of younger boys. How could we help Fred realize the hazards of this habit?

Find out why this boy feels insecure with his peers. He is trying too hard to impress the younger boys.

7. *Sportsmanship*—Al H. is patrol leader of the Hawk Patrol. At the last district camporee, Al griped to the judges in front of his patrol, saying they had been unfair. That night at the patrol leaders' council, Al was still griping about the poor judges that day. The Scoutmaster had noticed on other occasions that Al would get angry when his patrol failed to win. How could we help Al become a better sport?

Again why is it such a threat to the boy to come in second occasionally? Do his parents demand that he always be first?

8. *Physical Handicap*—Bud B. is physically handicapped. Bud had polio as a small child, and it resulted in paralysis of his left leg. This required the

wearing of a brace. Bud is a very independent boy. He is determined to participate in all troop activities, but all hikes become a real problem. He is never able to complete them, and when offered help, he becomes irritated. Suggest some way Bud could be helped to realize his situation.

Bud must learn to accept his limitations. His irritability should be ignored. Help him understand "doing my best" so that he will learn that this is acceptable. Use examples of things he can do better than others. No one can be excellent in everything.

REPORTS ON PATROL PROJECTS—10 Minutes

Reassemble. Have each patrol report on its suggestions. List them on the chalkboard. Let the complete troop discuss and add other ideas. Ask the group to refer with you to tool 21, *Scoutmaster's Handbook*, pages 490-99. Remind the group that these are not pat solutions. They will have to try the one or ones they think best. Be sure to bring out the following points:

"Boys are individuals with individual differences and, while we work with boys as a group in troop activities, it is only by working with boys as individuals and understanding their earlier environmental influences that we can solve real behavior problems.

"Don't be so eager for perfection that you are afraid to let boys experience leadership, including the attendant failures. The process of experiencing failures can contribute to the growth of the individual.

"Learn to listen to boys. Take time to hear about their hopes, problems, and successes."

Conclude this section with the words of Baden-Powell on leadership from poster 12.

BREAK—5 Minutes

Do short exercise stunt, "Do-This—Do-That," *Scoutmaster's Handbook*, page 439.

DISCIPLINE—30 Minutes

Conduct a troop discussion on discipline. Listed below you will find a number of suggestions that will help to maintain discipline. Place them on the chalkboard along with any suggestions listed previously. (Reference: *Scoutmaster's Handbook*, pages 499-502.)

1. Have the patrol leaders' council make rules and set penalties, within reason, as a way of giving boys responsibility for discipline.
2. If a boy breaks these rules repeatedly, have the PLC meet with the boy to attempt to determine the "why" of the rebellious behavior. Investigation is frequently quite surprising. Roughly three causes: (1) getting back at disciplinarian who is resented, (2) taking out resentment of parent figures on someone else, (3) bored and stirring up a fight for excitement and attention.

3. Hold discussions around the campfire on subjects such as the meaning of a point of the Scout Law.
4. Have a good preopening activity at every meeting.
5. Praise in public—criticize in private.
6. Provide real obstacles for boys to overcome. Don't make activities too easy.
7. Use Scout courtesies in the troop—formal reports, salutes, inspections, etc.
8. Be fair in dealing with boys. One boy may need more attention than another and even more leniency during a "habit improving" time.
9. Be firm but friendly.
10. Let the boy know what is expected of him when he joins the troop and then insist that he "do his best" (refer back to Case Histories 2, 3, 7, and 8). A SM will be wonderfully successful if substantial improvement is achieved within a year.

There are many more areas that could be included in this list. Ask the men for ideas.

Patrol Projects

Divide your increased list of suggestions into groups and assign one group to each patrol. Ask the patrols to do the following:

- Discuss methods of putting each suggestion into practice.
- Determine how each suggestion would help develop character and citizenship in boys.
- Select spokesmen to make brief statements on the patrols' findings when the troop reconvenes.

Allow approximately 20 minutes for the patrol discussions and reports.

SUMMARY OF BOY BEHAVIOR—10 Minutes

Ask the resource man to sum up this session, bringing out the highlights of the discussion. Ask him to relate his experience and knowledge to the case histories.

FILMSTRIP AND DISCUSSION—15 Minutes

Achieving the Aims of Scouting

Introduce the filmstrip with the following:

"We come now to the final phase of this training experience. It will be a complete change of pace from our subject of boy behavior. For the next few moments we would like to review the highlights of our seven training sessions. As the filmstrip is shown, think back through the training experience. Make every effort to visualize how this information can best be used to achieve the aims of the Boy Scouts of America."

✦ Review posters 5 and 6 and show the filmstrip.

CLOSING PERIOD—10 Minutes

Graduation— 7 Minutes

Conduct a graduation program, including presentation of Training Certificates and Scoutmaster's Progress Cards filled out and signed by the instructor.

Closing Ceremony— 3 Minutes

Sing "Taps," page 151, *Boy Scout Songbook*.

AFTER THE MEETING

Fellowship

This may include refreshments. Service patrol to clean up.

Next Day

Prepare a letter (or use the one provided in the introduction) to send to the heads of chartered institutions, expressing appreciation for their Scoutmasters' attendance at training.

FOLLOW-UP

- Check on releases to papers. Give recognition to students, faculty, specialists, and others in releases.
- Report to district training chairman.
- Report to Scout office on attendance, awards, and supplies.
- 100 percent completion? Who missed what? Assign for personal coaching.
- Thanks to institution providing facilities.

GIRLS AS INDIVIDUALS

A GIRL SCOUT LEADER TRIES to understand each girl in the troop, to help her develop her own abilities, and to enjoy active participation in the troop.

WHAT DO YOU WANT HELP ON RIGHT AWAY?

1. _____ Will I be able to help a girl build on the interests she already has -- family, church, school, other after-school activities?
2. _____ How do I help each girl learn to accept responsibility and take her part in the troop activities?
3. _____ When do I let a girl figure things out for herself and when do I step in to help her?
4. _____ How do I help each girl decide when she has done something to the "best" of her ability?
5. _____ How can I help a girl learn to find a good balance between self-expression and self-control?
6. _____ What do I do to help a girl who has a problem?
7. _____ Where can I learn more about what girls are like at the age of the girls in my troop?

Team
Taster
Tally

Group
Taster
Tally

Write

your

other

questions

here

8.

9.

10.

11.

12.

GIRLS AS INDIVIDUALS

A GIRL SCOUT LEADER TRIES to understand each girl in the troop, to help her develop her own abilities, and to enjoy active participation in the troop.

You have already started to pinpoint questions related to your responsibilities toward individual girls. These activities will give you a chance to follow up on your questions and to raise some questions that have not occurred to you before. As you know, there are no simple answers to some questions. All girls are different, and the way you react to each one will depend on your awareness and understanding.

Select those learning activities which will be most helpful to you.

FOCUS FOR STUDY OF THIS PART OF THE LEADER'S JOB

- * How to help a girl understand herself better.
- * Ways of guiding a girl toward healthy self-respect.
- * Ways to encourage girls to try new things and new ways of doing them.
- * Some of the reasons for undesirable behavior.
- * The physical, social, intellectual, and emotional development of girls from 7 through 17.

GIRLS IN GENERAL

NOTE: If you are not sure what is "usual" for girls of the ages in your troop, or if you want to increase your understanding of girls of that age, this learning activity is for you.

1. The Leader Notebook is full of clues to what might be considered "usual" for girls the age of your troop. Look through your Notebook now, particularly Chapter 2, to see what clues you can find.
2. The Handbook for the age level of your troop was specifically designed and written for girls of that age. Skim through the book looking at the pictures and at the kinds of activities described. Make notes of the tips

(TURN PAGE)

you find about what girls of that age are like . . . what they expect . . . and what they will be capable of doing.

3. Explore some of the materials in the resource packet that seem to be concerned with your particular questions.
4. The world around us is full of clues as to what girls of a certain age are interested in — what excites them, what inspires them, what they admire and disapprove of. Look at some of these with a new eye:
 - * Girl Scout Leader magazine.
 - * American Girl magazine.
 - * General magazines and newspapers.
 - * Books in the local library or bookmobile that are most popular with children.
 - * Radio and TV shows.
5. Go and talk with other adults who work with young people -- a teacher, librarian, nurse, policeman, leader of another youth group. Find out what they believe is "usual" for girls of this age.
6. Talk with and listen to girls of this age. What do they hope to become? . . . to do? What do they worry about? What do they want most from an adult friend? What do they think is "normal" for their age groups?
7. Now discuss what you have found. How does it compare with the ideas in Chapter 2 and on pages 15-17 in your Leader Notebook?
8. Summarize the information which has been most helpful to you. Where did you find it? What resources did you find besides those in the resource packet?

A PARTICULAR GIRL

NOTE: If you are concerned about a particular girl, this activity may be for you.

1. Describe an actual incident involving a girl who concerns you. Do you have reliable information on: who? . . . what? . . . where? . . . why? . . . how? . . . when? . . . how often?

2. Evaluate the information you have:
 - * Are there gaps in your information?
 - * Are all the facts consistent or do some of them "not fit into the picture"?
 - * Can you get more information?
3. Does the girl always react the same way toward you?
. . . toward all adults? . . . toward the other girls?
4. What are your reactions to this girl as a person?
5. Find out where you might get some helpful guidance:
 - * Explore the materials in the resource packet.
 - * Look into some books and magazines in your local library or bookmobile.
 - * Consult with other adults -- a teacher, guidance counselor, school nurse, parent.
6. Just to organize your thoughts, make a list of the steps you might take to help this girl help herself.
7. Discuss with your team members what you have found and your conclusions. How do they react to the steps you plan to take?
8. Summarize the information which has been most helpful to you. Where did you find it? Did you discover any resources besides those in the resource packet?

THE GIRLS IN YOUR TROOP

NOTE: If you want to concentrate on the actual girls you will be working with, this activity is for you.

1. Take a few minutes by yourself and think of the individual girls in your troop.
 - * Can you see the face of each girl?
 - * Do you know the things that please her? . . . that worry her? . . . that help her feel successful?

(TURN PAGE)

- * Do you know how she gets along with the other girls?
. . . with the other adults who work with the troop?
- 2. Maybe you have found that you don't know some of the girls in the troop as well as you would like. You can get to know each one better by "observing" her more closely. Look through the materials in the resource packet for information about the techniques of observing.
- 3. At your next troop meeting, "observe" a girl whom you feel you do not know well enough. (Be sure that the girl is unaware that she is being observed.)
 - * What does she do during the time there are no planned activities?
 - * What does she do during the planned activities?
 - * How does she appear to get along with the other girls?
 - * How does she appear to think others feel toward her?
 - * What do her actions tell you about how she feels toward herself?
- 4. If you wish, discuss your observations with the other leaders in your learning team. What did each of you see that surprised you?
- 5. Either in your own thoughts or at other troop meetings, "observe" each girl in the troop this way. Does it help you to feel you know them better as individuals?
- 6. Summarize the information which has been most helpful to you. Where did you find it?

QUESTIONS FOR THINKING AND TALKING

NOTE: If you have questions about girls for which there are no simple answers, this learning activity is for you.

"How can I help my own child as an individual member of the troop?"

"When a girl acts up, is it better to divert her interest or just make her stop?"

"If we treat each girl as an individual, how do we ever get anything done as a group?"

About all that can be said when such questions are raised is, "Well, it depends. . . ." It may depend on things which only the troop leader can really know about. Still, it is helpful to know that other leaders have the same kinds of questions, and have ideas about solutions.

1. Decide on the questions the team members want most to discuss.
2. The Cadette Handbook gives some helpful hints on having a satisfying discussion (pages 41-45). If you don't have that Handbook handy, make arrangements to borrow one for a little while.
3. How many possible (practical) solutions to each question can you find from the other leaders in your team? . . . the materials in the resource packet?
4. Make a plan with your team members for each of you to explore certain resources outside your team:

* Others in the learning group.

* Others in the community who work with groups of young people.

* Books and magazines in your local library or bookmobile.

* The girls in the troops.

Discuss with your team what each of you finds out.

5. Summarize the ideas you may try out or adapt to fit your own situation.

When the team is ready to share what it has learned with the whole training group, turn to the back of this workbook, "Sharing."

RESOURCE MATERIALS

Your basic library is the Girl Scout Leader Notebook, the Girl Scout Handbook used by the girls in your troop, and the Design for Learning Leader's Workbook.

The Girl Scout Leader magazine and The American Girl magazine provide a wealth of ideas for your leadership job too.

Many other valuable resources are available for your study of this particular part of the leader's job. Some of these will be in the resource packet. Many are listed in your Girl Scout Publications Catalog and in the Girl Scout Audio-Visual Materials Catalog. Others may be available through your council office or in your library or bookmobile.

BOOKS AND OTHER PUBLICATIONS

A Primer for Parents by Mary Ellen Goodman. Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., New York, N. Y. 10016. (55¢)

All Children Have Gifts. Association for Childhood Education International, 3615 Wisconsin Ave. N. W., Washington, D. C. 20016. (75¢)

Basic Concepts for Parents by Ethel Kawin. Vol. I, Parent-hood in a Free Nation series. Macmillan Co., 60 Fifth Ave., New York, N. Y. 10011. (\$2.00)

Childhood Education magazine. Association of Childhood Education International, 3615 Wisconsin Ave. N. W., Washington, D. C. 20016.

Children magazine. Children's Bureau, U. S. Department of Health, Education, and Welfare. Superintendent of Documents, Government Printing Office, Washington, D. C. 20402.

Early and Middle Childhood by Ethel Kawin. Vol. II, Par-enthood in a Free Nation series. Macmillan Co., 60 Fifth Ave., New York, N. Y. 10011. (\$2.75)

BOOKS AND OTHER PUBLICATIONS (cont'd)

Growing Things by Marie E. Gaudette and Dorothea C. Spellmann. G. S. Cat. No. 19-206)

How Children Can Be Creative by Wilhemina Hill, Helen K. Mackintosh, and Arne Randall. U. S. Department of Health, Education, and Welfare. Superintendent of Documents, Government Printing Office, Washington, D. C. 20402 (15¢)

Later Childhood and Adolescence by Ethel Kawin. Vol. III, Parenthood in a Free Nation series. Macmillan Co., 60 Fifth Ave., New York, N. Y. 10011. (\$3.00)

Rearing Children To Meet the Challenge of Change by Dan W. Dodson. National Conference of Christians and Jews, 43 West 57th St., New York, N. Y. 10019. (50¢)

Shall Children, Too, Be Free? by Howard A. Lane. Anti-Defamation League of B'nai B'rith, 315 Lexington Ave., New York, N. Y. 10016. (50¢)

Your Child's Mental Health by William W. Wattenberg. National Education Association, 1201 16th St. N. W., Washington, D. C. 20036. (35 for \$1.00)

MOVIES

"To Be a Leader." (G. S. Cat. No. 11-14)

FILMSTRIPS

"Troop Government" series. (G. S. Cat. Nos. 13-50 to 13-54)

NOTE: Books with a Girl Scout catalog number are listed in the Girl Scout Publications Catalog.

NOTE: Movies and filmstrips with a Girl Scout catalog number are listed in the Girl Scout Audio-Visual Materials Catalog.