

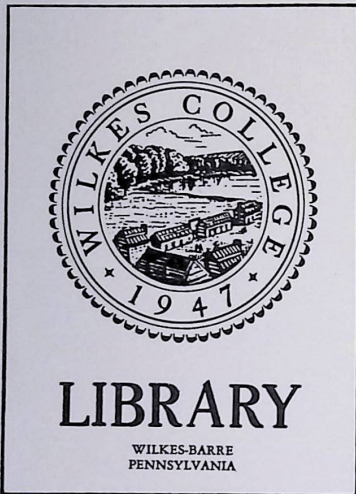
REPORT  
ON  
INSTITUTE  
FOR  
KEYSTONE JOB CORPS CENTER PROGRAM



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CONDUCTED BY  
INSTITUTE OF REGIONAL AFFAIRS  
WILKES COLLEGE  
WILKES-BARRE, PENNSYLVANIA



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FOREWORD

This is the final report of a three-week pre-service training Institute for the counselors and administrative staff of the Keystone Job Corps Center at Drums, Pennsylvania, sponsored by the Radio Corporation of America. The Institute began on January 9, 1967, and the concluding session was held on January 27, 1967.

The purpose of the Institute was to introduce the personnel of the Center to some of the many and varied kinds of sociological, psychological, and other problems that they might encounter in carrying out the purposed of the Center, especially in regard to the specialized clientele.

Recognizing the unusual needs of the Center staff, the Institute of Regional Affairs prepared a proposal for the consideration of the Administrative staff of the Center after numerous conferences beginning on January 25, 1966, between the representatives of Radio Corporation of America and the Institute of Regional Affairs. The detailed arrangements of the program were completed by means of consultations with a member of the administrative staff on the Center. Tentative approval for the program of the Institute was received on December 9, 1966, from E. J. Connolley, Administrator, Operations Analysis, Keystone Job Corps Center; and final approval was received on January 9, 1967 from R. L. Essick representing Radio Corporation of America. Included in the proposal were the staff and facilities of Wilkes College.

Grateful acknowledgement is hereby expressed to the members of the

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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 a tragic enough that these several million out-of-school and out-of-work youth are the most wasted resources 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 for these undereducated and culturally-deprived youth to assist them to find a meaningful role in our society.

The Centers will deal with the problem of unemployed female youth between the ages of seventeen and twenty-two who are not in school. Thus the function and role of the Job Corps Centers are intended to provide job training and placement opportunities for a clientele oftentimes submerged and lost in many communities.

The Center will provide specialized and intensive service to disadvantaged female 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 results in a significant combination of the following characteristics:
  - (1) Unskilled;
  - (2) Member of a minority group;
  - (3) Undermotivated or unrealistically motivated; or
  - (4) A problem of social adjustment interfering with employment.

Inevitably it will be a role in guiding educational programming and counseling. It is also inevitable, then that these Centers have 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 Job Corps Centers are asked to succeed 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 gain the motivation, the confidence and the capabilities they need to get the jobs that will place them on the road of useful productive lives.

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

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

This is a proposal to offer in-service training to the administrative personnel of the Keystone Job Corps Center for women operated by Radio Corporation of America at Drums.

### III. OBJECTIVES

The in-service training objectives of the Institute are:

1. To provide a training experience which will enable the center personnel to understand the economically and culturally deprived youth.
2. To provide a training experience which will enable the center personnel to administer, organize, and operate a program which will assist this youth to find a place in American society.

These objectives can be attained by a curriculum which contains certain structured features as set forth in the outline proposed.

#### I. Substantive component

- a. American Society and the Dynamics of Social Change-Historical
- b. Urban Community: Organization, Problems and Prospects
- c. The Culture of Poverty and the Problem of Disadvantaged Youth
- d. Human Development and the Poverty Cycle
- e. The Lower Socio-Economic Family
- f. Educating the Poor
- g. Housing the Poor
- h. Employing the Poor
- i. Health and the Poor
- j. Mental Illness and the Poor
- k. Human Services and Agency Relations
- l. Strategy and Tactics of Human and Social Change
- m. Minority Groups and the Negro Revolution

#### II. Acquisition of Skills

- a. Interview and Counseling Techniques
- b. Techniques of Making and Reporting Surveys
- c. Group Discussion and Meeting Techniques
- d. Problem Development
- e. Observation, Assessment and Evaluation Techniques
- f. Elementary Techniques of Basic Education for Disadvantaged Youth
- g. Referral and Follow up



III. The Experiential Component

- a. Group Living in a Poverty Area
- b. Field trips and On-Site Visits
  - (1) North Philadelphia
  - (2) YOC
  - (3) Home, play, trouble
  - (4) Unemployed Youth

IV. Role of Job Corps Center

- a. Organization
- b. Program
  - (1) Basic Education
  - (2) Vocational Education
  - (3) JCC Life
  - (4) JCC and Community Relations
- c. Development of Personality
  - (1) Emotional Disturbances
    - Phallic Period
    - Latent Period
    - Puberty and Adolescence
    - Deviancy
    - Neuroses and Neurotic Patterns
    - Organic Illnesses
- d. Restoration of Self Image
  - (1) Potentials for life
  - (2) Life Goals

### III. CURRICULUM

#### I. THE SUBSTANTIVE COMPONENT

The purpose of the substantive component is to enrich and deepen understanding, and to frame it in the larger perspective of American Society and its dynamics. The following topics will be included:

##### A. American Society and the Dynamics of Social Change

Here the nature and structure of American Society will be looked at in an historical perspective. The significance of the shift from a tradition-oriented to a change-oriented society will be explored in the context of what factors make for social change. The implication of the presence of these factors in today's American society will be explored.

##### B. The Urban Community: Organization, Problems and Prospects

This area will seek to provide information and insight into the economic, political and cultural life of the modern city with special reference to the inner-city. Analysis of the demographic and class structure of the city and the social institutions of urban life will be included. Problems arising from economic and technological change, political apathy and inefficiency, community disorganization, slums, urban renewal, mass education, and various forms of social pathology will be examined. The potential for urban social development and improvement will be reviewed, and proposals for urban reorganization and reform will be discussed.

C. The Culture of Poverty and the Problems of the Poor

On this subject an intensive view of the composition of the poor will be offered i. e. , the aged, the unemployed youth, the chronically ill, families without wage earners, the under-educated, etc. The reaction of various personality types, ethnic groups and age groups to poverty in a society where prosperity contrasts sharply with privation will be examined. The living conditions, habits, orientation and motivation of people caught in slum situations will be outlined. Problems such as the response of poor people to repeated failure, non-use of welfare services detrimental family life attitudes and exploitation of the poor will be looked at. The aim of the poor and the effects upon poor people of limited education, unemployment, lack of constructive leisure and lack of a wholesome community environment.

D. Human Development and the Poverty Cycle

This area will focus upon the shift which has occurred in society's view of poverty. Historically poverty has been seen in its economic dimensions. Today's view places emphasis on the preventive measures which have their base in the development of the individual in every dimension - social, physical, psychological, political and economic, as well.

E. The Lower Socio-Economic Family

The standard picture of the American middle-class family does not necessarily obtain among the poor. The impact of poverty upon family

structure, patterns of child-rearing, role identification, attitudes and value orientation will be examined. Attention will be paid to interaction among family members, the self image maintained and the differentiation of responsibility.

#### F. Educating the Poor

Attention will be focused here upon the special problems of both reaching and teaching not only the children of the poor but their parents. The role of education as a means of breaking the poverty cycle will be examined in the context of its position as a key agent in the socialization of the child and its importance in upgrading his social and economic life. Problems faced by schools in attempting to meet their responsibility for educating the poor will be dealt with and their implications for education as an institution.

#### G. Housing the Poor

Any understanding of the poor requires a basic knowledge of the role that substandard housing plays in adding to the distress caused by low income. This subject area must include knowledge of the urban residential pattern, changes in the housing market and an analysis of substandard housing districts. The special problems of the poor pertaining to the shortage of low-income housing, over-crowding and slum conditions, housing exploitation and evictions will be looked at. The relationship of housing costs and conditions to family health, budget, recreation, safety and education will be reviewed. Programs to relieve housing need, such as

low-rent public housing, urban renewal and relocation, and self-help neighborhood improvement projects will be described and evaluated.

#### H. Employing the Poor

The problem of gainful employment is central to a knowledge of the poverty stricken. The structure and changes within the local labor market acutely affect the earning prospects of those who depend on wages for subsistence. The impact of technological shifts, employment innovations and rising educational requirements on the poor will be examined. A review of the roles of employment services, labor unions, vocational education and the use of volunteers will be provided. Analysis of these factors together with an assessment of the present employment needs and potentials of the low income population will be carried out in the light of present public and private manpower development activities.

#### I. Health and the Poor

The health problems of those living in poverty are not restricted to such things as the higher incidence of Tuberculosis nor the lack of pre-natal and post-natal care and the resultant higher infant mortality rate. Attention will also be paid to the problems of providing health care to the poor, the kinds of services in existence and needed, the attitudes essential to follow-up and follow-through between patient and service.

#### J. Mental Illness and the Poor

In this area an attempt will be made to see mental illness and the mental health in the context of the life-style created by poverty. The

kinds of mental illness found among the poor, the mental health services available to them and an analysis of the relationship between mental illness and social class will be explored.

K. Human Services and the Problem of Bureaucracy

The poor are usually engaged with private and public agencies set up to render services to them. The problems of conducting such agencies to provide maximum services represents a primary consideration in any campaign against poverty. To gain a knowledge of the process of linking agency skills and resources to those who are poor and in need, requires a grasp of agency structure, policies and limitations. The problems of agencies, such as personnel turnover, heavy caseloads, community relations, budget deficiencies and inflexible programs will be examined. The difficulties experienced by the poor in relation to agencies because of the psychology of dependence, family disorganization, time lags in provision of services and lack of education will all be treated. This area of study can provide an insight into the crucial juncture of agency activities and the individual poor person or family under the conditions of social service in urban centers today.

L. Strategy and Tactics of Human and Social Change

Breaking the cycle of poverty frequently involves inducing social change in human situation and in institutions.. This area of study will include an examination of the psychology of change i. e., suspicion of novelty, inertia, resistance to change, reactions to change and confusion

about directions of change. Through case examples dealing with community development, the goals, methods and results of instances of changes in social institutions will be studied. The process of inducing conscious social change will be viewed with respect to communication, projection of goals, experimental and demonstration programs, structural alternatives, training, impact, assessment and the expansion of new patterns of activity. Special emphasis will be placed upon change in local community institutions and primary groups.

M. Minority Group, Migration and the Negro Revolution

In many cities a high proportion of those living in poverty are members of minority groups. The special conditions of discrimination and exploitation, social and political exclusion affecting minority groups account for much of the economic disability that these groups still suffer. This area of study will include a review of the history of minority groups with special emphasis upon problems attending migration, urbanization, and the achievement of equality of opportunity. The functions of ethnic identity, minority group leadership and changing social aspirations will be examined. The rise of self-help organizations, minority protest movements and government action for social justice and equality of opportunity will be studied. The content of these areas will be presented in the more formal lecture situation. These will be essentially information-giving sessions, leaving the more full discussions as well as related subject matter to the seminar setting and associated readings.

## THE ACQUISITION OF SKILLS

The purpose of the acquisition of skills component is to review the competences of the JCC staff in the interviewing and counseling areas, and then to enlarge upon it with those skill areas which may prove relevant to JCC operation. The following areas will be included:

### A. Interviewing and Counseling Techniques

JCC staff will be provided with a review of basic concepts of interviewing such as aims, types of interviews, setting, rapport, simple interview schedules, recording information and impressions, limitations of interviews for counseling and motivational purposes, and the use of interviews as sources of information for community problems. The problems of utilizing interviews among populations with limited verbal ability, limited education or blocks of reserve or suspicion will be treated. The difficulties of interpreting interview results conditioned by distraction, evasion, apathy and partial responses will be emphasized. The aim of instruction in this skill will be to develop an ability to use the interview skill effectively with disadvantaged youth characterized by a high level of social problems.

### B. Techniques of Making and Reporting Surveys

The goal of this skill area component will be to provide JCC staff with the ability to make a basic, simplified survey of conditions that are likely to exist in socially and economically deprived areas in which disadvantaged youth reside. Samples of surveys in housing, recreation,



employment, family structure and other community problems will be presented for analysis. The variables, common biases, recording techniques, and tabulation methods for simple surveys will be presented. Various methods of reporting results will be described. JCC staff may be given the opportunity to conduct simple demonstration surveys as part of field visits.

C. Group Discussion and Meeting Techniques

JCC staff will be given the opportunity to observe, lead and participate in various kinds of group discussion meetings, including formal and informal small groups, neighborhood meeting groups, etc., as part of JCC's out-reach into the community. The process of preparing for meetings, generating publicity and interest, forming or helping to form an agenda, promoting follow-up discussions, maintaining order, reporting and following up on resolutions and recommendations will all be discussed. In addition, the task of working with committees will be examined, and the difficulties of functioning with inexperienced and uneducated populations will be analyzed.

D. Problem Development

The aim of the JCC management staff in this skill area will be to gain a comprehension and ability in designing program outlines and preparing for their implementation. Special attention will be given to demonstration of program development in areas of service to disadvantaged youth. The difficulties of program design with limited resources will be stressed, and JCC Managers will be encouraged to make maximum use of brain-

storming and creative development of program ideas. The JCC managers will then be asked to develop a sample program prospectus that will include background information, goals, methods, program components, administrative charts and budgets for the sample programs. The problems of working on a small level in the local community and of encountering vested opposition, unrealistic bureaucratic obstacles and competition with other programs will be stressed. A full discussion and evaluation of other community resources and the use of volunteers will be held with the managers as well.

E. Observation, Assessment and Evaluation Techniques

This skill area will have three basic foci. One focus will be to provide the kind of observation skills which will permit the JCC staff to increase their awareness of and sensitivity to individuals and groups. The second major focus will be to prepare JCC staff to observe carefully existing programs directed toward serving the disadvantaged youth and analyze them. The determination of program gaps, inadequacies, extensions and change potential will be examined. The necessity of techniques for the building in of program evaluation within the programs will be dealt with. The various techniques of program assessment and evaluation will be explored. Where possible JCC staff will be asked to provide case studies of program evaluation for their previous experience. A third focus will be on the newer kinds of assessment procedures for youth, such as work sample, work adjustment, motivational assessment in addition to the more typical psychological testing methods.

F. Elementary Techniques of Basic Education For Disadvantaged Youth

This area will seek to provide the volunteers with both an understanding of the blocks to learning faced by disadvantaged youth who come from disadvantaged and poverty-laden backgrounds and the elementary skills essential to surmounting them. Techniques and materials to be used in such basic education programs will be examined and used with JCC staff.

G. Referral and Follow-Up

A basic knowledge of local agency resources and typical problems of referral choice and contacts will be provided JCC staff. The difficulties of referral when dealing with citizens who are weary of social agencies, and unfamiliar with agency forms and requirements will be reviewed. The problems of follow-up among populations with high residential mobility, incomplete case records, conflicting problems and demands and limited resources will be studied. The use of social service exchanges, city information departments, health and welfare directories and council orders and recommendations will also be presented.

IV. PROGRAM  
KEYSTONE JOB CENTER  
INSTITUTE  
Wilkes College

Note: All sessions are held in Stark Hall, Room 133 on the Wilkes College Campus.

Monday - January 9

9:00 a. m.

Orientation

Dr. Eugene S. Farley, President, Wilkes College, Wilkes-Barre  
Dr. Hugo V. Mailey, Director, Institute of Regional Affairs, Wilkes College  
Dr. Eugene L. Hammer, Professor of Education, Wilkes College  
Dr. William A. Shine, Director, Keystone Job Corps Center

1:30 a. m.

The Potential of the Job Corps

Meeting at Luzerne County Juvenile Center  
North River Street, Wilkes-Barre  
Judge Richard Bigelow

Tuesday - January 10

9:00 a. m.

American Society and Social Change

Dr. Jaroslav G. Moravec, Chairman,  
Sociology Department, Wilkes College

Wednesday - January 11

9:00 a. m.

Families of Low Socio-Economic Status

Miss Dorothy Cohen, Director, Family Service Association of Wyoming Valley, Wilkes-Barre

Thursday - January 12

9:00 a. m.

Working in Philadelphia's Grey Area

Rev. Thomas J. Ritter, Executive  
Director, Opportunities Industrialization  
Center, Philadelphia  
Mr. Charles Connelly, Administrative  
Head, Youth Opportunity Centers,  
Philadelphia

Friday - January 13

7:00 a. m.

Visit to Grey Area in North Philadelphia

Mr. John Dunn, Director, Youth Opportunity  
Center, Wilkes-Barre

Monday - January 16

9:00 a. m.

The Formative Years

Dr. Robert C. Riley, Chairman, Psychology  
Department, Wilkes College

Tuesday - January 17

9:00 a. m.

Adolescence in Poverty

Dr. Carl Nitsche, Consulting Psychologist,  
Children's Service Center, Wilkes-Barre

Wednesday - January 18

9:00 a. m.

Poverty and Education

Mrs. Marie Duke, Former Director,  
Coordinating Council on Education of  
the Disadvantaged, New York City

Thursday - January 19

9:00 a. m.

Poverty and Work

Mrs. Harriet Reynolds, Assistant Director,  
Education and Youth Incentives, National  
Urban League, New York City

Friday - January 20

9:00 a. m.

Philosophy of Counseling

Dr. Robert C. Riley, Chairman, Psychology  
Department, Wilkes College

1:00 p. m.

Testing Techniques

Mr. Joseph Kanner, Director of Testing  
Service, Wilkes College

Monday - January 23

9:00 a. m.

Counseling the Poor

Mrs. Mary H. Ward, Home and School  
Visitor, Dallas

Tuesday - January 24

9:00 a. m.

Mental Health in Poverty

Dr. Sidney Altman, Director, Montgomery  
County Mental Health Clinics, Norristown

Wednesday - January 25

9:00 a. m.

Poverty's Educational Deficiencies

Mr. J. George Siles, Assistant Professor  
of Education, Wilkes College

Thursday - January 26

9:00 a. m.

Developing a Personality in the Job Corps

Dr. Martin G. Cline, Assistant Director,  
Institute for Youth Studies, School of  
Medicine, Howard University, Washington

1:00 p. m.

(Continuation of Morning Session)

Friday - January 27

9:00 a. m.

Examination for Credit and Evaluation

Miss Barbara Welliver, Instructor,  
Sociology Department, Wilkes College  
Concluding Session - Evaluation

12:00 noon

Presentation of Certificates

Dr. Hugo V. Mailey, Director, Institute  
of Regional Affairs, Wilkes College

V. SUMMARY OF REMARKS BY LECTURERS

AMERICAN SOCIETY AND SOCIAL CHANGE

Dr. Jaroslav G. Moravec  
Chairman, Sociology Department  
Wilkes College

- I. Traditional values of American society
  - A. Central stress upon work and personal (occupational) achievement
  - B. Puritan morality and humanitarianism
  - C. Pragmatic orientation
  - D. Forward movement
  - E. Material gratification
  - F. Strain toward equality
  - G. Freedom and the tolerance of dissent
  - H. Technology - mastery over nature
  - I. Pluralistic view of social power
  - J. Individualism
  
- II. Emergent values - social and cultural change
  - A. Rising standard of living and planned obsolescence
  - B. Increasing leisure and short-run hedonism
  - C. The democratization of comforts
  - D. Increasing economic security
  - E. Growing power of pressure groups
  - F. Growing international interdependence and vulnerability
  - G. Relativistic moral attitudes
  - H. Conformity to the group
  - I. Equalization of roles of men and women



FAMILIES OF LOW SOCIO-ECONOMIC STATUS  
Miss Dorothy Cohen  
Director, Family Service Association  
Wilkes-Barre

I. Definitions of Poverty

- A. "Those who expect no change for the Worse."
- B. OEO Scale
- C. Public Assistance
- D. Social Security
- E. Meaning of

II. Who Are The Poor - Characteristics

- A. Mental suffering and defeatism among the poor
- B. Numbers in "the other America."
- C. Not visible in society
- D. Families with female heads
  - 1. Greater economic risk
  - 2. Lower income
  - 3. Working wives and mothers
  - 4. The Aged
- E. The Working Poor
- F. Summary

III. Living Conditions of the Poor

- A. Life Conditions
- B. Implications
- C. Case Example

IV. What Can Be Done

- A. Possibilities and risks in guaranteed minimum income
  - 1. Reasons for poverty - Dr. Ner Littner
- B. Working to break the vicious cycle
  - 1. Needs, problems, and hopes of the adolescent girl
  - 2. Ground Rules for Working With the Poor

PHILADELPHIA PROGRAM  
Mr. Charles Connolly  
Administrative Head, Youth Opportunity Center  
Philadelphia

A. Operation of a Public Employment Service in a Metropolitan Area

1. Kinds of offices
2. Function of offices

B. Philadelphia Outreach Program

1. Purpose
2. Organization
3. Types of cooperating agencies

C. Population Served in Philadelphia's Grey Area

1. Characteristics
2. Experience in Placement and Training Programs

D. Job Corps

1. Experience with Job Corps by Philadelphia Youth Opportunity Centers
2. Recruitment Possibilities for New Center
3. Suggestions for Job Corps Recruitment and Administration

THE FORMATIVE YEARS  
Dr. Robert C. Riley  
Chairman, Psychology Department  
Wilkes College

- I. Understanding best by certain pitfalls in thinking in Human Behavior
  - A. Fallacy of the Single Cause
    - (1) No single answer to complex behavior
    - (2) Commitment to concept of Multiple Motivation
  - B. Heredity and Environment
    - (1) Extremists on each side waste a lot of time arguing importance of each
    - (2) Heredity and environment represent a pseudo-problem. They say there is interaction between heredity and environment.
    - (3) Hereditary potential and environmental stimulation
    - (4) Birth Injuries  
Childhood Illness  
Glandular Disorder  
Stultifying Environment
  - C. Instinct
    - (1) Much controversy over usefulness of concept of instinct. Danger of Circular Reasoning.
    - (2) Descriptive vs. causal distinction
  - D. Human Nature
    - (1) Behavior only characteristic of Humans should be called "Human Nature"
- II. Interaction of Heredity and Environment
  - A. Powerful role of pre-natal environment
    - (1) Mother's nutrition and effects of poor diet
    - (2) Mother's reproductive system and birth defects
    - (3) Maternal infections
    - (4) Alcohol and Tobacco
    - (5) Emotional experiences of mother
  - B. Effects of Class Memberships
    - (1) Studies of "learners" vs. non-learners
    - (2) Special language development in "lower" classes
    - (3) Language Retardation and Reading Retardation
    - (4) Middle Class Orientation of School and effect as product of lower class

## ADOLESCENCE IN POVERTY

Dr. Carl Nitsche

Consulting Psychologist, Children's Service Center  
Wilkes-Barre

### I. Adolescence - Definition

- A. Physical - Psychological Relationship
- B. Relations to Opposite Sex
- C. Social Pressures
- D. Limits
- E. Responsibility
- F. Education
- G. Peer Group Relations
- H. Parental Relations
- I. Secretiveness

### II. Adolescence in Poverty

- A. Definition of Poverty
- B. Nutritional Deficiencies
- C. Home Limitations
- D. Inadequate Supervision
- E. Lack of Cultural Stimuli
- F. Sub-standard Housing
- G. Poor Social Development
- H. Educational Deficiencies
- I. Psychiatric Problems

### III. Role of Parents

POVERTY AND EDUCATION  
Mrs. Marie Duke  
Former Director  
Coordinating Council on Education of the Disadvantaged  
New York City

- I. Need for encouragement
  - A. self pride
  - B. self confidence
  - C. motivation for self advancement
- II. Choice of vocations
  - A. academic gaps
  - B. individual effort
- III. Economy and society in change
  - A. need for vocational training
  - B. need for occupational training
- IV. Recognition of self in each Corpsman
  - A. problems
  - B. fears
  - C. interests
  - D. aspirations
  - E. capacities to fulfill above
- V. Value of group approach to problems
  - A. workshops
  - B. seminars
  - C. continuous process of training
  - D. learning

VI. Work culture

- A. labor laws
- B. labor management relations
- C. collective bargaining
- D. advancement

VII. Values in life

- A. experiences in the arts
- B. books and readings
- C. politics

POVERTY AND WORK  
Mrs. Harriet Reynolds  
Assistant Director  
Education and Youth Incentives  
National Urban League  
New York City

I. Introduction

A. Incompatibility of poverty and work

B. Need for money, not retraining

1. low wage earners
2. unemployed
3. handicapped
4. welfare recipients

C. Poverty as class, not racial problem

1. low income
2. little or no education
3. inadequate housing
4. poor health

II. Employment

A. Decrease in Negro employment since 1954

B. Decrease in Negro median income since 1954

- C. Decline in unemployment rate for Negroes -- 1961-1966
1. among adult men not teenagers

III. Retraining and Job Corps

A. Scholastic profile

B. Personal characteristics

C. Record of Job Corps

1. high dropout rate
2. not in area of training

IV. Need for Changes for a Successful Program

- A. Involvement of enrollees
  - 1. group discussions
  - 2. decision making roles
- B. Improvement of self-image
  - 1. weight
  - 2. grooming
- C. Individual-oriented curriculum
  - 1. little regimentation
  - 2. flexibility of approach
  - 3. complete absence of military environment



PHILOSOPHY OF COUNSELING  
Dr. Robert C. Riley  
Chairman, Psychology Department  
Wilkes College

- I. Survey of Definition of Counseling as distinguished from Psycho Therapy
- II. Diagnosis of major issue of controversy in Counseling
  - A. Labeling as Diagnosis probably of little value
  - B. Types of conditions likely to be met in counseling
  - C. Description of client, his needs and symptoms of more value than a label
  - D. Problem with psychiatric nosology
- III. Problem of Values
  - A. Values of Counseling
    - (1) Individual's problems
    - (2) Conservation of human resources
    - (3) National Survival
    - (4) Social Advancement
  - B. The Counselor's value system
    - (1) Do personal values of the counselor effect the counseling?
    - (2) Should the counselor seek to conceal his own values from the client?
    - (3) Should the counselor "intervene", try to transfer his values to counselee?
- IV. Role of Personality of Counselor
  - A. Characteristics
  - B. Transference
  - C. Counter-Transference
  - D. Counselor-personality problems
    - (1) Passive submissive
    - (2) Hostile aggressive
    - (3) Identification of the Economically secure
    - (4) Race-Religious bias
    - (5) Sex Conflicts
    - (6) Sex Prejudice-Anti-feminism or male superiority
  - E. Counselor as product of his own culture and class

V. Client Attitudes and Problems

- A. Attitude toward compulsory counseling
- B. Relation to environmental problem
- C. "Failure" complex
- D. Hostility
- E. Sexual conflicts
- F. Race-Religious-Ethnic Prejudice
- G. Dependency Reactions

TESTING TECHNIQUES  
Mr. Joseph Kanner  
Director of Testing Service  
Wilkes College

- A. Assessment and measurement of human abilities and capacities
- B. Definitions and descriptions:
  - 1. Individual and Normative Measurement
  - 2. Meaning and function of learning
    - a. verbal
    - b. non-verbal
    - c. perceptual
- C. Effects of deprivation, frustration, and failure
- D. Assessment and measurement as a guide to education and training
  - 1. relationship of defined goals
  - 2. relationship to need satisfaction
- E. Description, function, interpretation, and application of tests
  - 1. Mental ability tests as defined by intelligence quotients:
    - a. Revised Beta Examination
    - b. Chicago Non-Verbal Examination
    - c. Otis Quick-Scoring Mental Ability Tests
    - d. Henmon-Nelson Tests of Mental Ability
    - e. California Test of Mental Maturity
    - f. Wechsler Adult Intelligence Scale
    - g. Stanford-Binet Intelligence Scale
    - h. Leiter International Performance Scale
  - 2. Aptitude tests as defined by unlearned performance
    - a. Minnesota Clerical Test; for perceptual speed and accuracy
    - b. Purdue Pegboard; finger dexterity, speed of arm movements, eye-hand coordination
    - c. Multiple aptitude Tests; Two-dimensional and Three-dimensional visualization
  - 3. Achievement as defined by recall and application of learned material
    - a. Standard Achievement Tests
    - b. California Achievement Tests
    - c. Multiple Aptitude, and Achievement Tests
    - d. Mechanical Comprehension Test, Bennett
    - e. Mechanical Aptitude Test, O'rourcke
    - f. General Clerical Test
    - g. Wide Range Achievement Test

- h. Slosson Oral Reading Test
- i. Gray Oral Reading Test
- 4. Occupational Interest as defined by job description preference
  - a. California Occupational Interest Inventory
  - b. California Picture Interest Inventory
  - c. Hackman-Gaither Interest Inventory
  - d. Kuder Preference Record
- 5. Personality as defined by expressed attitudes and feeling, problem
  - a. California Test of Personality
  - b. Mental Health Analysis
  - c. Mooney Problem Check List
  - d. S-O Rorschach Test

F. Objectives

- 1. Normative data for comparison with general educational and occupational populations
- 2. Normative data for comparison with job requirements
- 3. Differential diagnosis for accurate assessment of individual capacities, achievement, and functionary levels

G. Recommendations:

- 1. That all testing be performed with groups small enough so that maximum accuracy can be sustained
- 2. That individual retesting be conducted to clarify any contradictions or incompatibility of results derived from group tests
- 3. That classes and training procedure be organized with the highest correlation between capacities and job objectives to minimize the added frustration of failure

## COUNSELING THE POOR

Mrs. Mary H. Ward  
Home and School Visitor  
Dallas

- I. Helpful Hints to the Counselor
  - A. "An understanding heart"
    - 1. Empathy
    - 2. Sympathy
    - 3. Case history of the Hewitts
  - B. The ability to communicate
    - 1. Understanding what is said
    - 2. The counselor being understood
    - 3. A caution on the use of professional jargon
    - 4. Case history- Migrant Program
  - C. A true concern for others
    - 1. Sincere desire to help
    - 2. Avoid vicarious probing
    - 3. A sincerity of purpose
    - 4. Case history - Bensons
- II. Important Aspects of Counseling
  - A. Building confidence in personal worth
    - 1. Highlight positive aspects
    - 2. Recognition of shortcomings
    - 3. One thing around which to get life oriented
    - 4. Counselor must be worthy of respect
    - 5. Case history - Hannah Bims
  - B. What to say, when, how, how much
    - 1. No right or wrong approach
    - 2. Subliminal cues
    - 3. Intuitive response
    - 4. Case history - Silsons
  - C. Pointing the way to obtainable goals
    - 1. Direct counsel
    - 2. Indirect counsel
    - 3. Value of peer group
- III. Attitude of the Counselor
  - A. Patience - a caution on too tight structuring
    - 1. Work slowly
    - 2. Expect delays, regression
  - B. Helping others without making them weak
  - C. Hope

MENTAL HEALTH IN POVERTY  
Dr. Sidney Altman  
Director  
Montgomery County Mental Health Clinics  
Norristown

I. Definition

- A. Mental Health
- B. Poverty
  - 1. annual income
  - 2. (sub) culture(s)

II. Development of Mental Health

- A. Love - warmth, trust, confidence, worth - self-esteem
- B. Limits - conscience, standards, society - self-control
- C. Family - sexual identification, sublimation - identity

III. Influence of Poverty

- A. Deprivation - "desert", emotional cultural - apathy
- B. Deviant subculture - "jungle", external danger - alienation
- C. Unstable family - absent father, dominant mother - confusion
- D. Lack of social organization

IV. Problems:

- A. Pre-school, school, vocation, family
- B. Mental illness
  - 1. psychosis (schizophrenia)
  - 2. borderline states, personality disorders
  - 3. more children needing help
- C. Influence of immigration, prejudice

V. Treatment

- A. Social class and treatment
- B. Social psychiatry - community psychiatry
- C. Community Mental Health Center - total social-medical care
- D. Modified approach - group, family, individual
- E. Self-help and self-improvement

POVERTY'S EDUCATIONAL DEFICIENCIES

Mr. J. George Siles  
Assistant Professor of Education  
Wilkes College

- I. Development of Language Patterns in Children
  - A. Listening
  - B. Speaking
  - C. Reading
  - D. Writing
  - E. Interrelationships for four language areas
- II. Environmental Effect Upon Language Development
  - A. Nutrition
  - B. Family
  - C. Society
- III. Common Practices in Public Schools to Enhance and Modify Language Pattern Development
  - A. Lock-step approach
    1. Cessation of development of reading skills
- IV. Status of the Environmentally Deprived Youth Relative to Language Arts Development and Achievement
  - A. Deficiencies which inhibit growth
    1. Nutrition
    2. Experimental
    3. Educational
  - B. Typical Achievement Levels
- V. Group Reaction and Discussion of Previous Information and Descriptions
- VI. Group Development of Reading Program in Keystone Center
- VII. Discussion of Bibliography

## DEVELOPING A PERSONALITY IN THE JOB CORPS

Dr. Martin G. Cline, Assistant Director  
Institute for Youth Studies  
School of Medicine, Howard University  
Washington

### I. American Society

- A. Logic of Brown vs. Kansas, 1954
- B. Adoption of Negro community to negative judgment
  - 1. acceptance of negative properties
  - 2. rejection of negative properties

### II. Response of Negro Behavior

- A. Self depreciation, and submissive manipulation
- B. Guilt complex and group self-hatred
- C. Peer culture and rejection of white culture
- D. Assertion of Negro superiority and nativism

### III. Negro Race Relations

- A. Preschool child
- B. Kindergarten and elementary school child
  - 1. rejection of self or school
  - 2. affection learning situation
- C. Adolescent child
  - 1. rejection of self
  - 2. rejection of community

### IV. Role of Job Corps

- A. Disconfirmation of learned hypotheses
  - 1. techniques of instructors
  - 2. work-orientation, not play-orientation
- B. Job Corpsmen - "hard core" or "soft core" poor
- C. Management problems
  - 1. racial separation
  - 2. non-assurance of job placement
  - 3. national and international affairs



## VI. WILKES FACILITIES

The Institute of Regional Affairs has prepared this proposal for the in-service training program of staff members of the Keystone Job Corps Center at Drums, Pennsylvania. A three-week vestibule seminar has been planned as an inter-disciplinary basis.

In the planning of the program, it was recognized that such College and community resources as are necessary will be made available to the program participants. In addition to the College staff and knowledgeable people in the Community consultants from leading colleges and universities will be invited to exchange experiences with the Keystone personnel.

In a short training period, it is impossible to cover every aspect of the culturally deprived females between fifteen and twenty-one. No amount of thought and concentrated information and knowledge, as important as it may be, can provide the vitality of personal involvement with poverty and poverty youth.

In order for the program to provide staff members with an educational opportunity dealing with the deprived females, it was agreed at a preliminary session on November 14, 1966, between Dr. William Shine, Director of the Keystone JCC, and Mr. William Connolly, Operation Analyst of the Keystone JCC, and the Institute of Regional Affairs Council that the success of the program could be assured if the seminar was held on the campus.

The campus is within walking distance of those community agencies which presently deal with the families of the deprived youth. The Youth Opportunity Center, whose personnel was given an in-service training program by the Institute of Regional Affairs, is only two short blocks from the campus. A wholesome and pleasant rapport is maintained with the staff of this center.

The participants, new residents of Luzerne County, can visit a wide range of places in Wilkes-Barre, including employment agencies, police, probation officers, state correctional institutions, Juvenile Court, and many social agencies.

Library and dining facilities will be easily accessible to the JCC staff.

## VII. ACADEMIC CREDIT

The Job Corps Center program carried a value of three credits of undergraduate work listed in the Wilkes College Bulletin as Sociology 252--Fields of Social Work. Credit was granted on the basis of additional reading and a satisfactory grade written examination. Textbook and other readings were designed to supplement the program provided by the visiting speakers. Although considerable interest in academic credit was expressed during the planning stages of this project, only two participants actually sought this credit for their efforts.

## VI. INSTITUTE STAFF EVALUATION

At the close of the Institute Program participants were asked to respond to several questions on an Evaluation form. It was the purpose of this procedure

- (1) to examine the degree to which the Institute program achieved the objectives established for it,
- (2) to discover the appropriateness of the program for those participating, and
- (3) to assess the general success of the Institute.

Participants responded by completing the evaluation form. The items included in this questionnaire are listed below together with a sampling of the replies.

It appears that most participants had a clear understanding of the objectives of the Institute program. Variety in the specific tasks these staff members will perform produced some difference in individual expectations, but there was a consensus on the basic purposes of their study together. Many reported favorably that the program had intensified and clarified their understanding of the task confronting them in operating the Keystone Job Corps Center. When answering the second question most participants indicated little change in their perception of the objectives of the Institute program; there was simply a heightened awareness of these purposes.

In general the respondents felt that the Institute program achieved its objectives. There was some feeling that the program did not offer a great deal

of new material for persons with their background of preparation. A few participants felt that some of the speakers were not fully aware of the character of their audience. Comments about the "least helpful feature of the program" reflected differences in staff assignments at the center and consequent differences in thinking as to what was needed to prepare one for his work there. This type of comment was offset by a recognition of the necessarily theoretical nature of the program. There was some sentiment expressed regarding need for an even higher level program than was provided. This was countered by other expressions as to the challenging nature of the program. Several comments noted the impossibility of more specific analysis prior to the inauguration of the Keystone Job Corps Center program and the arrival of the girls who will participate in it.

There were repeated references to the value of the field trip to Philadelphia. Some noted this as their first opportunity to "rub elbows" with the kind of person they will be working with at the Keystone Job Corps Center. Several reported the value of those contributions made by persons who had actual experience in working with the poor.

#### Itinerary to Philadelphia

- 7:00 a. m. Leave Wilkes-Barre via bus. (Fifteen minute coffee stop, Allentown Howard Johnson)
- 10:00 a. m. Arrive Philadelphia Youth Opportunity Center, North, 1225 North Broad Street, Philadelphia.
- 10:00-11:00 a. m. Tour of North Philadelphia Youth Opportunity Center and casual interviews, interrogation of youth female applicants. Short conference with Youth Opportunity Center supervisor and staff and WIC representative, Mrs. Charles Sterrett, Widener School, 13th and Thompson Streets, West Philadelphia, in North Philadelphia Youth Opportunity Center.

- 11:00-12:00 a. m. Tour of Opportunities Industrialization Center, Administrative Offices, third, fourth and fifth floors, 1225 North Broad Street, Philadelphia.
- 12:30-1:30 a. m. Lunch. Place--O. I. C. Training School Restaurant, 19th and Oxford Streets, Philadelphia. Brief chat with students, short tour of disadvantaged or "jungle" area.
- 1:30-2:00 p. m. John F. Kennedy Training Center, West Philadelphia via bus.
- 2:00-3:30 p. m. Guided tour of John F. Kennedy Training Center. Brief interviews with female students, conference with supervisory and administrative personnel.

When asked to suggest Institute program changes several participants voted the need for more interaction among the Job Corps Center staff members. A number of the speakers and lecturers, though impressed by the background of the group and their awareness of the tremendous task confronting them, came away from their respective sessions with the feeling that there was a block to interaction within the group.

Granted that the group had only recently arrived on the scene, and granted that some type of sensitivity program to acquaint staff members with each other may have been hurriedly undertaken at the Center, nevertheless another aspect which contributed to the lack of interaction was discerned by some of the speakers in the Institute program. Some speakers sensed that "a very tight ship" will be run at the Center, and that academic freedom "is not a right, but will have to be earned." If the participants in the Institute program received the impression that the character of the leadership at the Center is going to be rigid, such an impression is not only an explanation for the lack of interaction at the sessions, but such an impression might also

portend the lack of creativity by the participants in dealing with human problems at the Center.

It is the considered judgment of the Institute of Regional Affairs that, if the Center is to be successful at all, a continuing rapport must be maintained between the personnel staff given the in-service training and the Center leadership. Continued in-service training for staff, even if built into the Center's program, without an opportunity for an easy on-going consultation and discussion between staff and administration, will not of itself contribute to the success of the Center.

On balance it would appear that most participants were reasonably well satisfied with the Institute program; their negative comments indicated their desire for a more lengthy program, more parking facilities, more full-day sessions, and release from other responsibilities at the Keystone Job Corps Center.

## IX. PARTICIPANT EVALUATION

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

### A. Scope and Goals of Program

(1) What did you conceive to be the objectives of this program?

"To assist the staff in identifying the culturally deprived."

"To orientate to the state of poverty."

"To become better informed on various aspects related to the activities, objectives, types of women likely to be in the Job Corps and related matters."

"To understand the economically and culturally deprived youth of America."

"To have a better understanding of what we can expect when the corps women arrive."

"To acquaint us with the environment from which most of our corps-women will be coming."

"To gain a better working knowledge of the dynamics of poverty."

(2) What do you now believe the objectives of this program to be?

"To spell out the compelling program of minority group participation in the total culture."

"To build inter-staff relationships and provide a group of personnel who could serve as resource people to those staff members who would not participate in the Institute."

"To gain a better background into the problems of the poor and especially the negro and the evolution of his plight in America."

"Objectives of this program have provided me with a wide and varied insight into the 'poor' and economically deprived."

"To show the job corps staff that this is no easy task we are undertaking."

(3) How do these objectives compare to what you expected to gain from the problem?

Beyond Expectation - 3      As expected - 13      Below expectation - 1

"It has given me a better insight into the problems involved, also, I have formed some of the solutions to a very few problems that have come up."



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A. Scope and Goals of Program

(4) Do you feel the program achieved its objectives?

Completely - 4      Partially - 13      Not at all - 0

"I feel that our group would have profited more if more practical aspects were included in the program."

"I thought we would get much more actual information regarding girls problems of the kind we would encounter."

"I feel that some of the instructors presented a "too" idealistic approach to dealing with under privileged, others presented a "tongue in cheek" approach to what we hoped to accomplish."

"Group inter-action among the members was not too successful. In part this is due to the in-and-out attendance of some members, which probably is due to external pressure."

"It is impossible to cover so much ground in a few weeks time, but I feel a great deal was accomplished."

"I believe within a year or two the information available would be much more valuable and therefore provide a basis for better achieving these objectives."

"Because there was a good balance between the theoretical framework and the practical element. It would be unrealistic to say that the progress completely achieved the objectives, because no one has come face to face with all the variables involved."

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

"More speakers who have been directly associated with the problem at hand (poverty). Too many theoretical discussions rather than practical application and experience."

"More group interaction would have improved the learning experience."

"There should be more emphasis on group interaction."

"Many people did not participate."

"I recommend that more emphasis be placed upon the practical aspects of this program."

"A greater emphasis on field trips that related to actual experience."

"Recast the sequence of subjects to be covered."

B. Organization and Administration

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

Yes - 13                      No - 4

"More parking facilities."

"Perhaps a tour of the facilities that would offer resources for pertinent information."

"Have a smaller group. Rearrange the group for face-to-face contact.

Have consultants appear in the role of co-worker rather than specialists."

"Concern for such items as coffee break, where are the restrooms, adequate parking."

- (2) Should there be changes in scheduling which would improve the program? Reasons.

Yes - 6                      No - 11

"It was difficult to attend all the sessions because of other commitments."

"Have all full-day sessions, the half-day sessions tend to generate a feeling of "fracturedness", especially when, as in our case, there are activities in process at the center to which you only half-belong."

"I feel that when we had a person like Mr. Reynolds or Mrs. Duke, that a full day's session would have been more adequate. The morning session was not enough to engage in sufficient discussion with these people."

"I feel the program should be concentrated around those people who are actually working in programs dealing with its Negro Youth. The visiting speakers from Philadelphia, Washington, and New York were the major part of the program and probably did the most to help develop our program."

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

"The program should involve a good deal more of the field trip because it was the first time some of us had the opportunity to rub elbows with the disadvantaged on their own soil when they do not feel apprehensive about us."

"The program was well organized mechanically the administration of the program failed in actual operation in that little consideration was given to the human aspect of students and visiting speakers."

B. Organization and Administration

"Securing more of the well known people in the field of culturally deprived."

"Possibly a Wilkes staff member might be assigned to participate in the Institute."

"At times the speaker was poorly informed as to his audience, on several occasions apologies were made cause the structure, background, and even purpose of the group had not been understood previous to the session. This may have been neglect on the part of the speakers or general misunderstanding."

C. Training Processes

- (1) Did the program meet your expectation as to content of lectures presented? Please explain.

Very well- 6 1/2                      Adequately - 10                      Poorly - 1/2

"The lectures were basically ones in which information was not applicable to the type person we are going to deal with. I believe this was due to the fact that some of the lectures have never come in contact with the hard core poor."

"A wide variety of subject matter was covered. Some of the lectures became repetitious towards the end, however, and do not see how this could have been corrected."

"I feel the lectures were quite extensive in content. However, more group participation would have been beneficial."

"Being not very well informed on the problems of poverty, I have gained a great deal more insight into my position as well as the students that we will be working with."

"Some of the material which we presented was for counselors alone and not for the general staff."

- (2) Do you find the material presented by speakers was at the right level, at too low a level or at too high a level?

Too High - 0                      Adequate - 16                      Too Low - 1

"Many of the speakers became aware of the level at the start of class and adjusted; however, if forewarned could have improved their presentation."

"Only occasionally did the material seem redundant in terms of our background. However, more information could have been offered at times."

C. Training Processes

- (3) In terms of the content of the program lectures, how would you rate your assimilation in so far as your future application of the subject matter is concerned. Please explain.

Above average - 4                      Average - 13                      Below Average - 0

"I believe the information given has enabled us to better evaluate the methods we should use in educating the corpswomen. It has become evident that traditional means are of little value and that we must deal with the program more individually and more informally."  
"I feel that the material was presented in a manner which could be understood and applied."  
"I have gained a theoretical framework which should allow me to understand the reasons why these girls act the way they do."  
"I feel I need much more information but if I do not continue to get this, it would be my negligence and not reflect lack of stimulation or background."

- (4) How has the program prepared you to perform in the Keystone Job Corps Center? Please explain.

Very well - 6 1/2                      Adequately - 8 1/2                      Poorly - 0

"It has prepared us as best as can be expected considering the available information in this area."  
"I would like to say very well, but time will tell."  
"It has added to my thinking and to the possible approaches which may be taken to effectively perform. The question of "how well" remains to be considered."  
"To the extent that Job Corps is a relatively untried field, I would say we are very well prepared. On the other hand, in terms of being properly prepared to be a specific job, I would say we are only adequately prepared."  
"I have a totally new concept in terms of facts and insights that gives me a good prelude to full understanding which only comes from experience."  
"It has given us a theoretical framework which is good and needed background. This does not reach the performance level except as a starting point, but is a necessary base from which to work."

- (5) Do you feel that the program was instrumental in clarifying your own feelings regarding the needs and the nature of the problems of disadvantaged youth? Please explain.

Very well - 7                      Adequately - 6                      Poorly - 1

"Since my background is a scientific one, I was unaware of the reason for many of the problems."

C. Training Processes

"This may have been the least of my needs, although what clarification was done fairly adequate by some speakers."

"Since I was not in this field, I was unaware of the magnitude of the problems connected with poverty. Now, however, I feel I have a better understanding of the problems connected with poverty."

"I have worked with this type of youth in the past but after this course it has given me a better understanding of why these people act as they do in certain situations and surroundings."

- (6) Do you feel the program was instrumental in clarifying your own feelings regarding the job ahead? Please explain.

"Not so much as understanding the job ahead but the understanding of why students involved will act as they do."

"Made me more aware of the plight of the impoverished, a greater realization that tremendous hobbies ahead in enabling the staff to develop a program to motivate and develop the confidence of our students."

"Some. The relevance of some instruction was remote."

"My enthusiasm and optimism were slightly, refreshingly dampened. I have to rebuild."

"I am aware that our job is not easy. The program has offered me insight concerning the type of girls to expect."

- (7) What was the most helpful feature of the program? Why was it helpful?

"The visiting speakers who were actually involved in the Job Corps program or were actually working with the disadvantaged."

"The field trip to O.I.C. because it gave me a chance to see these people first hand. It also gave me the feeling that something can be done."

"The trip to O.I.C. It was helpful because it gave us an opportunity to actually observe and talk to the type of girls we are going to get."

"A better understanding into the behavior patterns of the students we will be working with and why they feel this way."

- (8) What was the least helpful feature of the program? Why was it not helpful?

"Could not say that anything was not helpful. Even the poorer presentations gave us some material or ideas to work with. I truly feel that all of the presentations were helpful in some way."

"At times the specific material given was not relative to the kind of program we are involved in at the Job Corps."

C. Training Processes

"The lack of recognition on the part of some lectures to research the type of program in which Keystone will be involved."

"There was not enough group participation."

"The leaders whose identification with the poverty problem was so limited."

"The coordination of the program. An "outside" staff member from Wilkes present at the majority of the sessions would have assisted in directing the development of the central theme."

"The testing was the least helpful. I feel we need to de-emphasize testing because the girls feel this program only proves how unsuccessful they are."

- (9) What general suggestions do you have for the improvement of the program?

"More speakers from disadvantaged areas."

"Keep it as it is, but provide better coordination."

"Make it a little longer."

"Since we are directly involved with dealing with women--more direct contact with the under privileged girl."

"I would have liked to see someone who had worked in a Job Corps Center."

"More dynamic group interaction. We are still in the thinking stage, and this is good. Perhaps it is too soon to synthesize and find closure."

"I feel that a little more time could have been allotted for discussion concerning the synthesization of material presented and to focus upon the application of this knowledge to our own program."

X. INSTITUTE PARTICIPANTS

JOB CORPS CENTER

James L. Bocker M. Ed. (Temple University) B. A. (Lora's College)	Edward Moul B. A. (Gettsburg College) M. A. (University of Texas)
Jack Burger B. S. (Penn State) M. Ed. (Penn State)	Edward Rebar B. S. (Trenton State)
Samuel Chapman B. A. (Michigan State)	James Sheffield B. S. (Harvard University)
James Congoll B. F. A. (Syracuse University) M. F. A. (Southern California) B. A. (Kutztown State)	W. A. Shine A. B. (Iona College) M. S. (Rutgers University) Ed. D. (Rutgers University)
Edward J. Connolley B. S. (Bloomsburg State) M. Ed. (Lehigh University)	Kathleen Siggers A. B. (George Washington University) M. A. (Ohio State University)
Joseph R. Corcoran A. B. (Catholic University of America)	Henry Sinco B. S. (Bloomsburg State)
William Desciak B. A. (King's College)	Michael Sinco B. S. (Bloomsburg State) M. S. (Yeshiva University) Phd. (Yeshiva University)
John Fedders B. S. (King's College) B. A., M. A. (St. Bonaventure)	Mildred E. Young B. A. (Lake Forest College) M. A. (Northwestern University)
George Kobrick B. S. (Stroudsburg) M. A. (Newark State)	Alfonso S. Zawadski B. S. (Wilkes College) M. A. (Scranton University)
Michael Kwak A. B. (King's College)	



Bibliography

to

Teaching Disadvantaged Youth

Prepared by C. Hapeman

Department of Sociology, Wilkes College

December, 1966

- I. Insight into Poverty
- II. Current Problems in Education of the Disadvantaged
- III. Programs for Disadvantaged Youth:
  - A. Experiments in the School
  - B. Experiments in the Community

## I. INSIGHT INTO POVERTY

### Books: (I)

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PROGRAM PROPOSAL

for the support of

"INSTITUTE FOR JOB CORPS CENTER"

Submitted by:	Institute of Regional Affairs Wilkes College Wilkes-Barre, Pennsylvania
Submitted to:	Dr. William A. Shine, Director Keystone Job Corps Center Drums, Pennsylvania
Amount Requested:	\$4,907.00
Starting Date:	January 9, 1967
Terminal Date:	January 27, 1967

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