REPORT
ON
INSTITUTE
FOR
YOUTH OPPORTUNITY PROGRAM

INSTITUTE OF MUNICIPAL GOVERNMENT
WILKES COLLEGE
WILKES-BARRE, PENNSYLVANIA

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FOR
YOUTH OPPORTUNITY PROGRAM

Conducted by

Institute of Municipal Government
Wilkes College
Wilkes-Barre, Pennsylvania

FOREWORD

This is a final report of a three-week Institute, beginning July 11, 1965, and ending July 30, 1965, for the training of operational and management personnel of employment service offices in the new function with Youth Opportunity Centers.

This is another instance of Wilkes College placing its staff and facilities at the disposal of government and organizations working toward the betterment of society. In consequence of this philosophy, a proposal was submitted to Myer Freyman, Chief, Branch of State Training and Executive Development, Bureau of Employment Security, United States Department of Labor. Mr. Robert C. Goodwin, Administrator of the Bureau, agreed to the proposal on June 16, 1965.

Mr. Freyman, Mr. Melvin Finn, and Miss Lynn Gallagher of the Branch of State Training and Executive Development visited the Institute and offered comments on the progress of the training program.

Grateful acknowledgement is expressed to the members of the Wilkes College faculty who helped in formulating the proposal and writing this report.

Special recognition must be expressed to the numerous speakers and community organization representatives -- civic, governmental, and industrial -- who wholeheartedly participated on short notice.

Hugo V. Mailey
Director
Institute of Municipal Government

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I. THE PROBLEM

Very few problems in American society are as complex as the problems of youths between sixteen and twenty-two who have not been adequately prepared for our technological society.

As long as there was ample opportunity in the economy for unskilled workers with a minimum of education, most educators could afford to continue the traditional selection process. Lives adversely affected by this selection process were not any central concern.

Now we are in the midst of such basic social changes affecting the entire fabric of our society that the systematic use of our manpower has become the focus of a new public policy. Some of the changes are tremendously far-reaching:

First, a rapidly developing complex, industrial society which requires that its functioning members be highly literate, able to learn, and re-learn skills as minimal conditions for economic security.

Second, a rising level of affluence which makes further material goals for many individuals somewhat subordinate but related to the kind of personal identity which will make life more meaningful.

It is tragic enough that these several million out-of-school and out-of-work youth are the most wasted resource of our nation. The tragedy is compounded for our affluent society in that most of this pool of human resources--frustrated and disorderly--will end up on the welfare rolls.

As we shift from an economy of scarcity to an economy of abundance, and as the need for a skilled labor force becomes more pronounced, maximum manpower development becomes a criterion of successful human development. New public policy dictates that a systematic program be developed from these undereducated and culturally-deprived youth to assist them to find a meaningful role in our society.

The Department of Labor has been cooperating with state employment agencies specifically to deal with the problem of unemployed youth between the ages of seventeen and twenty-two who are not in school. Working with these young men and women presented a new kind of problem to these agencies, since the participants for whom the YOC Institute was designed are members of the civil service who have had training and experience in working with the placement of the non-disadvantaged youth. Thus the function and role of the public employment agency are being enlarged to provide job training and placement opportunities for a clientele oftentimes submerged and lost in many communities.

The Centers will provide specialized and intensive counseling service to disadvantaged youth who are: :

a. Out of school, and

b. Unable to find or hold suitable employment without further special schooling and/or training

c. School dropouts; and

d. From an environment which resulted in a significant combination of the following characteristics:

(1) Unskilled;

(2) Youth found ineligible for military service by the Selective Service System.

(3) Member of a minority group;

(4) Undermotivated or unrealistically motivated; or

(5) A problem of social adjustment interfering with employment.

Inevitably it will be a role in guiding educational programming and counseling. It will also play a partnership role with the private economy sector in relating private economic planning to public manpower development policy and program. It is also inevitable, then, that the public employment agency has been called to play a vital role in working with those millions of young people, who must still be prepared to play a useful role in the society.

The Youth Opportunity Centers are asked to suceed where other institutions have failed. They must regenerate the hope and motivation of this deprived youth. They must fathom the suppressed capabilities of youth and teach the youth to believe in themselves. They must provide training and placement opportunities which are relevant and real. They can only accomplish these objectives if they offer a significant human relationship, a human relationship which encourages, teaches, and rewards hope with training and a job.

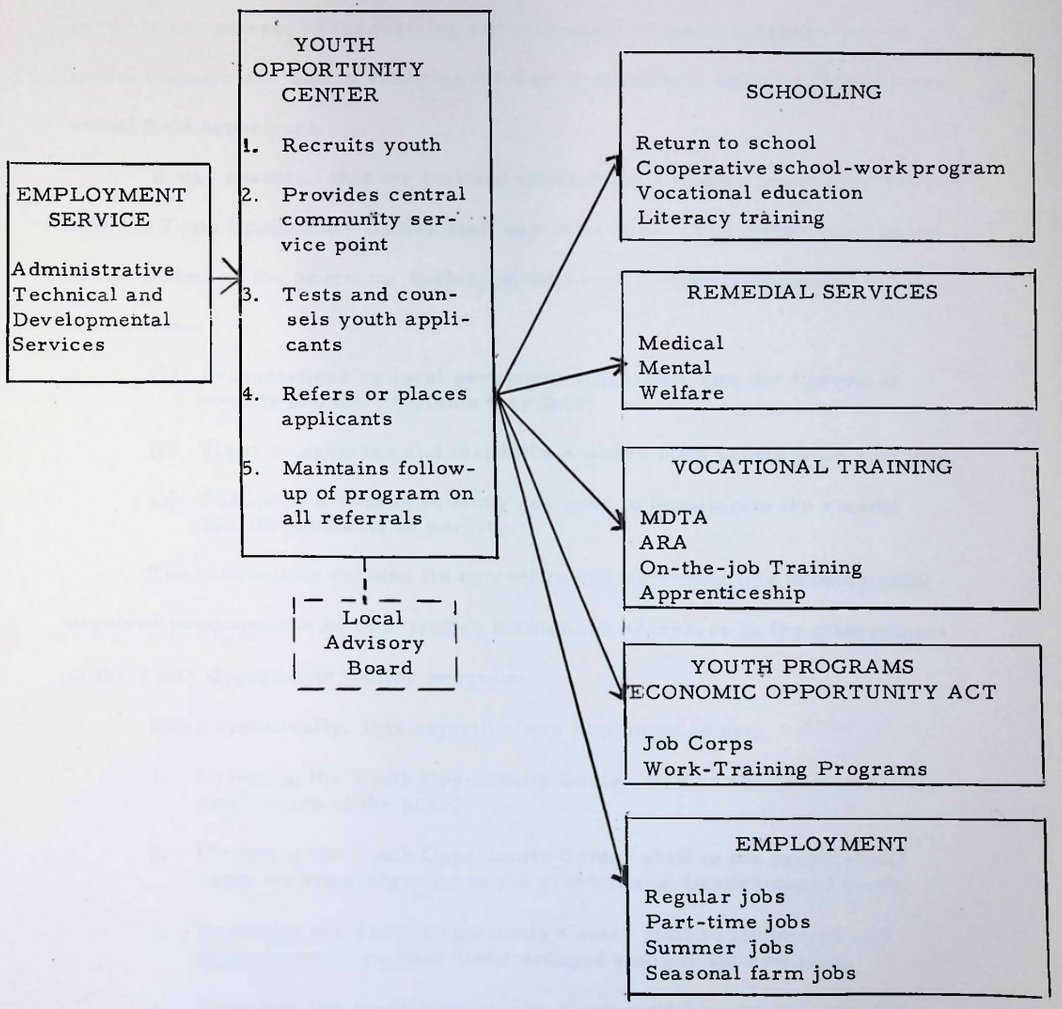
The Centers will reach out to these young people. They will help them overcome the disadvantages environment has laid on them; help them fain the motivation, the confidence and the capabilities they need to get the jobs that will place them on the road to useful, productive lives.

These Centers can attain the objective set forth in public policy if their staffs understand the tasks before them, delineate these new duties from the old ones, learn the culture of the undereducated, and acquire new tools and techniques.

In a very real sense, Youth Opportunity Centers will be advance posts in the war against poverty.

The Wilkes College proposal was intended to train personnel in the Pennsylvania Bureau of Employment Security for staff positions in the YOC Center proposed for Wilkes-Barre, Pennsylvania

FUNCTIONAL CHART
OF
YOUTH OPPORTUNITY CORPS



II. OBJECTIVES

The training objectives of the Institute were: To provide a training experience that would enable the Youth Opportunity Center staff member to expand his competence in the training and placement of disadvantaged youth in useful employment; and to sensitize the Center member's ability to learn from actual field experience.

It was essential that the training program be a unified experience and that the Youth Opportunity Center staff saw it as such. The three major parts in the content of the program, each of which bears a close relationship to the other, were:

(1) Presentations by local personnel acquainted with the victims of poverty and the problems they face;

(2) Visits to agencies and institutions where such people were serviced;

(3) Pursuit of a course of study designed to familiarize the student with the problems of poverty.

The curriculum devoted its content to understanding this economically deprived youth and the administrative framework necessary in the management of the Youth Opportunity Center program.

More specifically, this objective was implemented by:

1. Orienting the Youth Opportunity Center staff to the characteristics and culture of the poor;

2. Orienting the Youth Opportunity Center staff to the professional agencies knowledgeable in the problems of disadvantaged youth;

3. Orienting the Youth Opportunity Center staff to techniques and procedures to counsel disadvantaged youth in its new role;

4. Orienting the Youth Opportunity Center staff to the changing labor market of Northeastern Pennsylvania

III. PROGRAM

YOUTH OPPORTUNITY CENTER

INSTITUTE
Wilkes College

Note: All sessions were held in Stark Hall, Room 133 on the Wilkes College Campus from 9:00 a.m. to 12 Noon and 1:00 p.m. to 4:00 p.m. unless otherwise indicated.

Sunday - July 11

4:00 p.m.	Assignment of Rooms	Sturdevant Hall 129 South Franklin St.
6:00 p.m.	Dinner Meeting	Wilkes Dining Commons 75 West South St.

Objectives of Youth Opportunity Corps

Dr. Eugene S. Farley, President, Wilkes College, Wilkes-Barre
Mr. Jack Brown, Executive Director, BES, Scranton
Mr. Guy Solfanelli, District Manager, BES, Scranton
Mr. Myer Freyman, BES. U. S. Department of Labor, Washington, D. C.

Monday - July 12

through

Wednesday - July 14

Sensitivity Training

Dr. F. Kenneth Berrien, Professor of Psychology, Rutgers University
Mr. Leslie E. This, Chief, Agricultural Research Service, U. S. Department of Agriculture
Leadership Resources Incorporated, Washington, D. C.

GROWING UP IN POVERTY

Thursday - July 15

9:00 a. m. — Childhood in Poverty

Dr. Joseph Klein, Director, Pediatrics Department, Wilkes-Barre General Hospital, Wilkes-Barre
Dr. Robert Riley, Chairman, Psychology Department, Wilkes College, Wilkes Barre

10:00 p. m. — Adolescence in Poverty

Dr. Carl Nitsche, Consulting Psychologist, Wilkes-Barre. (This session will be held at the Children's Service Center, 335 South Franklin Street, Wilkes-Barre.)

SOCIAL SERVICE AGENCIES AND DISADVANTAGED YOUTH

Friday - July 16

9:00 a. m. — Role of the Volunteer Agency

Dr. Eunice Clarke, College of Education, Temple University, Philadelphia
Miss Dorothy Cohen, Director, Family Service Association, Wilkes-Barre
Rev. Donald McAndrews, Director, Catholic Charities, Wilkes-Barre
Mr. Carroll Colby, Director, Commission on Economic Opportunity, Wilkes-Barre

1:00 p. m. — State Diagnostic and Correctional Service

Mr. Frank C. Johnston, Director, State Correctional Institution, Chase (Transportation was provided for this trip to the State Correctional Institution at Chase. The bus left from Sturdevant Hall at 1:00 p. m.)

Monday - July 19

9:30 a. m. — Causes of Juvenile Delinquency

Judge Richard Bigelow, Luzerne County Juvenile Court, Wilkes-Barre
Mr. Charles Adonizio, Juvenile Probation Officer, Wilkes-Barre
Mr. Louis C. Shupnik, Adult Probation Officer, Wilkes-Barre

EDUCATION OF UNEMPLOYABLE DISADVANTAGED YOUTH

1:00 p. m. — Identifying Educational Deficiencies

Mr. George Siles, Instructor, Education Department, Wilkes College, Wilkes-Barre
Mrs. Florence Weinberg, Kingston Public Schools, Kingston
Mr. Carl Missal, Wilkes-Barre Public Schools

Tuesday - July 20

9:00 a. m. — Motivation

1:00 p. m. — Private Educational Opportunities

Rev. Paul Purcell, Director, St. Michael's Industrial and Agricultural School, Hoban Heights. (Transportation was provided for this trip. The bus left from Sturdevant Hall at 9:00 a. m.)

Wednesday - July 21

9:00 a. m. — Public School Responsibility

Mr. Al G. Ford, Assistant Superintendent, Luzerne County Public Schools, Wilkes Barre

1:00 p. m. — Rehabilitation

Mr. Tom Williams, District Administrator, Bureau of Rehabilitation, Department of Public Welfare, Wilkes-Barre

Thursday - July 22

9:00 a. m. — Mr. Walter George, Director, United Rehabilitation Services, Wilkes-Barre

1:00 p. m. — Vocational Training

Mr. Andrew Kosher, Coordinator, Wyoming Valley Technical School, Kingston

Technical Training

Mr. George Bierley, Director, Penn State Institute, Wilkes-Barre
(Transportation will be provided to both institutions. The buses left from Sturdevant Hall at 1:00 p. m. One group went to each location. At 2:30 p. m. groups exchanged locations.)

WORK IN MODERN AMERICA

Friday - July 23

9:00 a. m. — A Sociologist's View

Dr. Jaroslav Moravec, Chairman, Sociology Department, Wilkes College, Wilkes-Barre
Mr. Larry Greenspon, Instructor, Sociology Department, Wilkes College, Wilkes-Barre

1:00 p. m. — An Economist's View

Dr. Samuel Rosenberg, Chairman, Economics Department, Wilkes College, Wilkes-Barre

COUNSELING DISADVANTAGED YOUTH

Monday - July 26

9:00 a. m. — Philosophy of Counseling

Dr. Robert Riley, Chairman, Psychology Department, Wilkes College, Wilkes-Barre

1:00 p. m. — Special Testing Techniques

Mr. John Chwalek, Director, Guidance Center, Wilkes College, Wilkes-Barre
Mr. Joseph Kanner, Director, Testing Service Guidance Center, Wilkes College, Wilkes-Barre. (This session was held in Room 35 of Parrish Hall, 16 South River Street, Wilkes-Barre. Participants should be in this room by 1:00 p. m.)

Tuesday - July 27

9:00 a. m. — Using Test Results

Mr. Harold Saunders, Director, Pupil Personnel Services, Wilkes-Barre Schools

1:00 p. m. — Special Techniques in Counseling

Dr. Inez Husted, Supervisor of Special Education, Luzerne County Public Schools

POVERTY IN NORTHEASTERN PENNSYLVANIA

Wednesday - July 28

9:00 a. m. — Occupational Inventory and Future Labor Market

Miss Loretta A. Fleming, Employment Security Specialist, BES, Scranton
Mr. Herman Otto, Director, Northeastern Pennsylvania Economic Development Council, Wilkes College, Wilkes-Barre

1:00 p. m. — Field Work--Interviews

Thursday - July 29

9:00 a. m. — Industrial Relations

Mr. H. Martin Molony, District Manager, Sun Oil Company, Pittston
Mr. Glenn Rhys, Manager, Industrial Relations, Eberhard Faber, Inc., Mountaintop
Miss Ann Servanek, Employment Representative, Personnel Department, Bell Telephone Company, Wilkes-Barre
Mr. Eugene Considine, President, Greater Wilkes-Barre Labor Council

SUMMARY AND CONCLUSION

1:00 p. m.

What is the Youth Opportunity Center's Responsibility Following Job Placement?

Moderator: Mr. Michael J. Barone, Instructor Education Department, Wilkes College

Dr. Samuel Rosenberg, Chairman, Economics Department, Wilkes College, Wilkes-Barre
Rev. Howard Hartzell, Executive Secretary Wyoming Valley Council of Churches, Wilkes-Barre
Mr. Francis P. McCullough, Counselor, Veterans Administration, Wilkes-Barre

Friday - July 30

9:00 a. m.

Examination for Credit

Miss Barbara Welliver, Instructor, Sociology Department, Wilkes College, Wilkes-Barre

Evaluation of Institute

Mr. Joseph Kanner, Director, Testing Service Guidance Center, Wilkes College, Wilkes-Barre.
Mr. Myer Freyman, BES, U. S. Department of Labor, Washington, D. C.

1:00 p. m.

Introduction of Guests

Dr. Hugo V. Mailey, Director, Institute Municipal Government, Wilkes College

Address

Mr. Myer Freyman, BES, U. S. Department of Labor, Washington, D. C.

Presentation of Certificates

Dr. Hugo V. Mailey, Director, Institute Municipal Government, Wilkes College

IV. CURRICULUM

The training program was developed as a unifed experience so that the Youth Opportunity Corps trainee could see the social dimensions of poverty as more than a transitory, short-term problem.

One of the most hopeful solutions to the dilemma of resolving the conflict between individual effort and organizational goals is to increase the effectiveness of face-to-face work groups. Management "teamwork" is important in any new organization and particularly in one which has been given a new function, such as the BES personnel for YOC Centers. The curriculum provided conditions where the individual trainee could relate effectively in this new organizational setting, and therefore the first three days of the Institute provided for "Sensitivity Training."

To put it simply the expression "Sensitivity Training" included the methods of unstructured group learning, individual feedback, skill practice, and information sessions. The theory behind such methods is based on a laboratory concept of learning based on the supposition that individuals can best learn inter-personal and groups skills through actual experience. One of the assumptions underlying sensitivity training is that the man best learns these kinds of insights by self-discovery. The training of the first three days provided the kind of setting that would best enable the YOC trainees to discover these insights and knowledges and result in maximum benefit to the new Centers.

Skill exercise periods were provided to permit the paticipants to try out new ways or behaving, or to test ways that have been suggested in the presentation

or by the groups. In such an instance, the trainee had little at stake since he knew he was in a training setting and encouraged to experiment with new ways of behaving. If it seemed to him to be better than his old pattern, the chances were enhanced that he would try it out when he began his new undertaking.

Participants met in groups of 12-15 with a professional trainer from Leadership Resources, Inc. so that they could get insights into the forces that are at work, such as the leadership struggle, group structure, group objectives, accommodating individual objectives to group objectives, group standards to guide their conduct, what improves and lessens the group's appeal to them, how decisions will be made, how to handle the participation of members, and how one's behavior is influencing this group.

A. Growing Up In Poverty

This section of study involved understanding the disadvantaged: their home backgrounds, their upbringing, their difficulties with the traditional educational system, the degree to which they do not share the values of the rest of society, and the factors that stand in the way of motivation to achieve the means to fulfill these values.

The Youth Opportunity Center staff member must understand fully the culture of the poor if he is to be useful. The impact of poverty in infancy and childhood was viewed in every dimension--social, psychological, and economic. The impact on family structure, role identification, and values of the poor must be clearly understood. Attention was paid, therefore, to the lack

pre-natal and post-natal care and numerous other health problems of the culturally and economically deprived. Consideration was also given to the relationship between mental illness and disadvantaged youth.

B. Social Service Agencies

The families of disadvantaged youth inevitably become wards of public and private social agencies and institutions. A careful review of the structure policies, and procedures of such agencies provided the Youth Opportunity Center staff member with an insight into the reasons for dependency which oftentimes negate efforts at rehabilitation. The status of social services in the area of a Youth Opportunity Corps Center is tremendously significant in the success or failure in assisting the poor to become self-sufficient workers.

C. Work In Modern America

Automation has had a profound impact on our society, making prospective occupational opportunities quite limited, even with the constant retooling of skills. The role of the employment agency in placing retrained youth in employment situations within the framework of present labor-management relations was stressed to the YOC trainees.

D. Counseling Disadvantaged Youth

The purpose of the unit dealing with acquisition of counseling skills was to review the competences of the Youth Opportunity Center staff in interviewing and advising, and then to enlarge upon them with those additional skill areas which proved relevant to the new Youth Opportunity Center operation.

The importance of the interview with those of limited education and training was crucial to the success of the Youth Opportunity Center.

The Youth Opportunity Center staff was provided with a review of the general basic concepts of interviewing so that good rapport would be developed between the disadvantaged and the Bureau of Employment Security personal interviewer, recording that information necessary to uncover the underlying factors of unemployment.

The Center members must fathom the suppressed capabilities of youth so that it can believe in itself. They can provide training and placement opportunities which are relevant and real, only if they offer a significant human relationship, a human relationship which encourages, teaches, and rewards hope with training and a job.

E. Education For Employability

The role of education in breaking the poverty cycle was examined so that the full socialization of disadvantaged youth could be realized. The potential drop-out was discussed with school officials and the troublesome child was recognized as one who is frequently pushed out because academic rigors have dulled his motivation to learn.

It has been pointed out that twenty years ago the public schools were urged to be concerned with vocational education, because at that time there was need for persons to be so educated. Public school authorities took little heed. Today they are beginning to show interest, but are late--perhaps too late--because due to automation jobs for which vocational education prepared persons are being eliminated from the labor market. The vocational and

technical training required in today's industrial process were considered by the trainees with both those knowledgeable in the training and in the industrial management personnel.

F. Poverty In Northeastern Pennsylvania

The changes in the local labor market passing from a single industry (anthracite) to a diversified economy acutely affect the prospects of employment for those inadequately prepared. Not only is disadvantaged youth in Northeastern Pennsylvania faced with the usual technological shifts in manpower requirements, but its employment problems are compounded in an economy in transition. According to most planners this region may become one of the distribution centers along the eastern seaboard.

As a result of these such imponderables, kean vision of the future must be exercised to attain the goal of job training and placement.

G. Summary and Evaluation

The total responsibility of the YOC Institute members was to make a survey of the conditions where deprived youth resides, review the agencies whose work is related to the new function of the Youth Opportunity Centers, and then determine all the practical and feasible avenues of assistance which can be extended to that youth.

An evaluation and assessment of the whole program was undertaken to ascertain if the general objectives of training outlined earlier were attained.

V. SUMMARY OF REMARKS BY SPEAKERS

INTRODUCTION

Mr. Melvin Finn - "Youth Opportunity Centers

(1) Out-reach service to youth

(2) New role of the Centers

(3) Concern for the total dignity of youth, 16 to 22 years of age

Mr. Leslie This - "Sensitivity Training"

(1) Need for revision of standard practices

(2) Need to understand motivational forces

(3) Human relations combined with technical skill

Dr. F. Kenneth Berrien - "Sensitivity Training"

(1) Feeling for disadvantaged client

(2) Unstructured groups

(3) Personalities of staff and clients

GROWING UP IN POVERTY

Dr. Joseph Klein - "Childhood in Poverty"

(1) Origins of Poverty

(2) Poverty affects child development

Dr. Robert Riley - "Childhood in Poverty"

(1) Special problems of poverty to the adolescent

(2) Can youth overcome disadvantages of poverty

Dr. Carl Nitsche - "Adolescence in Poverty"

(1) Lack of psychologically nutritious environment

(2) Impairment of social development

(3) Moral poverty of disadvantaged youth

SOCIAL SERVICE AGENCIES

Dr. Eunice Clarke - "Role of the Volunteer Agency"

(1) Education as a continuous process

(2) Humanitarian approach

(3) Sub-culture of poverty

Miss Dorothy Cohen - "Social Work"

(1) Goals of social work

(2) Troubled youth and his family life

(3) Role of family agencies

Rev. Donald A. McAndrews - "Inter-agency Cooperation"

(1) An adequate referral system

(2) Public and voluntary agencies

Mr. Frank C. Johnston - "Juvenile Delinquency"

(1) Crime and poverty

(2) Lack of sense of social responsibility

(3) Self-gratification

Judge Richard Bigelow - "The Work of the Juvenile Court

(1) Importance of individuals

(2) Distinction between delinquent and criminal

(3) Legal aspects in dealing with disadvantaged youth

EDUCATION

Mr. George Siles - "Identifying Educational Deficiencies"

(1) The usefulness of the medial educational services

(2) Academic deficiencies which cause unequal economic opportunity

(3) Factors that contribute to a potential drop-out

Rev. Paul Purcell - "Private Educational Opportunities"

(1) Referrals from public and private agencies

(2) The agency acting in loco-parentis

(3) The significance of private institutional care

Mr. Al G. Ford - "Public School Responsibility"

(1) The legal responsibility of a public school

(2) A more flexible educational program

(3) The extent of remedial service as a public school function

Mr. Tom Williams - "Rehabilitation"

(1) The role of the Bureau of Vocational Referrals

(2) The attitude of industry toward a rehabilitated person

(3) The special problem of psychiatric referrals

Mr. Andrew Kosher - "Vocational Training"

(1) Emotional requirements for a vocational program

(2) Provisions of State and Federal laws for vocational training

(3) Distinction between vocational training and technical training

WORK IN AMERICA

Dr. Jaroslav Moravec - "A Sociologist's View"

(1) Role of work in American society

(2) Importance of attitudes of workers

(3) Conception of work held by disadvantaged youth

Dr. Samuel Rosenberg - "An Economist's View"

(1) Factors which produce and eliminate jobs

(2) What is the economics of work

(3) Can the disadvantaged youth be eliminated

COUNSELING

Dr. Robert Riley - "Philosophy of Counseling"

(1) Special principles in counseling disadvantaged youth

(2) Obstacles in interview

(3) Role playing in counseling

Mr. Joseph Kanner- "Special Testing Techniques

(1) Minimal testing program for adequate vocational placement

(2) The importance of personal characteristics

Mr. Harold Saunders - "Using Test Results"

(1) Factors for school drop-outs

(2) Reliability of test results

Dr. Inez Husted - "Special Techniques in Counseling"

(1) Concern with personality problems

(2) Effectiveness of group counseling

(3) Is vocational counseling an end result?

VI. INSTITUTE STAFF

The assumption was that the school would be held on the campus of Wilkes College, calling upon the College personnel and guidance staff. The Institute of Municipal Government was asked to undertake the project, using such College and community resources that would make the program a success.

The Planning Committee for the YOC Institute recognized that there were many lay and professional persons in the Wilkes-Barre area who by virtue of their close daily contact with community problems, could assist the College to develop a more comprehensive understanding of the region's poverty areas and the problems of area residents.

The Committee believed that it was essential to good programming to really check the planning assumptions by asking a group of knowledgeable persons to meet as a group to relate their perceptions of the problems uncovered in the operation of public and private agencies, the schools, government, and labor organizations. It was found that, even on short notice, many busy persons were willing to give a day of their time to discuss community problems and review the proposed program.

In addition to the College staff and knowledgeable people in the community, a variety of out-of-town authorities were brought in to the Seminars or evening meetings to widen the perspective of the YOC trainees.

The program was supplemented by basic instructors, otherwise known as employee drop-outs, so that an insight could be into their upbringing, status in life, values, and aspirations.

INSTITUTE STAFF

Director	Dr. Hugo V. Mailey, Director, Institute of Municipal Government, Wilkes College
Assistant Director	Dr. Eugene L. Hammer, Chairman Education Department, Wilkes College
Administrative Assistants	Mr. Philip Tuhy, Associate Director, Insitute of Municipal Government, Wilkes College
	Mr. Welton G. Farrar, Associate Professor, Economics Department, Wilkes College
Instructors	Miss Barbara Welliver, Instructor, Sociology Department, Wilkes College
Basic Instructors	Employed youth who are school drop-outs were used by teams of trainees to acquaint them with the YOC problem

VII. ON CAMPUS TRAINING

In a short training period of only three weeks duration, it was impossible to cover every aspect of the drop-out problem. Participating experience and personal involvement with the disadvantaged can make up for many of the gaps which the trainee encountered in the program. No amount of thorough and concentrated information and knowledge, as important as it is, could provide the reality and vitality of personal involvement.

In order for the Institute participants to be away for a short time from the attitudes and routines of daily living and to develop new competencies, provision was made to house them on campus. In this way, the trainees, as discussants, could eat, feel, and live the poverty problem.

At the same time they found it was easy enough to visit the "skid row" area, only a matter of a few blocks from the campus. They had meals in the area and were encouraged to interact with those who lived in the area. The youth of the area seem to drift into this section. The social agencies which deal with the families of deprived youth were within walking distance. The experience of searching for employment gave them new insights into the resistances, the barriers, and the plight of the disadvantaged.

No guided bus tours were included in the program because the value of such visitations was negligible. It seemed desirable to provide a variety of field experiences which would enlarge the YOC staff's understanding of the world of disadvantaged youth. The YOC staff visited a wide range of

youth and employment training agencies and institutions in the area. Arrangements were made for the trainees to spend ample time with police, probation officers, at a state correctional institution, a county facility for youth, and the Juvenile Court.

The Institute met in Stark Hall, in a seminar type setting. Library facilities, dormitory, and dining facilities were in very close proximity.

VIII. CENTER DIRECTOR'S SEMINAR

On the Wednesday afternoon of the third week of the Institute a special seminar was arranged for the Institute participants that would be the directors of Youth Opportunity Centers. The participants included John Dunn; May Maurath; Joseph Kanner, head of Testing Service at Wilkes College; and Philip Tuhy, Associate Director of the Institute of Municipal Government.

The purpose of the brief seminar was to review some of the administrative problems that could possible be encountered in the Youth Opportunity Centers. Planning for the administration of the Center was discussed. Here it was stressed by the participants that the program should be as flexible as possible. Since the program will ultimately include all of the youth between 16 and 22 years of age, an emphasis should be placed upon quality rather than quantity.

As may be seen from the field work assignments, some of the clients will present specific problems that will take a great deal of time to carry to a successful conclusion.

The problem of adequate staffing was also discussed since many and varied talents will be required to carry out the objectives of the Youth Opportunity Center's programs. In this regard it was emphasized that too rapid results should not be expected because of the problems encountered.

In-service training was also discussed. The participants suggested that perhaps the YOC Institute should be on a recurring basis, However, it was pointed out that the participants should be selected from the same level of authority and responsibility. That is, directors or assistant directors could share

experiences, and a different approach for personnel with no experience at all being placed together in groups. Also, as an adjunct to the training process, the question was raised as to the availability of other professional services to members of the Youth Opportunity Center staff. An example of the type of training that would be helpful to the entering staff members would be the presentation of a counseling in depth demonstration.

Because of the relative newness of the problem it was emphasized that the program should remain as flexible as possible until the definite staffing, training and coordinating needs are identified. The seminar concluded with a discussion of the value of the YOC Institute program to the individual participant.

IX. FIELD WORK

Part of the program of the Institute was a field work assignment on Wednesday of the third week. The participants were assigned a recent dropout and went out to interview them.

As an indication of the type of problems that could be encountered, the following reports are included:

CASE I

Upon arrival, mother standing on the parch, three dirty little boys in front of the house and a nice looking girl had just walked up.

Interviewer - "I'm looking for....., and hope you might be she."

Client - "Yes, won't you come in."

(Mother assumed suspicious manner as soon as I crossed street to talk with client and gave a sneer and leering look following us indoors.)

Interviewer - "You are ..... mother?"

Mother - "Yes, I'm her mother."

Once again I introduced myself and the purpose of the call. By this time she was seated on the sofa, prepared to stay and was all ears.

Interviewer - (to client) "I understand you have not completed your schooling and wondered if you planned to do so?"

Client -"I went through 9th grade, quit and got a job."

Interviewer - "Do you like your job?"

Client - "I don't have a job now--I quit."

Interviewer - "You didn't like it?"

Client - "Oh, yes--I love to sew."

Interviewer - "What kind of sewing and where did you sew?"

Client - "I was sewing up ..... where they make brassiers."

Interviewer - "What happened?"

Client - "My girl friend down here on the block said I could get a better job at the....., but I didn't get it because they don't hire you until you are 18 and I'm only 16."

Interviewer - "And you haven't been doing anything since."

Client - "Oh, I went back to school and stayed until June."

Interviewer - "And you are going back to school this fall?"

Client - "Uh-Uh, I don't like school"

Interviewer - "What school subjects did you like and do best in?"

Client - "Sewing--I had four years of sewing."

Interviewer - "You passed the 9th grade?"

Client - "Uh-Uh, you see I missed so much time cause I didn't go back until March."

Interviewer - "How did you get your job?"

Client - "I went to a sewing school on the top floor of the administration building and they sent me to the factory."

Interviewer - "How did you get in this school?"

Client - "The Employment Service sent me."

Interviewer - "Then you are registered with the Employment Service. Did you ever take a test of any kind administered by the Employment Service?"

Client - "Yes, but I never took a test."

Mother - "She's got her little yellow card."

Interviewer - "You have never been back to the Employment Service since?"

Client - "No"

Interviewer - "I believe your Employment Service could help you. They probably don't know you are now out of work. Your father and mother would like to see you have a good job, I know."

Here, client "clammed."

Mother - "I'd like her to get a good job."

Interviewer - "I expect ..... would like to have a good job." Client smiled, was warm again.

"Mr. Howell is employed?"

Mother - "He's dead--been dead 19 years."

Interviewer - "I'm happy he had a pension."

Mother - "He didn't have none--we're on relief."

Interviewer - "I hope he wasn't in an accident."

Mother - "No--he had a hemorrhage while he was working in a foundry. He was a molder."

Interviewer - "I'm sorry--you've had your hands full since then, I know."

Mother - "Yes sir, with these five children. Never worked."

Interviewer - "How long have you lived in this town?" (directed to mother)

Mother - "19 years--ever since he died."

Interviewer - "Do you feel you need someone to help you in getting a job?"

Client - "Yes, I do."

Interviewer - "You said you knew about the Youth Opportunity Center, so... I know that the people who are working there will do all they can to help you, and would be unhappy if you didn't go to see them. Here, you will find out about jobs; they will be interested in knowing what you would like to do and they will give you all the help and support possible. Do you think you would like to go to talk with them next week?"

Client - "Yes, I would really like to go."

Interviewer - "Do you think that Tuesday at 11:00 a.m. might suit you?"

Client - "That will be fine."

Observations by the interviewer:

The client, 16 years of age, is willing to work and would enjoy a job, particularly in the sewing field if only to be away from home during the day. The interviewer noticed that three younger children, none over the age of six were all over the house. The house is very small (a duplex). The interview was held in the living room--overcrowded with two over-stuffed chairs and a large sofa, but it was fairly clean. Mother was very untidy in appearance and is a lover of toothpicks. Client is neat in dress, clean and nice looking. She wore a freshly pressed white blouse and black shorts, no make-up save very faint lipstick. Her hear was neatly arranged and her entire appearance and deportment were good.

The mention of the husband caused the client to cease talking, but no outward hostility toward her mother was displayed. Mother talked about

her husband's death 19 years ago, and mentioned her younger children. She implied that she was not unhappy to be on relief and had her hands full, rearing her family since she had never worked. She seemed pleased that someone wished to help her daughter.

Summary:

Somewhere along the line, client has been influenced by someone. Her appearance is good, she speaks fluently. If there is any antagonism between her and her mother, it is not expressed outwardly. However, her returning to school makes me feel she was not happy being at home--perhaps due to worrisome youngsters, or she felt left out by having nothing to do. Perhaps the DPA worker has worked with the client. There is a possibility also that an Employment Service interviewer worked with her or the Counselor. She is required by DPA to register with the Employment Service and when she said she had never been tested by Employment Service whe was probably tested either at school or vocational school but didn't understand she was being administered an employment test, either specific or GATB.

Client was friendly, courteous throughout interview and seemed interested. She did not understand that she should not have quit her job before attaining another. She expressed great desire for securing sewing job. She said she returned to school on her own volition

Problem: Client, age 16, completed 8th grade. Indicates she wants a job; needs help in securing job in her interest field, sewing, for which she was trained. She needs pointers on reliability while on a job. She needs occupational information and help. Will report to Youth Opportunity Center.

CASE II

Client was interviewed in her home, in the presence of her mother. The house was shabby, needing paint, and the kitchen was a scene of indescribable clutter, but the client was cooperative toward the interviewer, although impatient of her mother's presence.

Client, age 17, had completed 11th grade and had continued into 12th grade until March, 1965, when she left school. She is very much interested in Beauty Culture Training, but needs financial aid to attain her goal. She has two younger brothers at home,and the family subsists entirely on the Social Security disability checks of the father, who is unable to work.

Client seemed somewhat suspicious and distrustful of an appointment at the YOC Office, indicating that she had the opinion that we gave aid only to people who were completely destitute. She was reassured when our services were explained to her by the interviewer,and she was given an appointment.

The interviewer refrained from inquiring into the reasons for her leaving school because of client's resentful attitude toward her mother's presence and her somewhat dubious opinion of the Youth Program.

Physical appearance:

Client was a slightly built, quiet, attractive girl of average height and apparently of average intelligence.

It is the interviewer's opinion that this girl could be motivated to complete her education with proper counseling.

CASE III

Interviewer - "Good afternoon, sir."

Gentleman - "Good afternoon"

Interviewer - "We have been informed that a young man by the name of .....lives at this address."

Gentleman - "Yes, he does, but he is not at home. He went down to some office (hesitated); I believe it was the Veteran's Office with my wife."

Interviewer - "I'm sorry we missed him. Are you his father?"

Gentleman - "He is my nephew."

Interviewer - "The Youth Opportunity Center workers are interested in knowing about the youth in the Wilkes-Barre that have withdrawn from school, so maybe you will be able to help us."

Gentleman - "Be glad to"

Interviewer - "Is..... employed now that he is out of school?"

Gentleman - "No, he is retarded. He can't read or write. He works at times, down at...as a loader but only as they need him."

Interviewer - "Where?"

Gentleman - "At the school. He is an orphan. His mother died when he was six months old, and he was placed in a home. He attended two or three retarded schools, but last winter he went only one day a week and finally quit because he couldn't learn."

Interviewer - "What did he do after he quit school?"

Gentleman - "He would sweep the floor here in the store, wash windows, and he liked to wash dishes but he gets mad."

Interviewer - "Why does he get mad?"

Gentleman - "You would never know but what he was a regular boy around here. He is big, but he plays with little boys,and he is hostile."

Interviewer - "How big?"

Gentleman - "About 5 feet 6 inches, maybe 7 inches."

Interviewer - "How much does he weigh?"

Gentleman - "About 125, but my wife sees about him."

Interviewer - "Are there other children in the home?"

Gentleman - "I have one daughter but she graduated from high school. He has a brother in the Army in New Jersey."

Interviewer - "Older or younger?"

Gentleman - "He is the youngest. You see, he was in two foster homes, his father died, then he was in those schools, but they took the boys out and made it a girls school."

Interviewer - "Has he ever been to the Wilkes-Barre Employment Secutity Office?"

Gentleman - "I don't think so--well, maybe he has. I'm not sure. You see my wife looks after him. He can't count money. He knows the dimes in a dollar, but he doesn't know a dollar bill from a ten-dollar bill."

Interviewer - "But he can sweep and put up stock."

Gentleman - "Yes, but we can't leave him to handle customers. That is why he is down at some office today--he was 18, and they cut off his sixty dollars a month."

Interviewer - "Would it be the Social Security Office or Vocational Rehabilitation Office?"

Gentleman - "I don't know, my wife takes care of him"

Interviewer - "I would like to leave this card with you to give to..... Also schedule him for an interview at the Youth Opportunity Center which is to open."

Gentleman - "Yes, I'll be glad to. Thank you for your help. I'll be glad to give it to my wife."

SUMMARY

Apparently the uncle is willing to provide housing but very little personal attention to client. His continued reference to the care and supervision as provided by his wife denotes lack of interest since client "can't learn" or be "left alone!" Even though interested in possible services by the Youth Opportunity Center, he remained vague and at no time indicated possible steps he had taken previously or plans of the future to assist client. At times during the conversation, he did reflect some sympathetic attitude toward his wife.

The above indirect information of the client would lead us to believe that he will report at the Youth Opportunity Center. His acceptance and willingness to play with younger children, while age eighteen, may be some motivation to the effect that this agency may help him. Little affection has been extended since birth to the client.

Since client is no longer eligible dut to age for Child Guidance Clinic services it appears that a long range program of counseling services must be

provided. This service will include many other agencies--namely, complete school record data; possible psychological assistance to determine his present functioning level; possible IPAT testing (non verbal) by Employment Office; follow up with Social Security Office to determine his present status and validation of any benefits; also, cooperative counseling services of Vocational Rehabilitation Division should such services be determined necessary.

Once the diagnosis is completed, concurrence with client and the present family status as to available agency services procedures should be determined. Should he meet the eligibility for Sheltered Work Shop, Goodwill Industries, Vocational Rehabilitation for training in order to utilize his highest potential, it should by all means be provided prior to a work assignment. Pending prognosis and objective work goals which may be in the fields of what appears now to be of a service or unskilled type, we must provide the opportunity of exploring in depth for the semi-skilled fields.

Both extensive social services and occupational counseling is needed with client in order to help him help himself, whether partially or fully employed, so that he may sustain himself and not become a dependent on society.

YOC INSTITUTE

Wilkes College
Wilkes-Barre, Pennsylvania

FIELD WORK ASSIGNMENT

Interviewing Team:

Prospective Clients:

Commonwealth of Pennsylvania
Bureau of Employment Security
YOUTH OPPORTUNITY CENTER

This will certify that _____

is an employee of the Youth Opportunity Center

authorized to interview prospective clients.

_____
John Dunn, Director

Commonwealth of Pennsylvania
Bureau of Employment Security

YOUTH OPPORTUNITY CENTER
13 East South Street
Wilkes-Barre, Pennsylvania

825-6606 John Dunn, Director

PROSPECTIVE CLIENTS
FOR
YOC INSTITUTE
Wilkes College

Name	Present Status	Birthdate	School	Grade	Date of Leaving	Reason
Pat Nied 123 Prospect St.	Working	5/30/49	G.A.R..	9	6/1/65	Work
Daniel McCloe 58 Columbus Ave.	Working	4/2/47	G. A. R.	10	5/13/65	Age
Lawrence Harvey 174 Hazle St	Appointment	5/13/47	G. A. R.	10	5/17/65	Age
Walter Savage 468 So. Grant St.	Appointment	4/23/48	G. A. R.	9	3/8/65	To United Rehab.
James Walker 114 So. Washington	Unknown	8/8/48	G. A. R.	11	2/11/65	Work
Regina Zadrozney 9 Griffith Lane	Left Home	12/12/47	G. A. R.	12	5/17/65	Age
Anna Cook 53 Carbon Lane	Appointment	12/26/48	G. A. R.	10	5/17/65	Work
Dorothy Cook 34 Oakwood Lane	Appointment	5/6/49	G. A. R.	9	5/19/65	Work
Jerome Shea 109 N. Fulton	Appointment	1/9/49	G. A. R.	10	2/8/65	Work
Patricia Snyder 87 Logan St.	Appointment	2/14/48	G. A. R	11	3/15/65	Age

Name	Present Status	Birthdate	School	Grade	Date of Leaving	Reason
John Zakarauskas 143 McClean St.	Not Home	10/21/47	G. A. R.	11	10/21/64	Age
James Fonzo 5 Grove St.	Will Return to School	10/7/47	G. A. R.	11	3/11/65	Age
Fred Cronauer 114 Loomis St.	Working	11/30/46	G. A. R.	12	3/29/65	Age
Robert Gronauer 441 Northampton St.	Working	3/4/47	G. A. R.	12	3/17/65	Age
Charles Luce 8 Lanning Lane	Appointment	7/16/46	G. A. R.	12	11/10/64	Age
Albert Cerullo 17 Mill St.	Appointment	7/15/46	G. A. R.	10 spec.	10/21/64	Age
Joseph Calore 48 Columbus Ave.	Not Home	9/15/48	G. A. R.	9	3/29/65	Work
Sylvia Skiro 90 Joseph Lane	Working	3/13/49	G. A. R.	10	3/29/65	Work
Patricia Zinga 506 Hazle St.	Working	1/18/49	G. A. R.	9	1/21/65	Work
Carol Woods 73 Prospect St.	Not Home	3/28/48	G. A. R.	10 spec.	1/8/65	Work
Thomas Radcliffe 43 Oregon St.	U. S. Navy	1/17/48	G. A. R.	11 spec.	10. 30. 64	Work
Robert Moyles 154 Almond Lane	Appointment	8/15/47	G. A. R	11	11/22/64	Age

Name	Present Status	Birthdate	School	Grade	Date of Leaving	Reason
Joseph Michael 58 Metcalf St.	Working	6/2/47	G. A. R.	12	12/4/64	Age
Frank Galardi 34 Lehigh St.	Unknown	8/25/47	G. A. R.	12	2/23/65	Age
Daniel Hargrave 9 Joseph Lane	U. S. Navy	11/10/46	G. A. R.	12	2/15/65	Age
Gail Thoruton 230 So. Welles St.	Working	10/3/47	G. A. R.	12	11/17/64	Age
Robert Dressler 28 Ralph St.	Not Home	5/25/47	Coughlin	11	5/28/65	Age
Joseph Borick 217 North River St.	Not Home	4/10/46	Coughlin	10	4/12/65	Age
David Howells 29 Thompson St.		6/21/46	Coughlin	12	6/21/64	Age
Sandy Howell 14 Pelya	Appointment	2/5/49	Coughlin	9	3/12/65	Work
Thomas Kipiec 388 No. Main St.	Appointment	3/3/48	Coughlin	10	5/28/65	Age
Paul Wilk 227 Stucker Ave.	Will come to YOC Center	1/14/49	Coughlin	9	5/17/65	Age
Michael Prenta 30 Lewis St.	Working	6/9/47	Coughlin	12	5/17/65	Age

X. ACADEMIC CREDIT

Wilkes College made it possible for the participants to earn college credit for attending the three-week Institute. If a participant indicated that he desired college credit, additional readings and a final examination were assigned. Four evening sessions were scheduled with Miss Barbara Welliver, B. A., M. A., M. S., instructor in the Sociology Department at Wilkes College and a staff member of the Children's Service Center in Wilkes-Barre.

The Institute program will carry a value of three credits of undergraduate work listed in the Wilkes College Bulletin as Sociology 252-Fields of Social Work. The course is described in the following manner in the Catalogue:

> "A survey of the main problems of social work and of agencies and methods that have developed to cope with them. The nature and requirements of the different fields of social work."

Final Examination

1. The late President Kennedy in his inaugural address of 1961 stated, "Ask not what your country can do for you, ask what you can do for your country." Discuss this statement interms of the expanding institution of Social Welfare. Does this statement concur with our present attitude towards Social Welfare services? How does it differ from our attitudes of the past?
2. Write a brief essay about the basic assumptions made by all social workers. Indicate what value these assumptions might have for you in your work with the Youth Opportunity Center.

3. The authors of your textbook, The Fields of Social Work, state: "Poverty is relative as to time and place." In this context analyze poverty today in the United States. Make references to your Institute lectures, outside reading and class discussions.

4. Comment upon the existing types of social agencies, both voluntary and public, available in your community. Describe two different situations of youthful problems. What specific agency might be of the most help to the youths you describe.

The distribution of grade s for those YOC participants who were enrolled in the course are found below:

4's	3's	2's	1's	0
3	8	8	1	0

Grade	Interpretation
4	Outstanding Quality
3	High Quality
2	Acceptable Quality
1	Below Average Quality
0	Below Minimum for Credit

XI. APPRAISAL OF SENSITIVITY TRAINING
BY
DR. BERRIEN AND MR. THIS
OF
LEADERSHIP RESOURCES, INC.

The Youth Opportunity center will be staffed by personnel faced with new demands because of a new role assigned to the Bureau of Employment Security. This new organization (YOC) will have to make maximum use of productive human effort.

Therefore, sensitivity training was offered during the first three days of the YOC Institute in order to bring to the participants modern knowledge of human behavior. All the participants become involved in the discussions, simulations, case studies, demonstrations, and self-analysis exercises with a view to expanding and improving their personal effectiveness in inter-personal relationships.

At the completion of the three-day program on sensitivity training, Mr. Welton Farrar interviewed both Dr. F. Kenneth Berrien and Mr. Leslie This to obtain their appraisal of the program. The interview comments with the two sensitivity trainers did enlighten the administrative staff in appraising the program. It is also interesting to note the implications relating to the selection of the participants.

So that the full impact of the interview can be understood, it is reproduced in its entirety.

WHAT IS YOUR OWN OPINION OF THE OBJECTIVES OF THE THREE DAYS?

Our objectives were to develop in these people some sensitivity of their own values, points of view, and attitudes toward each other as well as toward the clients that they are going to deal with.

WHAT TECHNIQUES DID YOU FIND APPROPRIATE TO USE WITH THESE PEOPLE?

We used "S" groups--unstructured groups, but we found that as we went along the groups tended to become much more structured. "S" groups bring people together and they could discuss anything they wished.

(Mr. Berrien) I tried to stay out of their discussion as much as possible--I only tried to highlight those things which had learning implications. This is a disturbing situation for some people because they are made to react to the situation. With these people, however, it was necessary to move toward a more structured group. When you try to sensitize people toward working with people as an administrator, they must be made to realize that their relationship is always operating at two levels. On the one level, you have the problem, the task. While you are working on the task, the whole tone of the interview may be on an entirely different level of feeling. The applicant can feel non-belief, hostility, or many other emotions.

(Mr. This) These people must be made sensitive to what they are communicating at a feeling level. I can say I love you and it can come out I hate you. They must be made aware of what they are saying, how they are saying it, and the feeling they transmit. The tone of what is being said is important. For example, a person may be attacked or be encouraged. You

are operating at the overt verbal level and also at the feeling level. This is a very subtle thing. These people had been used to working closely supervised. Role plays, case studies and films were especially useful. Also, we used exercises that we created on the spur of the moment. (Mr. Berrien) I would create a particular problem for them--some of the complex problems they would meet with their clients. I tried to test their skills in working in a helping relationship.

HOW DO YOU FEEL ABOUT THE RECEPTIVITY OF THE GROUP IN GENERAL?

The group as a whole was quite cold. Understanding-wise they were quite cold. They seemed appreciative of what we had done, but we have had groups make much greater progress. There was a difference of what happened at the level of comprehension and at the level of feeling.

WAS THERE ANY MAJOR DIFFERENCE BETWEEN THE YOUNGER AND OLDER PEOPLE IN THE GROUP?

The youngest man was sharper than the rest in the feeling part of the relationships, The older ones were more quick to see what we were trying to get at but were not as quick to modify their behavior in favor of something new. This is quite natural as an older person is going to think twice before abandoning his old behavior in favor or new.

WHAT ABOUT MORE RECENT GRADUATES?

There was a young woman who came in and asked permission to try an experiment with the group. She told the class that there were rumors

about the campus of poor behavior of the group members. She told them that someone in the school administration had complained to her. The group then became openly hostile to me. (Mr. Berrien) The class could not understand why someone would go to this girl and complain to her. She then revealed to the class what she was doing. This was an example of someone experiencing in the group and with the group. I doubt that some of the older people would have experimented with this, but this young woman was willing to try it.

WHAT ARE THE IMPLICATIONS FOR THE WORK OF THESE PEOPLE WITH THE YOUNG DISADVANTAGED PEOPLE. WHAT WOULD BE YOUR PROGNOSIS OF THEIR ABILITY TO WORK WITH THIS PARTICULAR GROUP?

(Mr. Berrien) I cannot help be somewhat pessimistic. I base this on earlier observations to which I have been exposed. I am particularly surprised at the extremely high economic level of these people. The women are so very well dressed and economically well off. I feel that you have to have people in contact with disadvantaged clients who are as close to their level as possible--and these people definitely are not.

This three-day training period has had quite an impact on the people to things they were not aware of before. However, this three-day training period cannot bridge this gap between these people. I was impressed by the fact that these people are so educationally far removed from the clients they are going to deal with. I was amazed at the conference that we had in Washington that this was the generalization, and it was true from Los Angeles to Chicago--all across the country. The way to reach these people

is to have people working with them who are only just a little bit better than they are. For example, negroes working with negroes--but only those who are not too far removed from the economic level of their clients. This is going to be a tough bridge to gap.

WHAT ARE THE IMPLICATIONS FOR TRAINING OF PEOPLE WHO WILL BE MANNING THESE CENTERS. ASSUMING THAT THESE PEOPLE CAN WORK WITH THESE DISADVANTAGED YOUTH, WHAT SORT OF TRAINING COURSE OR WORK TRAINING WOULD BE MOST HELPFUL TO THEM?

I can't answer that with any degree of confidence. (Mr. Berrien)

DO YOU FEEL IT IS HOPELESS?

I am thinking of some of the administrative U.S.E.S. people in this. These people have had experience dealing with claimants. Some of these counselors should be able to make the adjustment better. But my feeling is that the way they ought to approach these people is to work in abandoned stores in the slum neighborhoods, go in with dirty clothes, use rough tables and get in at their level. I just don't believe they are going to be able to recruit any of them. I haven't the slightest idea of what kind of training you can have to go out and bring people off the streets and into a modern, plush office.

AM I CORRECT THAT YOU FEEL THAT THERE IS NO REAL BODY OF KNOWLEDGE THAT COULD BE PARTICULARLY HELPFUL TO COUNSELORS?

The caseworkers and the people who have worked in neighborhood houses--these are the people that are going to be more effective than the U.S.E.S. people. They, in all probability, have this knowledge already.

GENERALLY, IN ATTITUDE, IS THE GROUP APPROACHING THE WORK AS WELL AS THEY COULD?

There are two groups: some that have been assigned to this and assigned to this without any consultation, and then there are others that have volunteered to come into it. There is a feeling that the Youth Opportunity Centers are getting the bottom of the barrel personnel. They will, of course, deny this. There is considerable resistance to thinking of themselves in this way, and this is only natural. This is a challenge that we have got to accept.

DO YOU FIND A CERTAIN AMOUNT OF CYNICISM?

Not cynicism--it is a kind of mild enthusiasm, I can't say that these are people who are "gung ho" or real eager to go. I am contrasting this with another group in Washington. These people were enthusiastic and had felt that they had done a good job. They had a sense of having achieved something, and I don't see these people as having the same newcomer enthusiasm for a new venture.

IT DOESN'T HAVE THE INITIAL ENTHUSIASM AS SOMETHING SUCH AS THE PEACE CORPS?

No, it is not the same kind of enthusiasm. For the, this is just the beginning of the three week period, and I think it was a little surprising for them.

XII. PRELIMINARY SUMMARY EVALUATION

Each participant in the Institute answered specifically directed questions concerning the progress of the program at the conclusion of the first eight days. This interim evaluation was, therefore, based upon involvement with Dr. Berrien and Mr. This from Leadership Resources, Inc. The purpose of this interim evaluation was to determine the goals of the program seen through the eyes of each participant and to measure the extent to which these participants felt that the goals were being achieved.

There was wide diversity among those who participated in the Institute concerning Scope and Goals of the Program. Some felt that the primary purpose to be attained was that of greater objective knowledge. Statements such as "Realization of social problems and available services" and "Preparing for counseling and interviewing youth from 16 to 22" might be placed in this category. Others, on the contrary, saw the program as one designed to bring about changes of attitude of the participants. "To be aware of self and others" and "To learn to understand youth and see the world from their eyes" --these are obviously statements of purpose, where the participant saw the primary goal of the program a fundamental change in the outlook of the participant rather then an increased amount of knowledge.

Obviously, there was close to unanimity on the part of the participants regarding the extent to which the objecitves of the program were being achieved in their eyes. All the answers were addressed concisely to the question at hand. For example, some seemed to consider an appropriate answer in the

terms of methodology, but the conclusion is valid and inescapable that at this point in the program the participants had a fairly clear perspective of objectives and a tentative conclusion that the objectives were being reached.

In answering the question, How do these objectives compare with what you expected to gain from the Conference?--the participants were emphatic in their indication that the program was offering as much as or more than had been expected. The response, "This Conference is more expansive than any previously attended," or "Getting to the roots," represents a response close to what the Institute had hoped for, and was also a response which arose often in oral discussion.

Those who participated in the program were asked to make tentative judgment concerning changes which they might recommend. Very few had anything concrete to offer on this score, although it was interesting that whereas one replied, "Three weeks seems too long," another noted, "Study such as this requires longer than a three-week-period."

In the area of organization and administration there was an obvious feeling amongst the group that field trips were cramped into too little time. Here again, while some commented unfavorably, "Rush, rush, rush," others felt this very point favorable noting that "Scheduling is good because it moves at a rapid pace." We can only conclude that the participants in answering the questions on training processes were in agreement concerning their high quality.

When asked to rate the presentation of material by speakers as to its being on too high or too low a level, the conclusion was that the

level of presentation was just about right. They found that the material being presented to them was correct and factual in an objective sense, although there was a healthy dissent with much of the orientation of the Chase Correctional Center.

At the end of the eight-day program at the time of the first evaluation, participants felt obviously that in terms of objectives and procedures, the program was off to a good start.

The tabulation and replies selected at random from the evaluation questionnaire follow to give an indication of the attitude of the participants.

A. Scope and Goals of Program

(1) What do you conceive now to be the objectives of this Conference?

"To help people work with youth"
"To learn to understand youth and see the world from their eyes"
"Broaden concepts of youth problems and techniques in solving"
"To gain a perspective about all the problems that must be met in order to do the work to the best of my ability"
"To be aware of self and others"
"Preparation for counseling of youth in connection with YOC program"
"To instruct us how to deal with youth"
"How to recognize social errors and how to deal with them"
"Knowledge of the 'whole youth' to prepare them for employability to become self-sustaining citizens."
"Preparing for interviewing and counseling youth from 16 to 22"
"Sensitivity"
"To have emphathy with clients we are going to work with."
"Communication and motivation"
"Realization of social problems and available services"
"To make us aware of the problems of youth and to utilize to the fullest extent all of our services in problem-solving"
"Preparation for work with under-privileged youth"

A. Scope and Goals of Program

(2) In terms of your understanding of such objectives, do you feel that we are achieving them?

Yes - 32 No - 1

" I think I can relate seemingly intangibles such as sensitivity to overall program."
" The program is geared toward making us aware of a special problem (the drop-out, the dis-advantaged youth) and showing us the failures and the successes. As we are a last resort for these youngsters, it is our duty to try every available means for rehabilitating them to the point of employability.."
"Methods in presentation of the various subjects are clear and understandable."
" The course of study has pinpointed the most important subjects that we need to know."
" Material covered pertains to the work at YOC."
" The quality of the lecturers"
" Through lectures and field trips, we are being presented material about youth and their problems."
" The program is sufficient"
" Becoming aware of the social problems and how to deal with them reasonably."
" Definitely, due to the instructor knowing very well each subject assigned."
" By intensive lecturing"
" We are being lectured on the level of being a social agency rather than an employment service."

(3) In terms of your objectives and beliefs do you think we are reaching them?

Yes - 29 No - 4

"Learning and becoming aware of problems"
"I feel that the training is valuable experience which will enable me to better understand how to help these youth."
"Excellent continuity and presentation"
"Some phases of the program could be more specific, such as in motivation. Also, how various agencies have their roles in assisting the YOC program.
"The course of study has given me an insight into the various phases of the work that I will be doing at the youth center."

"All speakers and topics pertain to YOC work."
"You are giving actual illustrations of the under-privileged youth."
"By understanding better how agencies can help us and we can help them through discussions, etc."
"I have seen prisoners, young and old, children in all types of environment, and feel that each individual is worth trying to help not just a statistic."
"While we certainly need the background we're getting, I hope we will have more discussions such as those with Dr. Clarke."
"By visiting the different schools and seeing the manner that children are cared for, we can understand the importance of our job."
"We are being taught the theories of poverty and delinquency. Visiting institutions gave me a better insight into these causes and reasons why we should try to combat them."
"Too generalized"
"I would like more specific knowledge of general methods used to solve some of youth's problems."
"Some phases of the program could be more specific, such as in motivation."

(4) How do these objectives compare with what you expected to gain from the Conference?

"Favorably"
"Very well"
"This Conference is more expansive than any previously attended--getting to the roots"
"Excellent"
"Altogether different"
"Knowledge and foresight to deal with youth"
"Have received much more information and gained more knowledge than I expected for a short duration"
"I expected more attention would be given to rules and procedures."
"I expected lectures in psychology and social science and if applied they should help in our job."

(5) If you feel our objectives should be changed in the light of your experience, what do you recommend as the changes that should be made? Give reasons.

"The sensitivity program at first put all on the defensive--maybe this phase of the training should be in the middle or the end."
"Study such as this requires longer than a three-week period."
"There could be more training in the actual work operation of the office itself."

"I have found that most speakers do not know what group they are speaking to or what our objectives are."
"Three weeks seems too long"
"I think the first three days of training should have been withheld until the last week of training, this would have given the 'S' group a period of time to become acquainted and consequently there would have been a friendlier atmosphere which is conducive to this type of training."

B. Organization and Administration

(1) Are the physical facilities adequate?

Yes - 26 No. - 4

"They are adequate, but the lecture room is uncomfortable and the lavatory facilities in the dorm are too limited"
"Men should be kept in dormitory for men and facilities for men."
"More bathrooms for women."
"Wall sockets for shaving--more showers"
"No recreational facilities"
"Parking closer to dorm. Better ventilated dorm facilities."
"Less smoke, more ventilation, less chill from air conditioning"
"Better housing conditions. Choice of main course for meals."

(2) Should there be changes in scheduling which will improve the training?

Yes - 3 No - 28

"Some of the programs entail a great deal of walking. Many of the people involved are older, not used to rushing and walking."
"Perhaps one day a week with no class in the morning, but one in the evening would break the schedule."
"Some thought to special study groups--reporting back to the main assembly group"
"Scheduling is good because it moves at a rapid pace."
"More time should be given to field trips--should not have to rush, rush, rush."
"Well arranged. Everything running very smoothly."
"Scheduling adequate."

B. Organization and Administration

(3) What recommendations do you have for the improvement of the organization and administration of the Conference?

"That more time be scheduled for field trips--that provision be made for some type of recreation over weekend."
"I feel that this group is too large to facilitate free discussion, but the organization is excellent. The program is extremely well planned and under competent direction."
"Could be compressed into less then three weeks"
"Substitute more practical instruction in lieu of lecturing"
"Excellent assistance from designated individuals of the College staff."

C. Training Processes

(1) Do you find the material presented by speakers is at the right level; at too low a level; at too high a level?

Too low - 1 Just Right - 28 Too high - 1

"All material is geared on a college level"
"On an average, many of the people involved had no prior education beyond secondary"
"I feel the communication is good, but in some cases the material is too general, and each lecturer is saying the same thing"
"Some too low--only due to the wide range of previous experiences of the trainees"
"Very well informed speakers"
"Speaker goes in detail and answers all questions"
"Some of us have not had previous college training"
"Material needed for counselors quite different from that needed by interviewers. I'm not sure this is being met."

(2) Do you accept that which is being presented?

Yes - 30 No - 1

"This is the thinking of educators and administrators of social work and reforms."
"I feel that the information is both valuable and valid."
"All material is directly related to the job itself."
"The presentation has been primarily factual."
"I accept everything except the pre-war psychology existent at Chase Correctional Center (criminally deficient)."
"I do not accept in full the view held by some of the administration of the institutions in the area."

C. Training Processes

(3) Do you feel that the Conference is preparing personnel for a position in the Youth Opportunity Program?

Yes - 28 No.- 2

"It might be helpful to have some of the people involved in YOC programs already operating to share their techniques and experience."
"Many of the personnel from this group are too old to adapt to a change to emphasis on youth."
"Very little training on actual operational procedure of centers."
"The problems are shown and discussion of remedial action is adequate."
"Clear, concise explanation--question and answer periods have made subjects clearer.

(4) Are you satisfied with the group designation of the Conference and the results being obtained?

Yes - 27 No - 2

"All participants seem to be familiar with and have had further education (above high school)."
"Some of the material is not being absorbed because of limited backgrounds and prejudice among members of the learning group."
"The course has been adequately designed, the group receptive."
"By dividing the class in groups the students are more apt to join in the discussions."

(5) What suggestions do you have for the Improvement of the Conference process?

"The Employment Security interviewing and Counseling program might be given more attention."
"Shortening the time factor. Three days Sensitivity Training seemed too long. More compact arrangement of the program topics. Less field trips."
"At some point, I think there should be a division of group--counselors in one group and interviewers in another."
"No suggestions--well satisfied"
"The field trips help to bring into realistic focus the various problems faced by today's disadvantaged youth."
"I would enjoy seeing how specific problems are encountered and solved."

"The Conference could have been completed in a two-week period, considering the caliber of the instructors and the intelligence."
"This should have been a six-week course."
"More moderator-panel type."
"I think more material for review should have been given out before the three week session."
"Smaller groups, younger people."

XIII. FINAL SUMMARY EVALUATION

The purposes of the final summary evaluation were (1) to provide a comparison between the outlooks which prevailed at the end of the first week and those outlooks with which the participants left the training program and (2) to determine with a maximum of validity the extent to which the goals of the program had been met in the minds of the participants.

Only twenty-three trainees participated in the final evaluation; the remainder of the class had a conflict in that the final examination for those taking the program for credit was scheduled at the same time.

A comparison of the two evaluations demonstrates that little change took place in the generally favorable evaluations between the first and third week. There was some indication of increasing friction among the participants as the program moved toward its conclusion. These frictions demonstrated themselves in negative comments concerning housing, recreational facilities, and requirements of evening attendance for those who sought college credit for the program.

However, in the major areas the tentative evaluation conclusions maintained themselves in the final evaluations. In the final evaluations concerning Scope and Goals of Program a much more unanimous consensus developed as the participants seemed to perceive more clearly what those who had organized the program were attempting to accomplish. The participants saw more clearly the role that exposure to sensitivity training was intended

to accomplish and demonstrated a more clear concept of how their role inter-meshed with roles of other community and social agencies. One participant noted "I believe I was alerted to the many agencies and their services that can be utilized to fulfill our objectives."

Many felt that the heterogeneous composition of the group was a deterrent, apparently believing that wide extremes in professional and educational backgrounds made a common meeting group for training and discussion impossible. The statement, "I believe that the interviewers, counselors, and supervisors and managers should be trained separately," is indicative of that judgement.

In answering the question, Should there be changes in scheduling which will improve the training?, many of the responses failed to note the difference between taking a course for college credit and meeting the vocational needs of the trainees. There was no requirement, after all, that the course for academic credit be taken by anybody. Therefore, the statement, "I believe it was unfair of the Sociology Department to have scheduled evening classes and assign extra work for credit purposes," fails to note the dichotomy between the two phases of the program.

The Conference apparently exceeded the expectations of those in attendance as to content of materials presented. In a number of evaluations, members of the Wilkes College faculty were singled out for excellence of presentation. Perhaps because of this excellence, some participants felt that elimination of representatives of agencies would have enhanced the overall program.

The presence on the program of Dr. Eunice Clarke aroused favorable comment and led to one conclusion that perhaps more persons close to YOC work on the order of Dr. Clarke may have been in order.

On the reasonable assumption that one hoped goal of the program might be to stimulate enthusiasm for the job ahead, the responses to the question referring to this matter were most favorable. One participant noted, "It has aroused a feeling of great interest in me as a counselor. I feel challenged which I haven't felt for a long time."

One note of realism injected into the program was introduced by employer representatives who made it clear that business firms had reservations and misgivings concerning the program of youth opportunity work. These reservations and misgivings aroused a certain amount of consternation in the minds of participants who ought to have realized that the road ahead is not an easy one.

The tabulation and replies slected at random from the evaluation questionnaire follow to give an indication of the attitude of the participants.

A. Scope and Goals of Program

(1) What do you conceive the objectives of this Conference were?

"To teach and prepare YOC personnel to adequately service youth and to become gainfully employed and self-sustaining citizens"
"Self diagnosis; and application of training to new jobs to be performed"
"To understand the backgrounds of disadvantaged youth; to sensitize new personnel to needs and desires of youth of today; to make us completely aware of employment situation in industries which employ youth"
"To understand social behavior and problems"

A. Scope and Goals of Program

(2) In terms of understanding objectives do you feel that the Conference achieved them?

"There should be a follow-up with enrollees as to developments as a result of this training"
"The Institute in my opinion, was successful in training employment service people in the fields of social work, which is definitely necessary in YOC work"
"I believe I was alerted to the many agencies and their services that can be utilized to fulfill our objectives"
"Gained deeper insight into problems included in the poverty situation"

(3) In terms of your objectives and beliefs do you think the Conference reached them?

Yes - 21 No - 2

"It was a refresher conference-course reemphasizing past learning in modern technology"
"There was a need for individual and group expressions--possibly more work shop or work sessions"

(4) How do these objectives compare with what you expected to gain from this Conference?

"Some subjects were above the median scope and some below, due to the wide range of education of participants"
"I expected a somewhat different type of program from discussion with persons attending other conferences"

(5) If you feel the objectives of the Conference should be changed in the light of your experience, what do you recommend as the changes that should be made?

"I feel that the Sensitivity Training could have been shorter.."
"Sensitivity program should be at the end of program"
"I feel that interviewers, counselors, and supervisors and managers should be trained separately"
"Not to have Institute conferences and credit courses run simultaneously or concurrently"
"I feel the training could have been given adequate coverage in two weeks"

B. Organization and Administration

(1) Were the physical facilities adequate? Suggestions for improvements.

Yes - 13 No - 9

"Individual rooms for enrollees"

(2) Should there be changes in scheduling which will improve the training? Reasons.

Yes - 12 No - 9

"Continuity of information not in sequence"
"Field trips should allow more time in big institutions"
"I feel the course in Sensitivity should have been given in the middle of the sessions"
"Courses ran too long"
"No night classes"
"It is difficult to remain attentive during evening sessions"
"I believe it was unfair of the Sociology Department to have scheduled evening classes and assign extra work for credit purposes"
"Sensitivity at the end of sessions"
"Feel that the sensitivity protion should be nearer the end of the planned Institute."
"Give a longer alloted period of time on field trips"
"Evening classes can be eliminated"

(3) What recommendations do you have for the improvement of the organization and administration of the Conference?

"Some agencies could have presented more forceful speakers"
"The Conference was well-organized"

C. Training Processes

(1) Do you find the material presented by speakers was at the right level; at too low a level; at too high a level?

Too low - 3 Just Right - 15 Too High - 3

"Most of the information was at a very high level"
"College staff was terrific, very good as to material and presentation. Sensitivity training most unique and enlightening experience"

"Students ranged from high school to college"
"College professors presentations were precise and direct"
"Subject matter could have been expanded"
"This was due to the various educational levels of those in attendance and no fault of the school planners"

(2) In terms of the content of the Conference lecturers how would you rate your assimilation in so far as your future application of the subject matter is concerned? Please expain.

Above average - 9 Average - 14 Below Average - 0

"More group participation"
"Although the speakers were good, they were talking more about theory and less about actual work experience."
"More direction could have been given to the methods used in solving problems other then methods that have already been unsuccessful in other agencies."
"Very interesting and informational community working relationships"
"I believe I will be able to be aware of just about all that other agencies have to offer and be able to use it."
"This Institute has brought many answers to my questions concerning helping youth to help themselves."

(3) How has the Conference prepared you to perform in the Youth Opportunity Program?

"It has prepared me to have greater patience and intensified my knowledge in handling youth."
"Much more informed of community organizations with which we will work"
"More awareness of an individual and his needs"
"Better understanding as to how I can do my part as a counselor in preparing youth"
"Given a better idea of factors that may be contributing to applicants'outlooks"
"To the degrees of evaluating the Wilkes-Barre area"

(4) Are you satisfied with your experience in your particular sub-group and with the results obtained? Please explain.

Yes - 19 No - 4

"We needed more sub-group work"
"I think Berrien permitted session to continue undirected too long"
"Sensitivity training most advantageous"
"It made me become more aware of people"
"I failed to grasp the true purpose of the session"
"Everyong found it hard to talk about themselves to fellow workers and strangers. We had been used to following directorders and rules and regulations."
"The sensitivity program should be scheduled later"

(5) Are you satisfied with the work of your particular committee? Please explain.

Yes - 17 No - 6

"Offered new avenues of approach to many problems existant today"
"There has been much talk since these sessions about one's increased sensitivity"
"We were able to function generally as one unit"

(6) Has the Conference met your expectations as to content of lectures presented? Please explain.

Yes - 20 No - 3

"Except in some cases it was repetitious of material"
"I think we might have benefited from another lecture from someone close to YOC such as Dr. Clarke"
"The subject of employers accepting these employable youths should be stressed"
"Some excellent presentations--especially members of Wilkes College"
"The professorial staff was unusually good. Many of the experts from agencies were not teachers or necessarily good lecturers."
"Good overall coverage of pertinent material"
"Caliber and presentations of Wilkes College professors excellent"
"Elimination of agency representatives"

(7) Do you feel that the Conference was instrumental in clarifying your own feeling to yourself regarding the needs and the nature of the problems of the disadvantaged youth?

Yes - 20 No - 2

"The lectures and field visits brought this sharply into focus"
"Did gain information, but just elaborations of already realized problems"

(8) Do you feel the Conference was instrumental in clarifying yout understanding regarding CAUSE trainees?

Yes - 8 No - 15

"Little said about CAUSE"
"No mention of CAUSE"
"Nothing was said about CAUSE"
"No mentioning at anytime about CAUSE program and its real purpose"
"There was no discussion of the CAUSE program"

(9) Do you feel the Conference was instrumental in clarifying your own feelings regarding the job ahead?

Yes - 21 No - 1

"I feel very enthusiastic regarding the future of this program"
"It has aroused a feeling of great interest in me as a counselor. I feel challenged which I haven't felt for a long time"

(10) What suggestions do you have for the improvement of the Conference process?

"More emphasis on counseling technique"
"I believe the Conference participants should be of the same educational and employment status as then all materials could be given at the same level"
"More directive toward the academic properties and theory, and practical solutions"
"Do not allow Department heads of colleges to impose unrealistic class schedules for night class"
"Go into greater detail relative to industrial development in areas where YOC offices will be located, in order to reveal possible new industry, plant expansion, and plant location"
"Shorter periods--local aspects could have been eliminated"
"I feel that we did not get through to the employer representatives of various industries. I think we need to educate the employer and clarify his outlook on our program"

XIV. STAFF SUMMARY

There is no doubt from the interest manifested by the participants that the three-week program attained the objectives. Favorable responses from the participants and the speakers on the general design of the program, the increased awareness of poverty in our society, and the initial improvement toward communication among all people committed to the welfare of disadvantaged youth, indicate that a new spirit of urgency will emerge from the program. By and large the staff feels that the participants were well motivated.

It is the judgement of the staff that a clearer division should have been made between those trainees who took the program for academic credit and those who did not. Such an identification would have permitted pre-institute orientation and preparation for this group.

The designation of trainees could have been made on a more selective basis. In spite of the lack of interest on the part of some at the start of the program, most trainees showed every evidence of being innovative and creative by the close of the program. Many trainees, however, did express the feeling that the effectiveness of their learning will be stifled by the administrators.

The success of the programs of the Youth Opportunity Centers will in large measure rest on startingly new approaches to old problems and imaginative ideas in dealing with disadvantaged youth, and not on statistical measures of productivity or standardized policy determinations.

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XVI. READING MATERIAL

LEADERSHIP RESOURCES, INC.

The Helping Relationship and Feedback

The Helping Relationship, David Jenkins

The Leader Looks at the Consultative Process, Richard Beckhard

The Leader Looks at Communication, Leslie E. This

The Leader Looks at the Process of Change, Thomas R. Bennet II

The Leader Looks at Individual Motivation, Paul C. Buchanan

The Leader Looks at Group Effectiveness, Gordon L. Lippit and Edith Seashore

Three Day Program of Sensitivity Training and Skill Practice

How We Plan to Learn at This Conference

Conditions for Learning

The Johari Window

Small Group Behavior

What to Observe in a Group

Motivating People in Groups

The Characteristics of a Helping Relationship

VII. READING LIST

1. Erikson, Erik H., The Challenge of Youth
2. Friedenberg, Edgar Z., The Vanishing Adolescent
3. Goodman, Paul, Growing Up Absurd
4. Harrington, Michael, The Other America
5. Miller, Herman P., Rich Man, Poor Man, Signet Book
6. Salsbury, Harrison E., The Shook-up Generation
7. "The Nation," June 7, 1965 Our Enemy at Home--Poverty
8. Text for Credit Earners
9. Fact Sheet on Trends in the Educational Attainment of Women, U. S. Department of Labor
10. Fact Sheet on Changing Pattern of Women's Lives, U. S. Department of Labor
11. Excerpts on Counseling and Guidance from the Report of the President's Commission on the Status of Women, U. S. Department of Labor
12. Background Facts on Women Workers in the United States, U. S. Department of Labor
13. Women in Poverty, U. S. Department of Labor
14. Who are the Disadvantaged Girls 16-21 Years Old? U. S. Department of Labor
15. Establishment of Youth Opportunity Centers, U. S. Employment Service
16. Operational Guidelines--Youth Opportunity Centers, U. S. Employment Service
17. Facing the Facts About Women's Lives Today, U. S. Department of Labor
18. Trends in Educational Attainment of Women, U. S. Department of Labor
19. Careers for Women in Retailing, U. S. Department of Labor
20. Careers for Women as Technicians, U. S. Department of Labor

21. Women Telephone Workers, U. S. Department of Labor

22. Clerical Occupations for Women, U. S. Department of Labor

23. Federal Benefits for Veterans and Dependents, Veterans Administration Information Service

24. Information for Applicants for Special Educational Assistance, Veterans Administration Information Service

25. Educational Assistance for Sons and Daughters of Deceased or Disabled Fathers, Veterans Administration Information Service.

26. Negro Women Workers - 1960, U. S. Department of Labor

27. Guidelines for Youth Opportunity Centers, U. S. Department of Labor

28. College Graduates - Join the Venture in Human Rescue, U. S. Department of Labor

29. Manpower Report of the President and A Report on Manpower Requirements, Resources, Utilization, and Training, U. S. Department of Labor

30. The Long-Range Demand for Scientific and Technical Personnel, National Science Foundation

FILMS

The School Dropout

The Superfluous People

78516

XVIII. PROGRAM PROPOSAL

for the support of

"THE EMPLOYMENT SECURITY INSTITUTE ON MANAGEMENT AND OPERATION OF YOUTH OPPORTUNITY PROGRAM"

Submitted by:	Institute of Municipal Government Wilkes College Wilkes-Barre, Pennsylvania
Submitted to:	Myer Freyman, Chief Branch of State Training and Executive Development Bureau of Employment Security U. S. Department of Labor Washington, D. C.
Amount Requested:	$14,105.00
Starting Date:	July 11, 1965
Terminal Date:	July 30, 1965