A SURVEY OF EDUCATIONAL METHODS USED IN THE JOB CORPS

by

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ABSTRACT

The purpose of this study was to determine the educational methods being used in the Job Corps, including objectives and problems of the education program in general, and at selected centers.

A request was sent to the United States Office of Economic Opportunity for information concerning the purposes of the Job Corps. Letters were sent to each of four Job Corps Centers (Parks, California; Gary, Texas; Atterbury, Indiana; and Kilmer, New Jersey) asking for data concerning each center. Inquiries were sent to the authors of similar studies on the above Job Corps Centers asking for a copy of the original report. A number of articles on Job Corps Centers which appeared in current monthly periodicals were consulted for a greater depth of knowledge on the Job Corps program.

The following conclusions seem warranted from examination of the information presented in this survey.

1. Many young men and women are being helped by this program who would otherwise be unable to help themselves or the society in which they live.

2. Job Corps educational methods are proving successful on the majority of the enrollees.

3. The Job Corps education program seems to be succeeding because the methods and procedures utilize some of the latest ideas in the field, namely:

    a. The widespread use of individual and group counseling.
    b. Individualized instruction at the students' own pace.
    c. Generous use of programmed study material.
    d. The immediate availability of instructional materials of all sorts.
    e. The freedom and encouragement to experiment with non-traditional education methods.
    f. The abandonment of grades as a measure of education success and the competition for them.

4. Although a costly program, from the projections made it would appear to more than pay for itself through added tax revenue, added skills to the labor force, and the salvaged lives.

CHAPTER I

INTRODUCTION

With a national economy that annually churns out more than $600 billion worth of goods and services, America's 196 million people should be the most prosperous who ever lived (2). A great many of them are. However, the United States Office of Economic Opportunity found that thirty-five million still live in families that scrape along on less than three thousand dollars a year. To rescue them from this want, President Johnson in early 1964 declared "unconditional war on poverty in America." Congress legalized the cursade in the summer of 1964, and the Poverty Corps, which includes the Job Corps, began to work towards its proposed goal.

The total Office of Economic Opportunity budget of $784.2 million for the first year of operation (1965) looks pitifully small when viewed in terms of the estimated $100 billion spent directly and indirectly each year by Federal, state, and local governments and private foundations on the needy (2).

Lingering poverty in the shadow of unrivaled affluence is the painful paradox of American life today. In all, close to eight million Americans are receiving public aid, $400 million worth a month (8).

Unquestionably, unemployment is a major thread in the pattern of poverty in America. By the latest count, 4.6 million Americans, 5.6 per cent of the work force, are unemployed (8). Yet, like all other individual aspects of the problem, lack of jobs in the conventional sense is only one part of the story. Unlike the past, we now have poverty of some

employables and many who are technically unemployable.

America has a considerable source of much needed manpower which remains untapped due to a lack of training and education. This source is the body of young Americans who have not found success in our formal education system: the dropout, the discouraged, those who are nearing adulthood uneducated and unskilled in any particular area. Further, because of an increase in our military involvement and the accompanying increase in the national budget, a number of domestic programs are being scrutinized closely.

A great deal of public interest has been shown in the Job Corps program since its inception in 1964. There has been a steady flow of articles in popular national periodicals and newspapers. This interest is proper since the cost of training one man the first year, according to Bainbridge, was $10,500. The second year (a projected figure) would be reduced to $7,800, and the cost would stabilize at $7,350 thereafter. These are average figures for the Urban system as a whole. This represents a considerable financial expenditure.

Officials have said that the Job Corps program will strengthen local economies where Centers are located, help reduce crime, increase our skilled labor force, decrease the cost of welfare programs, and add new money to the nation through additional taxes paid by the added workers. There have been accusations of mismanagement, lack of a quality program, and failure to meet objectives.

On the credit side, the Job Corps has some interesting, and perhaps valuable, ideas and practices which public education might wish to adopt. This is especially true in regard to dealing with the potential dropout,

the slow learner, and the discouraged student in public schools.

The purpose of this investigation was to study the ways in which Job Corps educational methods have departed from the traditional methods. In view of the fact that the traditional methods of teaching and education have failed with a certain percentage of our youth, it was felt that public education might profit from a closer look at what the Job Corps is doing with these "failures".

DEFINITIONS

The term dropout in this paper shall mean a student who leaves school for any reason before he graduates.

Community Action Organizations are programs designed to anable communities to attack their local poverty problem in a positive and coordinated manner. The programs, developed and administered by the community, may include remedial reading, literacy instruction, job training, employment counseling, homemaker services, health services, and legal services. Funds are available under Title II of the Economic Opportunity Act for urban and rural areas and Indian reservations. The Federal government can provide up to 90 per cent of the cost of the programs (100 per cent in the case of the very poorest communities), as well as provide technical assistance. The following special programs are also funded through the Community Action program: Upward Bound, Legal Services, Foster Grandparents, Migrants, and Head Start.

Basic education in this paper is defined as understanding the elementary principles of at least two subjects, reading and arithmetic. This will be true for each Job Corps Center; however, some centers have expan-

ded basic education to include social studies, science, spelling, and communications skills. Basic education classes in the Job Corps are designed for the individual to relate directly to his vocational objectives.

General Education Development tests. The General Education Development testing program was begun in 1950 to aid young people who had left school before graduating to qualify for their high school diplomas through successful completion of the General Education Development test.

In the following chapters a background and general description of the Job Corps program, along with case descriptions of four selected Urban Centers for Men is given. Among the topics covered are goals, enrollees and staff, program components, training, regulations, qualifications and success, a look at the problems and job outlook, and placement for graduates.

In the case descriptions of the four centers, discussions emphasize the vocational and academic courses offered, the various approaches to learning, the particular procedures and methods used, operational and organizational aspects of the Centers, problem areas, and what happens to those who attend Job Corps Centers.

CHAPTER II

BACKGROUND OF THE JOB CORPS PROGRAM

Title I, Part A, of the Economic Opportunity Act of 1964, authorized the establishment of a Job Corps to prepare young men and women for the responsibilities of citizenship and employment. The Job Corps program was designed to serve the needs of the hundreds of thousands of rural and urban youngsters who are out of school and out of work, youngsters who find the exit from a life of poverty blocked by lack of opportunity to improve their skills and capacities.

The statutory purpose of the Job Corps was to "prepare for the responsibilities of citizenship and to increase the employability" of its enrollees (23). The Job Corps program was designed to produce graduates whose attitudes, academic achievements, and job skills will enable them to:

a. Acquire and hold jobs at the entry level or above and advance in these jobs or in related fields (e.g., enter apprenticeship programs, become a helper where this will lead to advancement, enter an on-the-job training program).

b. Return to school, or go on to college.

c. Enter into other vocational training leading to employment.

d. Enlist in the Armed Forces.

e. Continue in a staff capacity with the Job Corps or in a Community Action Organization

The apparent emphasis upon employment or activity leading directly to employment should not obscure the fact that concentrating upon job skills will not be sufficient. Jobs will neither be acquired nor held if attitudes towards self and others and towards work are not altered and if basic motivation and other social skills are not acquired. These changes

must be accompanied by reading, writing, and arithmetic ability and speech achievement of at least a functional (eighth grade or greater) level. Moreover, enrollees must come to believe that there is a place for them within our society and that they can do remunerative work and make a contribution to themselves and to society.

Before any Job Corps enrollees had been accepted it was hypothesized that they would come from widely different areas, backgrounds, and eviron-ments. The following generalizations were made concerning the potential enrollees (23).

a. Most of the enrollees will be high school drop outs.

b. Academic achievement levels will be far below that of the last year of school attended. Reading and arithmetic skills will probably cluster in the fourth to seventh grade levels.

c. If native intelligence could be measured, these youngsters would be found to have I.Q.'s not significantly lower than those who stay in school, but they will have failed consistently in the normal school setting.

d. Many, but not a majority, will be non-white and will have suffered from racial prejudice.

e. Many from both rural and urban areas will have suffered from substandard housing, poor or overcrowded schools, low incomes, and limited public recreational facilities.

f. Many either will have failed the Selective Service "mental" test or would fail it if given the test.

g. Many, particularly in the urban areas, will have been employed at some time, but for short periods only, and then only in menial, unskilled type of dead-end jobs.

h. Many will be suspicious of the desire (and ability) of adults to help them. This may be particularly pronounced in the Negroes' perception of the white.

i. Many will have a poor self-concept and a massive unawareness of the world.

In short, these youngsters are alienated and disadvantaged, both economically and culturally. They have come from urban slums and rural pockets

where they were stagnating outside the mainstream of American life.

Another way to look at these youngsters is to examine their needs, for although they need basic education and job skills, they also need much more. The Job Corps enrollee needs to acquire the whole range of living and social skills necessary for modern living. They need assistance to help them become aware of who they are, how they relate to others, and how their peers perceive them. Also, these enrollees, who have had failure as a constant companion, need a successful experience.

Original plans called for 40,000 corpsmen the first year (14). This was cut to 20,000. As of the first week in September, 1965, only 12,000 youths had been assigned to 60 Job Corps centers in thirty states.

The Job Corps offers a voluntary, residential experience to those young men and women, age 16 through 21, who need and want a change in surroundings, regimen, and associations. Enrollment was limited, except in unusual circumstances, to those who had not completed high school and for whom the regular academic, vocational, and training programs had proven to be inadequate and impracticable. There are currently 36,448 youths (29,724 males, 6,724 females) enrolled in 127 centers, including 91 conservation centers, ten urban centers for men, 18 for women, and two special centers (5).

The Job Corps offers young men at least two distinct types of experience and environment. Some corpsmen enter conservation camps. These camps enroll from 100 to 250 (22). These camps, located primarily upon federal lands, will be operated by the Job Corps in cooperation with the federal conservation agencies. In Conservation Centers Corpsmen work and receive instruction in groups under experienced employees of the National Forest

Service, National Park Service, and the Bureaus of Indian Affairs, Land Management, Reclamation, and Sport Fisheries and Wildlife. Projects undertaken by these centers include construction of campgrounds and other recreation areas, reforestation, logging, landscaping, and building.

Job Corpsmen receive a combination of basic education and skill training in the rural centers. The vocational training equips the youths for entry level jobs in the conservation, general construction, forestry entomology and insect control, surveying, weed control, farm skills, carpentry, vehicle and heavy equipment operation and maintenance, clerical, culinary arts, and medical service fields (18). Enrollees learn how to apply for a job, what to say and how to fill out an application. Reading, speaking, and writing skills, and arithmetic are also taught. All Job Corps centers use self-teaching, including programmed learning materials which permit the student to progress at his own speed, individual tutoring, and group instruction.

Other young men enter Urban Centers. Most of these centers have facilities to train from 1,000 to 3,000 when fully equipped and staffed (20). For the most part, these training centers are located in or near metropolitan areas. Many are located in or on excess government facilities no longer needed for their original purpose. Urban Centers for Men offer specialized job skill training in addition to basic education. The vocational training offered prepares youth for jobs ranging from entry to more advanced skill levels. A Corpsman may be trained for such jobs as office machine operator, appliance or automobile repairman, machine tool operator, sales clerk, accountant, shipping or file clerk, hospital technician, waiter, cook or counter worker, butcher, a custodian or mainten-

ance man (25). All occupations have been chosen carefully to provide skills for which there is and will continue to be a strong national demand.

Urban Centers for Women train 250 to 1000 young women in three areas: as employed workers, homemakers, and as participants in community affairs (18). In addition to basic education, these centers provide training in marketable job skills, in home and family life, and in health and recreation. The development of values and attitudes that will contribute to stable family relationships are emphasized. Corpswomen train for clerical, retail, and service occupations, such as bookkeeper, typist, office machine operator, cashier, beauty operator, nurse's aide, practical nurse, housekeeper, and many others (19).

Applicants may express a preference for the kind of training they wish to undertake. The assignment to a center takes such preference into consideration. In determining the proper assignment for an applicant, the enrollee, the counselor, and the Job Corps try to plan a program from which the applicant has the greatest opportunity to profit.

Title IA of the Act gives permission to the Director of the Office of Economic Opportunity to enter into arrangements of this type with colleges and universities, boards of education, and other public or private organizations desirous and capable of operating a Job Corps training center.

A number of colleges and universities early expressed an interest in operating Job Corps Centers on a contract basis because of the opportunities to do experimental research in such important areas as: (1) motivation, aspiration, and achievement; (2) reading; (3) applied mathematics;

(4) adolescent peer-group relations; and (5) the development of the social community (23).

The following excerpts from Tentative Outline For A Job Corps Training Center (Men's) seem to be important for an educational venture such as the Job Corps,and of significance to all persons in education (23).

1. General Education. Because traditional methods and materials have failed to reach these youngsters, new methods and new materials will be needed. Where satisfactory materials do not exist, they will need to be developed and tested.

2. Work. Work undertaken should be real and useful. The work should be designed not only to impart important new attitudes toward work and to teach good work habits (punctuality, safety, cooperation, etc.), but if carefully arranged, may provide imprtant motivation to increase academic skills (e. g., work which requires the reading of an instructional manual or the carrying out of computations might provide the incentive to learn these skills).

3. Familiarization With Jobs, and How to Secure Them. Through actual work experience, films, interviews, and books, enrollees must gain a wider knowledge of the jobs which do exist in our economy, what they require, and how to secure them. The enrollees' knowledge is likely to be confined to the limited jobs held by fathers, uncles, and friends.

4. Physical Training, Recreation, and Personal Hygiene. Many of the enrollees will be in poor health or physical condition. Planned recreation will not only help overcome these deficits, but also will help develop important social skills. The enrollee's interest in physical prowess may also provide an important way to "reach" him. Planned recreation will also be necessary to provide an outlet for the great energies of these younsters.

5. Optional Activities. A program should contain some time when many optional activities would be available. Hobbies, crafts, movies, TV, bull sessions with counselors or other adults in which enrollees discuss issues which are important to them,sports, time in the library, and optional education courses are some of the activities which might be made available and encouraged.

6. Counseling. Counseling in many areas will be needed and will undoubtedly go on, on an informal basis, throughout the day.

7. Involvement of Enrollees in Decisions Which Affect Them. The rules which govern the training centers, the methods of discipline, the system of rewards, will play a most important part in the over-all effectiveness of the center program. Methods must be devised to involve meaningfully the enrollees in as many decisions as possible. Participation in the making of decisions will contribute both to the education of the enrolleees and to their willingness to remain at a center.

8. Group Activities. Although the focus must ultimately be upon the individual, group activities should also be used to develop leadership and to motivate certain types of behavior (e.g., a group might decide to become the first group to have everyone able to read above the eighth grade level).

The Job Corps provides a total learning experience. The Corpsmen live at a Center with people their own age; they work, attend classes and follow courses of individual instruction in close contact with professional teachers and counselors. Job Corpsmen progress at their own rate of skill, understanding and responsibility. A typical day for a Corpsman includes work, job skill training, individual study, recreation, physical activities, and discussions. All are learning experiences and each part reinforces the progress being made in the other parts of the program.

The remedial education program is much the same in both rural and urban Job Corps Centers. Reading and other education needs are diagnosed on an individual basis. Centers offer a specialized education for young people who have not benefitted from conventional schooling. To accomplish this, the Job Corps is attempting to use new teaching techniques and materials.

Each center has professional teachers and counselors with special training in new teaching methods. In addition, the Corpsmen work and live with VISTA Volunteers (Volunteers in Service to America) assigned to the centers by the domestic version of the Peace Corps, another branch of the Office of Economic Opportunity. The Volunteers assist Corpsmen with indi-

vidual studies and personal problems and take part in all the activities of the centers. The new teaching methods used at the centers include frequent self-testing so the Corpsman may know if he or she should be reviewing material or moving ahead in the study program. The centers also have a complete staff, maintaining and operating the facilities and supervising Corpsmen in on-the-job training.

Job Corps men and women receive $30 (less social security and taxes) a month spending money. When they graduate from the Job Corps, they receive terminal payment of $50 for every month they have spent in the Job Corps. However, up to $25 of this amount can be sent home, and Job Corps will match this allotment with an equal amount (25).

The enrollee receives room and board and work clothing from the Job Corps. When an enrollee enters the Corps, he or she receives an allowance for new clothes in the amount of $75. The Job Corps provides medical and dental care.

The directors of the Centers have the responsibility for the welfare of the Corpsmen, most of whom are many miles from their homes. They establish regulations covering free-time visits to towns and excursions. Such activities are a part of the training program.

During a year of service, there is one scheduled leave home, with round-trip transportation paid by the Job Corps. Provision is also made for emergency leaves.

The main qualification for success is that the applicant can gain from the experience. Those with the most to gain are those who have tried and failed in school, and who have few other avenues of opportunity open to them. The young men and women being sought by the Job Corps are those who are most

likely to continue living in poverty if they are forced to continue in their present environment.

The interest of the applicant is the chief promise of success. The Job Corps is voluntary and the benefits Corpsmen gain depend to a considerable extent on their own motivation. Success is not measured against the progress of others, but against the enrollee's desire and ability to move ahead.

The Corps cannot guarantee a job on graduation, but the training greatly increases the Corpsman's chances of getting a job. Not only is the Corpsman trained in skills needed by business and industry, but he also learns how to seek work and is counseled on the best opportunities. The Corpsmen are assisted in their job-seeking through the Job Corps contacts with public and private employers and employment services. Efforts are made to interest prospective employers in using the skills and abilities of Job Corps graduates.

This chapter has dealt with the goals of the Job Corps, a brief description of the enrollees and the staff, the opportunities offered to disadvantaged youth, subjects and vocational areas taught, qualifications and success, pay and personal needs of enrollees, center facilities, operational aspects of the centers and placement of graduates.

Chapter three provides a general description of the Job Corps program including a descriptive profile of the typical enrollee entering the Job Corps and a look at some of the problems which have been encountered. A discussion of the progress of enrollees and graduates and an analysis of the first 5,000 placements may serve to show the degree to which the Job Corps educational program is successful.

CHAPTER III

A GENERAL DESCRIPTION OF THE JOB CORPS

An analysis of the first 10,000 enrollees revealed these facts: Although they averaged 17 years in age, some were more like 13-year-olds in size. Most had never slept between sheets before, never shared a bedroom with only one other. Some had never had electric lights. Eighty per cent had never seen a doctor or a dentist. Only ten per cent had been employed and these at an average of 80¢ per hour. Sixty-three per cent had no previous record with the law; 27 per cent had minor anti-social behavior records; and 10 per cent had one serious conviction (4). Almost all had developed an acute resistance to conventional schooling.

Nearly two-thirds had lived in substandard housing, almost 40 per cent were from families receiving public assistance, more than 60 per cent came from families where the primary wage earner was unemployed, half came from homes where the parents had less than an eighth grade education. The average enrollee had never completed the ninth grade, yet he could read no better than a fifth grader (21).

Very apparent was the one characteristic most enrollees shared: They feared they could never belong to the greater outside world, the world of accomplishment and dignity and respect.

A year after the opening of the first center and only six months after the majority of centers actually went into operation, the picture was quite different. From their physical appearance to their new-found self-confidence, these young people had changed.

They had gained an average of 15 pounds, and grown an inch and a half taller (21).

They had developed good work habits and a new sense of responsibility—and found direction, a "way to go".

Many were working toward passing the General Educational Development test and obtaining their high school diplomas—several had already received them. For the first time in their lives they were talking of further education, perhaps even college. They were not the same people who entered the Job Corps.

There have been problems in the Job Corps since the first camps opened in early 1965. Out of approximately 13,000 Corpsmen and women who took advantage of their annual leave time to go home for Christmas, 1965, about 650 did not return. There were many enrollees who elected not to stay after only a few days in the camps. This was expected, to some extent, since "dropping out" had been their pattern all their lives. Of those who do stay on in the Job Corps through the 30 day indoctrination period, 18 per cent later drop out (21).

There were other troubles, fights, disturbances,and other events popularly known as "riots". A number of Corpsmen have been arrested.

Of late, too, the country has been hearing of troubles in the Job Corps. At a center for girls in St. Petersburg, Florida, eight girls were expelled for drinking (12), charges of "rowdyism" were heard from local citizens. At a training center for boys in Tongue Point, Oregon, a dormitory riot in which lead pipes were hurled led to a one-day suspension of classes (12).

Job Corps enrollment at present is believed running at about 60 per cent white and 40 per cent Negro (12). Some camp officials in California said

that a few white boys from the South have dropped out rather than live with Negroes. In Tillamook, Oregon, which has no Negro residents of its own, one resident admitted that "we haven't accepted Negroes yet", and barbers are still discussing whether or not they will cut a Negro's hair.

A major trouble for the Corps has been that many communities around the centers or planned centers don't want the kids on their streets either, and these fears haven't been eased by a spate of heavily-headlined incidents involving the Job Corpsmen. Recently, some 80 Corpsmen in Camp Breckinridge, near Morganfield, Kentucky, rioted and injured 13 persons before state troopers were sent in to keep order. FBI investigations of the outbreak uncovered an extortion racket in which some Corpsmen were shaking down others for as much as $13.50 a month for "life insurance" (14). Arrests of seven boys at Camp Atterbury, Indiana, for sexually assaulting an eighth, also made national headlines. So did a city council protest against a St. Petersburg, Florida, girls center; citizens complained that motorcycling boys were disturbing the town's serenity. And in San Antonio, Texas, five Job Corps youths allegedly shot two airmen. In Grants Pass, Oregon, over 3,000 residents petitioned to have the camp put somewhere else (14).

Supposedly, the boys sent to Oregon camps have been screened. Those with at least fifth-grade reading skills have gone to "urban" Tongue Point. The others are divided among six rural camps. But errors were made, especially with the illiterates, for whom there was originally no planning at all. Drop-out rates have been up to 40 per cent in some camps—with city boys, accustomed to sleeping mornings and prowling by night, rebelling at the early hours.

A recent survey of the progress made in vocational training in Urban Centers showed that 5,228 young men and women had completed at least one

course of training (21). In other words, 5,228 Corpsmen and women had mastered the skills for at least one entry level job.

A sampling of mathematics gains by young men in Job Corps Conservation Centers revealed an increase of 2.6 grades in only 4.9 months (21).

Many poor or non-readers, those who are considered functional illiterates, were reading at the sixth and seventh-grade levels after five months of intensive Job Corps study.

Three months after the reading Laboratory opened at the Los Angeles Job Corps Center, the 250 women enrolled there had progressed an average of two years in reading level (21). A few improved as much as four to seven years in reading speed, comprehension, and vocabulary.

By February, 1966, over 800 young men and women had graduated from Job Corps. The majority, 48 per cent, went into jobs; 18 per cent returned to school; and 34 per cent entered the armed forces (21). As a matter of record, one-third of the men who have entered the Job Corps came after attempting to join the military and failing to pass the required tests.

Listed in Table I on the following page is an analysis of a larger group of graduates showing how they have used their Job Corps training.

The average hourly wage of those on jobs is $1.71 per hour, compared with 80¢ an hour by the less than ten per cent who worked before coming into the Job Corps. About 60 per cent of those placed in jobs came from the men's urban centers (4).

The overall dropout rate as of October, 1966, was 30 per cent. It is interesting to note what has happened to the dropouts (4).

1. Sixty per cent of the dropouts were indirectly helped by their short stay in the Corps. They either went back to school or got a job as a result of their short stay.

2. Thirty per cent of the dropouts were referred to proper psychiatric, psychological, or hospital centers. Half have been salvaged and are on their way to becoming taxpaying members of society; something that wouldn't likely have happened if they hadn't joined the Job Corps in the first place.

3. Of the remaining ten per cent of the Job Corps dropouts, most had eye, teeth, and medical corrections.

TABLE I

ANALYSIS OF THE FIRST 5,000 PLACEMENTS

Occupations	70.1 Per Cent
Professional, technical, managerial, etc.	3.1
Clerical	7.2
Service	12.6
Farming, fishery, forestry, etc.	5.2
Processing	3.6
Machine trades	8.0
Bench work	6.5
Structural work	14.4
Other	39.4
Armed Forces	20.2
School	9.7

SUMMARY

The previous chapters have pointed out that most Job Corps youth have come from disadvantaged backgrounds and most have been school dropouts. The primary aim is to give these youth an elementary grounding in basic education with emphasis on mathematics and reading and an entry level skill in one of many vocational areas.

The agency contracting to operate Job Corps Centers and the individuals staffing them have been aware that traditional educational methods have failed

with these young people in the past. Therefore, new methods and procedures were instituted with emphasis on individual attention and instruction while the student proceeds at his own pace. Grades and competition have been largely eliminated. Social skills have also been taught along with vocational and academic subjects.

Each center operates a placement service which aids graduates in securing employment. Most graduates have done well in that they have found jobs which pay much better than the 80¢ an hour paid the few who had jobs before they entered training.

The dropout rate has been quite high in some camps. Other problems have sprung up including racial troubles and difficulties with the law in nearby towns. However, the problems are considered to be no more than those expected of a comparable section of the population outside the Job Corps.

Although there are three types of centers, the main effort in this paper is directed toward the Urban Center for Men.

Chapter four will present specific case descriptions of four selected Job Corps Centers. These are Camp Kilmer, New Jersey; Camp Gary, Texas, Gamp Atterbury, Indiana; and Camp Parks, California. The methods, procedures, objectives, courses, problems, and successes peculiar to these particular camps will be dealt with in the following chapter.

CHAPTER IV

CASE DESCRIPTIONS OF FOUR JOB CORPS CENTERS

CAMP KILMER

Camp Kilmer is located at Edison, New Jersey, in the New York-New Jersey Metropolitan area. The Kilmer Center was opened in February, 1965, and is being operated by the Federal Electric Corporation, a subsidiary of the International Telephone and Telegraph Corporation, in conjunction with Rutgers University. According to its contract with the government, Federal Electric was to receive $1,520,000 in return for maintaining the Center and training and providing for the welfare of 2,100 Corpsmen over the first 22 months (1). The government has the option to renew the contract annually for three additional years.

Federal Electric is pioneering in organizing a new kind of educational environment, designed to meet the psychological, sociological, and personal needs of school dropouts. Doing this job as a private corporation, they have the advantage of not having to contend with the red tape that plagues so many government operations. They can select their staff on the basis of merit instead of seniority. Furthermore, if they don't perform satisfactorily, they can be replaced without being hampered by civil-service regulations. Finally, as a private company they feel that they have a powerful incentive to organize effectively and do a good job, because if they don't, the customer is apt to take his business elsewhere.

In May, 1966, approximately 2,000 young men were enrolled at Kilmer. They were about evenly divided between white and non-white, to use the Center's terminology (1).

Rutgers University assisted in the development of the curriculum and in other academic areas. Rutgers is also working in the areas of remedial reading, student government, and counseling. They do not take an active part in the day-to-day functioning of the Center.

The basic education program at Kilmer centers around four academic areas. These are communications skills, mathematics, science, and social studies and are taught to each Corpsmen for three hours a day. Instruction is carried out by a team of three teachers assigned to approximately 48 Corpsmen in the morning and 48 in the afternoon. Emphasis is placed on individual attention and each Corpsman progresses at his own rate of speed. Lessons follow no rigid format and teachers are encouraged to be imaginative and creative in their teaching techniques and methods.

At present the vocational branch offers the following courses: Auto mechanics, Office Machine Repair, Cooks I, Cooks II, Pastry Baking, Short Order Cooking, Welding, Machine Shop, Auto Body Repair & Refinishing, Electronics, Electrical Construction, Offset Printing and Reproduction, Carpentry, Painting, Driver Educarion, Light & Heavy Truck Driver, Tractor/Trailer Driver, Hi Lo Operator. Additional courses projected include: Industrial Truck Operator, Warehouseman, Material Handler, Packager, Receiving and Shipping Clerk, Inventory Control Clerk, Vending Machine Repair & Service (9). In addition, training leading to a high school equivalency diploma and successful completion of the General Education Development Test is also offered.

In May, 1966, the teaching and administrative staff at Kilmer numbered about 450. The vocational instructors were chosen mainly for their skill in their particular field. They don't rely on formal education to any

great extent. The feeling is in order to teach the boys there, you need a really expert craftsman, somebody they will respect for his ability to do the job. On the average, the courses offered at Kilmer are designed to take about a year to complete. Up to May, 1966, 265 Corpsmen had graduated from Kilmer and received diplomas (1). Of these, 33 have returned to high school or been admitted to college; 76 have gone into military service; and the rest have found jobs, mainly through the Center's placement service. In addition to the graduates, 157 other Corpsmen who left before completing their courses are gainfully employed, most of them holding down jobs in fields for which they were trained at Kilmer. At present about 50 to 55 Corpsmen are graduating each week.

Discipline has been one of the primary problems facing all the Job Corps Centers, and particularly the Urban Centers for men. By their records, the majority of Corpsmen have shown a marked distaste for discipline. At Kilmer, an attempt is made to help enrollees achieve some social growth and to engender a positive set of values in place of their general hostility and feeling against adult authority.

The means adopted to achieve this end is a system of behavior control known as Guided Group Interaction, which was developed by a pschologist named Dr. Saul Pilnick, who is a paid consultant at Kilmer, and whose system had previously been used in a New Jersey correctional institution for adolescents called Essexfields. It attempts to use the same dynamics that a teen-age gang would use, only it is used positively,and it is guided. It is well-known fact that young people are more concerned about what they think about each other than what adults think about them. So, what they try to do is bring out what the Corpsmen's difficulties are and let them

discuss them in their own way, and, with their values, try to work out the answers. The key men in this system are the group leaders. At least two are assigned to each dormitory. They are all young men, usually college graduates.

A group leader's most important work is done in the late afternoon of every weekday, when he presides over a meeting in the dormitory, with the Corpsmen in his charge. These so-called group meetings, which generally last for an hour and a quarter, and at which attendance is required, are the heart of the behavior-control system. Here, in an informal atmosphere, Corpsmen are encouraged to discuss just about everything that is on their minds, particularly anything that is troubling them, whether it's a complaint about another member of the group, the rules they are supposed to obey, the food, their instructors, the policy on weekend passes, or whatever. It is the job of the group leader to guide these meetings. He stays in the background as much as possible, and quietly and subtly guides the group toward the adoption of a positive attitude. The best way for him to do this is to develop one or two allies in his group. If he can get a couple of them working with him, he can use them to help influence others toward useful attitudinal changes.

Under the group leaders' direction, the Corpsmen also discuss in the afternoon meeting their off-Center behavior, make plans for weekend outings, and, by democratic vote, draft disciplinary codes for the dormitories and set penalties—or, as they are referred to at Kilmer, sanctions—for infractions of the rules. For instance, a Corpsman may be sanctioned a number of points for a certain infraction of the rules. When he has accumulated a certain number of points, he may, depending on the total, be denied

the use of the recreation hall for a week, refused a pass, or assigned to a useful work detail during his free time.

At Kilmer, the Corpsmen's day begins at six, when he is supposed to get up (if he doesn't get up on time, his group will probably sanction him), dress, make his bed and straighten up his room and go to breakfast. Classes begin at 8:15 A.M. and continue until 11:15 A.M. Lunch is served from 11:30 A.M. until 12:30 P.M. Afternoon classes run from 12:45 P.M. until 3:45 P.M. If a Corpsman has vocational instruction in the morning, he has academic instruction, which consists of communications, math, and science, and social studies in the afternoon, he attends his group meeting from 4:30 P.M. until 5:45 P.M., and goes to dinner at six. Afterward, he has free time until ten; he may go to the recreation hall, where he can shoot pool, play ping-pong, or see a movie, or he may go to the gym or take part in any of the several activities organized by the group leaders and instructors. Between ten and eleven, he helps in the cleanup of his dormitory, which includes mopping the floors. Lights are out at eleven. Twice a month, under normal circumstances, a Corpsman gets a weekend pass. During the month, he may also receive Saturday-night passes, and there are incentive programs that reward outstanding Corpsmen with weekday passes and other privileges.

The teachers try to promote interest in academic subjects by relating them as closely as possible to their vocational work. For example, if a boy is not paying much attention in math and is interested in vocational carpentry, the two instructors get together and the carpentry instructor may give the boy some problems in measurement, or something of the kind, that will show him the importance of working on his math.

The "Retail Sales Program" is an interesting course. An authentic-looking store is stocked with real merchandise, much of it contributed by private companies. General Electric had donated a television set, a refrigerator, a dishwasher, and many other appliances; the Grocery Manufacturers of America had given much of the stock in the supermarket; and the National Cash Register Company had chipped in the register at the supermarket checkout counter. The drawers of the cash register contain stage money in denominations matching United States currency. Besides learning how to ring up items on the cash register and make change, the students are taught how to put prices on merchandise, stock goods on shelves, make window and interior displays, take inventory, perform many similar tasks, techniques of salesmanship and the elementary principles of management.

CAMP GARY JOB CORPS CENTER

The first teachers for a Job Corps Training Center at Camp Gary near San Marcos, Texas, reported February 1 to prepare for the first enrollees who arrived March 1 (16).

Thirty-seven areas of vocational training are offered, with appropriate academic training. The program for each trainee is from six months to two years.

Teachers were selected from various places. Choosing the staff is a local responsibility, as is design and development of the training program.

The Texas Educational Foundation, a private, nonprofit corporation, has contracted with the Office of Economic Opportunity to operate the training center. The officers were appointed by Governor John Connally and include prominent men from various occupations and professions.

The original 18 month contract for $8,160,000 did not include the cost of the stipend to the trainee nor the $100 clothing allowance (16). Both of these are paid direct to the trainee. The government has the option to extend the contract for a total of four and one-half years.

The Texas Education Agency assisted in setting up machinery for the center and negotiating the contract to buy services from TEA, The University of Texas, the Hogg Foundation, and a number of other educational institutions have helped (3).

Business and industry are helping, too. A new development is Opportunity, Incorporated, an organization of 25 of the largest businesses and industries in the Southwest (3). This group is playing an advisory, managerial, procurement role to assist the Center in Obtaining materials and rehabilitating the Camp..

The Center had about 3,000 boys by September, 1965. Sixty-two per cent of the boys at Camp Gary come from sub-subsistence homes, and 46 per cent had only one parent. Also, 74 per cent come from homes in which the breadwinner was an unskilled laborer. One out of eight boys could not read when they arrived at the Center. They were some place between the fifth and sixth grades in arithmetic. They ranged from no formal education (although these are not supposed to come to the centers) to some junior college credits. Three to four per cent had never seen a knife and fork (3).

The Gary Center was one of the first to be operative and is now the largest of ten such schools. Gary is not an entity apart from the American educational system, but an extension of our public school mass education ideology. Job Corps centers attempt to fill the gap between a public school general education and the professional-technical training in our

colleges and universities—a gap that has been widening since the advent of the technological era.

Gary offers the young adult a trade, a basic education, and a chance to reform his social and vocational aspirations.

There is a vocational program designed to meet not only the Corpsmen's specific wants and needs, but the needs of industry as well. There is also a basic education program in science, mathematics, citizenship, and communications that will satisfy the demands of his vocation and society.

Guidance and counseling services direct the Corpsmen's adjustment to Center life as well as his readjustment into the community. Working to correct unacceptable patterns of behavior or attitude, the counselor creates a sense of social responsibility in the Corpsmen.

More specifically, the Center's vocational program is structured to provide students with the skills needed in industry. This vocational instruction is supported by a basic educational curriculum that allows Corpsmen to function adequately in a workaday world.

In teaching, programmed material is used to enhance individual progress. Audio-visual materials are used extensively, as well as field trips, lectures, demonstrations, and guest speakers. The most influential teaching tool, however, seems to be the strong academic-vocational correlation.

Take,for example, the "Welding English" course (6). A functional approach to English and a functional achievement level are combined. Corpsmen learn that English is a working tool and that it often means the difference between success and failure.

For the course, Corpsmen use selected, often teacher-made reading ma-

terials with topics directly concerned with welding. A Corpsman just starting his welding program is confronted with materials of a general, non-technical nature. But as his welding abilities and technical knowledge increase, so progresses his English instruction. He is taken from general knowledge to a specific skill and a need for specific knowledge.

To relate English to the welding program—as to the other 37 programs—requires excellent cooperation between the two departments. Through informal discussion and group meetings, the vocational and academic teachers develop a workable understanding of the problems, goals, and the needs for correlation.

Corpsmen learn to use the dictionary, the encyclopedia, the telephone directory, and other standard reference tools of modern society. They learn to interpret, to find details, to draw conclusions, and to make critical judgments when reading the daily newspaper and periodicals or when listening to the radio or watching television.

Direct instruction is given in learning to listen, to read, and to follow directions—skills necessary to Corpsmen while in training, at work, or in daily living.

Corpsmen are taught skills in reading comprehension and, if needed, are given practices to increase their reading speed and ability.

They are given instruction in speech improvement, diction, and pronunciation. They learn to write acceptable sentences based on the language-sound concepts of sentence structure in American English.

Classroom discussions dig deep into the sociological content of language, where the sociological status effects of language are pointed out.

In America, an individual has the privilege of moving up from one social class to another. But there are certain recognizable factors that may inhibit this advancement. One is economic, another is trade or profession, and another is language. Providing Corpsmen with an understanding and recognition of the limitations that language places on success is a part of his instruction.

Corpsmen who have accomplished basic skills in communication are offered elective subjects to further their English skills. Two courses are presently offered: Advanced Communication Skills and Oral Communication, both of which are popular among the academically inclined Corpsmen (6).

Advanced Communication Skills gives Corpsmen an opportunity to prepare for General Educational Development tests, civil service examinations, qualifying exams for the armed forces, and even adequate preparation for college entrance.

Oral Communication provides the enrollee with instruction in advance speaking abilities—public speaking, a knowledge of the functions of speech and the speech organs, and correct conversational habits of oral communication.

Through this strong vocational and practical alliance, the Corpsmen of Gary are acquiring a working skill in language that is immediately applicable and practical in the shop, for the work in their focus, and in their future social inclinations. Not only in language does this hold true, but in the other basic education courses which include math, science, and citizenship.

The 38 vocational choices offered at Gary include specialties within the following areas: automotive, business, heavy mechanics, industrial services, medical, food service, and industrial repair (16).

The Gary Center graduates about 200 young men a month (7). Reports from employers on follow-up studies of job placements are highly favorable. Nearly half of the graduates enter the military services, which is an accomplishment. Most of them could not have passed the basic educational requirements to enter, prior to their training. Still others have developed a renewed interest in public school, and have returned home to enter school either at the high school or college level. Many are drafted before their training is finished.

THE JOB CORPS AT CAMP ATTERBURY

Camp Atterbury is located at Edinburg, Indiana, in the central part of the state between Indianapolis and Columbus. The camp is operated by Westinghouse Electric Corporation and capacity enrollment is 2,400 boys (28). The sub-contractor is Indiana University.

Here young men aged 16 through 21 who somehow failed to learn in public school are learning. They are learning the basics of language and arithmetic, and they are learning competence in a useable trade. Camp Atterbury opened in February, 1965, and was scheduled to increase by 100 a week until capacity of 2,600 was reached (26). At present the Center has more than 1,500 young men in training.

A comparison of a Job Corps camps with a publi school is nearly impossible because not too many facts are available as yet about the camps. Camp administrators are beset with problems or organizing a new program and meeting the difficulties inherent in an enrollment composed largely of fractious youths. They are occupied with the task of developing an appropriate program for youths who until now have always been considered

failures.

There seems to be evidence of success in the undivided attention of the Corpsmen to their classroom work and in the concentration and seriousness of purpose evident in the behavior of most students. The director recently announced with justifiable pride that not a single example of classroom disciplinary action has been reported (13).

This does not mean that several hundred near-delinquents have been transformed overnight into model students. There is a troublesome minority in the camp. There are many AWOL's (Absent Without Leave) and a high dropout rate. But the majority of the enrollees have found a place where learning is possible because it is geared to their abilities and because they are treated as men, not as overgrown children to be tolerated and "helped" as they were in public schools.

The faculty at Atterbury is composed of young, experienced teachers, dedicated to the Job Corps program. Their average length of teaching experience is six years. They work an eight-hour day and receive salaries ranging from $600 to $800 per month. All meet the standards for state teaching credentials. Faculty meetings are held daily for one hour to work on the immediate problems of improving instruction. Weekly meetings are held to administrative routine. On the teaching staff of 49 (a summer, 1965, figure) there have been only three who quit, all to accept better positions. Only one staff member proved unsatisfactory (13).

Students are grouped by date of arrival and their tested abilities, not by age or grade level attained. Instruction is administered on a nongraded four-track system, with a preponderance of individualized instruction and continuous individual testing.

The educational goals include passing the General Educational Development tests for high school graduation, and competence in a vocation. At Atterbury the vocational program centers on six major classification areas:

1. Automotive service maintenance and repair skills.
2. Building maintenance, repair and supervisory skills.
3. Food service and preparation skills.
4. Appliance repair skills.
5. Refrigeration installation and repair skills.
6. Heating installation and service skills.

Each of the stated vocational skill programs are designed to allow the Corpsmen the opportunity to advance through the highest skill level consistent with his learning potential.

Although most of the enrollees have not achieved beyond the sixth-grade level, there are occasional surprises, including the 25 who have been identified as having almost the equivalent of a high school education now. This poses the immediate prospect of expanding the curriculum to include academic work at the 11th, 12th, and 13th grades (13).

The discovery that some students are farther advanced than they or anyone else had realized fits the pattern of their identification as school failures. Many of them learned long ago to respond in a way that would not upset the image they and others had of them. Young men who have been underachievers all their lives are beginning to be achievers.

If the seemingly high morale and seriousness of purpose evident at Camp Atterbury are a reliable sign, then the Job Corps should make a significant contribution to American education, offering a specialized program that most public schools are unequipped to offer.

It is difficult to know how permanent the transformation of the lazy non-achiever in school to the hardworking enrollee at a Job Corps camp may be, but it seems to be a real change.

What qualities of the Job Corps camp make this individual regeneration possible? What advantages enjoyed by the camps produce this vitality in these formerly directionless drifters, who tolerated the shool and were tolerated by the school until neither could stand it any longer and they became dropouts? Which of these qualities can be transferred to the public school? Can the school learn to provide the excellent instruction now being offered to these dropouts at Job Corps camps?

Here are some reasons for the apparent initial Job Corps success, based on limited observation at one camp and conversations with staff and students (13):

1. All teachers are superbly competent. All are recently trained, familiar with the latest technical aids, and carefully screened for the job of teaching retarded youth. On this faculty there is no deadwood, no teachers who received their training 30 years ago and have just hung on. The faculty was recruited and employed by Litton Industries, which holds the contract for educational services at the camp. These staff members have one and only one responsibility...to teach.

2. These carefully trained and selected instructors operate in a brisk, businesslike manner. They don't wheedle, coax, or bully. They are doing a man's job in an adult atmosphere...and the students respond.

3. Some say this business-like air is more easily maintained because students are not distracted by the presence of girls. It has been suggested that public schools might be more effective if boys and girls were separated in some classes while attending the same schools with ample opportunity to socialize at lunch and in student clubs and activities.

4. Classes are small. Most contain no more than 20 students, and some of these classes have two or three instructors.

5. Small classes are possible because of relative freedom from budget limitations. If 100 additional boys arrive, instructors,

equipment, and supplies are made immediately available. There is no need to wait for the voters to approve a bond issue or a tax increase. The funds are available. Consequently equipment is available. Nearly every classroom has a projector and tape recorder.

6. These boys are here of their own choice. Undoubtedly some are pressured by parents and teachers, but technically they are admitted to the Job Corps on their own application, and they may leave (as many do) on their own decision. This helps to create the tone of adulthood, independence, and responsibility that is reflected in the classroom.

7. And they are away from home. Undoubtedly this cutting of the cord of dependence on parents adds the same kind of zest and motivation to achieve that others experience from going away to college.

8. While students are free from the distracting pressures of parents, teachers, too, are free from the pressures that parents exert on the school. In conspicuous measure the tone of the camp is closer to the adult freedom of a college than the petty regimentation of the typical high school.

9. The boys' morale is high because a camp esprit exists. Each boy wears items of Army, Navy, or Air Force uniforms, and is entitled to wear the Job Corps emblem on his sleeve.

10. The seriousness of purpose is intensified by the realization by many boys that this is their last chance. They know they have failed in the regular school. They know they have elected to try this special opportunity where everyone is going all out to give them a fair chance.

11. The adult, masculine atmosphere is reinforced by a tone of respect for the individual which in a typical high school seldom reaches the student of inferior academic attainment. The big push has been to recognize the Merit scholar and push the advanced placement program. Even when the school provides remedial classes the connotation of inferiority is inevitably present. These youngsters who are first-class citizens at the Job Corps camp were seldom that in high school.

12. Another advantage enjoyed by the camps cannot be easily transferred to the public schools not long retained by the camps themselves. This is the Hawthorne effect, the enthusiasm generated by a new program. The camps are riding a crest of energetic action born of novelty, the thrill of innovation, and the challenge to succeed with a new venture. Faculty and students alike are inspired to prove they can succeed where traditional agencies have failed.

CAMP PARKS JOB CORPS CENTER

At Camp Parks, near Pleasanton, California, the concern with behavioral skills is at least as great as with job training and takes up as much, often more, of the Corpsman's time. Its primary job training goals are to qualify the Corpsman to obtain and hold a job at the entry level.

It is heavily concerned also with trying to instill in these young men recognition of the value of work and some sense of responsibility for their own actions and to their group and community.

At Camp Parks, Litton Industries under a $13,400,000 contract with the Office of Economic Opportunity has put a staff of some 600 people to work toward that goal (15). The University of California is the subcontractor for Parks.

The Corpsmen live in remodeled barracks on a 400 acre section of the camp that in its time has served the Army, Navy and Air Force. It lies in flat, open country, surrounded by low, rounded hills, 40 miles from San Francisco and just over the hills from Oakland.

They live two to a room, in carefully balanced ethnic groups, divided about half and half between white and non-white. A counselor lives and works with each group of about 26 Corpsmen. They eat heartily in a former mess hall on a 6,000-calories-a-day diet (15).

When a Corpsman checks into camp, he spends some five weeks in orientation process. His health is checked completely, his teeth fixed. He is tested, though it is felt that the middle-class testers do not always know how to ask the right questions of poverty-bred youth. He is given extensive individual and group counseling and is introduced to the half dozen

vocational areas in which the Center offers training. These are: automotive maintenance, building maintenance and landscaping, culinary arts, electronics, general skills (a course that emphasized retail sales, warehousing and general academic education) and office machine repair (10). Based upon individual preference and aptitude tests, the trainees decide which vocation they will pursue.

Once he has selected his vocational area, he is expected to spend two-and-a-half hours a day in class. He doesn't always: One group of Corpsmen puzzled for quite some time over what it could do about one man who had not attended class for a month but, instead, spend most of the night watching the late, late movie on TV.

In class, he gets an elementary training. In electronics, for instance, the first stage is simple electronic assembly. Much of it is simple soldering techniques, he then tackles the wiring of a radio which is both incentive and reward. He can go on, then to resistance welding, later to simple electronic theory. The target is an entry level skill. Both administration and instructors disclaimed any vocational goal beyond that.

In addition to his vocational instruction, the Corpsman goes to a basic education class for another two-and-a-half hours a day. Here he is drilled in reading, arithmetic, and speech—the latter replacing the traditional "writing" because it is more functional. How, for instance, does a man apply for a job or undergo a job interview?

His study is likely to be heavily interlaced with a variety of the skills of living. Each man gets a $75 clothing allowance, for instance, after he has been in camp a month. In basic education, he explores the

various ways he can spend his money, balancing his needs against what he has and what he wants. Or he may explore the booby-traps in buying a used car.

Basic education is organized around reading levels, and the men move ahead pretty much at the pace they set for themselves.

Each instructor handles about 26 men, and they achieve some remarkable results in learning. In their first three months some men progressed at the rate of about a grade a month (15).

One reason suggested was the caliber of the instructors. In the search for teachers, one was hired for about every 35 interviewed (15). They wanted instructors who could establish effective communication with the Corpsmen. As a result, about half had never had prior teaching experience, and they represented a wide-ranging cross section of occupations.

In addition to basic education, every encouragement is offered to Corpsmen to complete their work for a high school diploma or for a General Education Diploma. Some 220 Corpsmen are taking night courses arranged with a neighboring school district, and a dozen are taking work at a nearby junior college (10).

Beyond formal training activities, the center offers a wide variety of extra-curricular attractions.

Corpsmen write and edit their own newspaper. They man an embryonic kind of student government which is developing some role in establishing disciplinary procedures and in representing Corpsmen to the administration.

They have a broad program of atheltics. Counselors are constantly arranging trips here and there. Books, discussion groups, talks, entertainment are generously available.

At least as heavy emphasis goes to the Camp's system of group counseling sessions. Each day at four, counselors gather their charges in the dormitory dayrooms. They discuss, sometimes in bewildering ways, an endless array of group and personal problems. Here, the Corpsmen under the hand (with varying pressures) of their counselors probe the relationships of the individual to the group and of the group to the community. They are confronted with self-discipline, group decision, group responsibilities, and group loyalties. The aim is to bring Corpsmen to the point where they can begin to ask what they can do for the group. These are necessary aspects of functioning in a community.

The big question, of course, is whether the whole idea works. The answer is only beginning to emerge. The Camp Parks Center opened in April, 1965, with 37 Corpsmen; ten were still in the camp a year later (15). Sizeable groups checked in between June and September. Almost nobody has run the full gamut of what the Center has to offer.

Officials tell of a number of Corpsmen who went to work for various companies after only three or four months. A subsidiary company of Litton Industries in New York sent an interviewing team to talk to men in the electronics training course. The team interviewed 45 and offered jobs at $1.72 an hour to 36. Twenty-seven accepted, but only nine actually left (15). Many of those who turned down the offer were convinced that more training would pay off.

The Center opened its full-time placement office at the start of the year. In slightly less than four months, it recorded 96 job placements, saw 36 go into military service, and six return to school. About a third went

into electronics assembly jobs, another group went into automotive maintenance, with others scattered among office machine repair, building maintenance, culinary arts, and office occupations. Most jobs were in California, but many were scattered across the nation—Colorado and Montana, New York and Nevada, Arizona and Virginia. At the present, Parks is placing graduates on responsible jobs at the rate of about 1,000 yearly. Job retention exceeds 90 per cent (11).

The day of reckoning lies ahead. More and more Corpsmen in the months ahead will be completing more and more of the training. What happens to them will depend in part on the state of the labor market, on whether jobs are available for workers with little more than minimum skills, on the demands for manpower of the armed services. But it will also test whether the educational processes, such as those at Camp Parks, can return these young "failures" to the mainstream of society.

SUMMARY

There are a number of factors common to the operation of each of the four centers. Each has as the primary contractor some large, private industrial corporation. The sub-contractor in each case is a nearby university.

Each center has as a goal the successful completion of the General Education Development test by each enrollee. A placement department for helping graduates find a job is common to all of the centers surveyed. At present, each center is operating with a student load of between 2,000 and 3,000 enrollees.

Each center relies heavily upon intensive individual and group counsel-

ing methods to help achieve its goals. Each offers Corpsmen a chance to reform his social outlook and aspirations. There is a wide variety of choice in free-time activities such as athletics, hobbies, arts and crafts.

There are some differences in the courses offered at the individual camps. From two to seven or eight academic courses are offered at each, while a total of 94 different vocational courses are taught at the four centers. Each center uses a considerable amount of programed instructional material to enhance individual progress.

Camp Kilmer has probably been the most trouble-free of all the centers. The Job Corps likes to point to Kilmer as its model center.

The centers differ considerably in their daily routines, schedules and regulations concerning passes, rewards, and Corpsmen behavior.

The investigator found no data on the ratio of enrollees to graduates or of placement of graduates on any of the centers. However, in the absence of information to the contrary, it is to be presumed that they fall near the 73 per cent retention of enrollees and the 90 per cent retention of graduates on jobs, which are figures common to the Job Corps program as a whole.

CHAPTER V

SUMMARY, CONCLUSIONS, AND IMPLICATIONS

SUMMARY

This survey was conducted to determine what educational methods are being used in the Job Corps in the hope that some of them might be adaptable and useful in public education. To accomplish this, written information and material was obtained from the four following Men's Urban Centers: Kilmer, New Jersey; Atterbury, Indiana; Gary, Texas; and Parks, California. Copies of the original research done in similar studies was obtained from the authors. A number of publications, which dealt with the Job Corps in general, were obtained from the United States Office of Economic Opportunity.

Data from the above sources indicate that the Job Corps is a national voluntary program created by the Economic Opportunity Act of 1964. It is designed to help disadvantaged youths break out of the cycle of poverty, defeat, and despair; find new hope and dignity; and share in America's prosperity. It is a residential training program for young men and women aged sixteen through twenty-one who are out of school and out of work. The program provides a two-year maximum, but it is estimated that the average student will be employable after one year or less.

In separate Job Corps Centers, men and women work, study and develop individual skills under professional instructors in order to prepare themselves for success on the job and a productive future. Corpsmen and women are assigned to three types of residential training centers.

1. Urban Centers for men are frequently located on demilitarized Federal installations, and offer intensive specialized vocational training for 1,000 to 3,000 Corpsmen.

2. Each of the Conservation Centers, located in national parks, forests and grasslands, has an enrollment of up to 250 Corpsmen, who help to improve these lands as part of their work program.

3. Urban Centers for women are located in or near large cities and operate similarly to the centers for men except that their enrollment ranges from 250 to 700 women.

A Job Corps Center is more than a vocational school. A major goal of the program is to instill attitudes, values, and habits in the students which will increase their chances of getting and holding jobs and make them become and remain better citizens. These personal traits, along with reading, writing, speaking, mathematics, and social studies are taught in the basic education classes.

The structured, familiar classroom method of public school has been discarded for a more personal, individual technique of instruction. Special language, reading, and mathematics laboratories help slow learners and those who are behind their classes. Maximum use is made of programed learning materials and audio-visual aids.

Broad areas of vocational programs in effect in the Job Corps include:

1. Professional, Technical and Managerial Occupations
2. Clerical and Sales Occupations
3. Service Occupations
4. Farming, Fishery, Forestry and Related Occupations
5. Machine Trades Occupations
6. Bench Work Occupations
7. Structural Work Occupations
8. Miscellaneous Occupations

The facilites, equipment, and procedures are those of the modern business and industrial world. Instructors have had extensive experience in their

vocational field. The student is expected to report to class as he would to work; on time, appropriately dressed, and willing to work.

The residential living situation is regarded as an excellent social learning opportunity when it is properly directed. Direction is provided through group counseling sessions which are held each day. The counselor acts as a coordinator and advisor during these sessions. The meeting is conducted by a Corpsman-chairman elected by the group, and the subjects of discussion are generally the day-to-day problems and interests of the group.

Each Corpsman gets individual attention from his counselor, in addition to group counseling. The primary counselor is on duty in the dorm after hours, an assistant counselor is on duty at all other times, so that a Corpsman can receive individual counseling any time day or night, seven days a week.

Avocational programs are available at Centers, and all Corpsmen are encouraged to make better use of their leisure time and to develop skills and interests in hobbies, sports, music, or other avocational activities.

The Job Corps has been called everything from a mammoth leaf-raking boondoggle to a Federal reform school (4). From time to time, news stories have reported incidents at various Job Corps camps: conflicts among the instructors, sit-downs by the students, occasional violence at the camps or in nearby towns.

But not all of the news of the Job Corps is bad, by any means. Latest figures show about 73 per cent of the Corpsmen have jobs because of the rehabilitation and teaching at the camps (4).

A few weeks before a Corpsman graduates, staff placement experts start helping him find a job. The Placement Department is in contact with businesses in all regions of the country, and keeps an up-to-date list of job openings. The Placement Department keeps track of Corpsmen who have been placed on jobs to help them with any problems they may have and to help determine the effectiveness of the training program.

CONCLUSIONS

Research into the Job Corps educational program indicates the following:

1. Many young men and women are being helped by this program who would otherwise be unable to help themselves or the society in which they live.

2. Job Corps educational methods are proving successful on the majority of the enrollees.

3. The Job Corps education program seems to be succeeding because the methods and procedures utilize some of the latest ideas in the field, namely:

    a. The widespread use of individual and group counseling.
    b. Individualized instruction at the students' own pace.
    c. Generous use of programmed study material.
    d. The immediate availability of instructional materials of all sorts.
    e. The freedom and encouragement to experiment with non-traditional education methods.
    f. The abandonment of grades as a measure of education success and the competition for them.

4. Although a costly program, from the projections made it would appear to more than pay for itself through added tax revenues, added skills to the labor force and the salvaged lives.

IMPLICATIONS

The following implications for public education may be made as a result of this survey:

1. Recognition of the wide range of individual differences in a classroom should lead the teacher to apply different methods and procedures according to the abilities of each.

2. The Job Corps has had good success with small classes, in many cases around six students. Additional research needs to be done to indicate how individualized instruction may become more widespread, probably through smaller classes, in the public schools.

3. Self-competition would seem to be less pressure producing and satisfying, especially to the student having difficulties, than the competition for grades now used in most public schools. Further, when there is an absence of rigid lines for success or failure (an A or an F, for example), a student is less likely to develop a sense of failure.

4. The need for a greater use of programmed material with students having academic difficulties needs to be investigated.

5. Intense counseling efforts should be made for those students who have declared they intend to drop out or for those who seem likely to do so.

6. Additional training is needed by all teachers in the area of group guidance.

7. For those students about whom it is known they are having difficulties, it may be wise to let them select a course of study (with help when needed) around which they plan their future. This is opposed to the present practice in most places of participating in a required curriculum (four years of English, three years of Social Studies, etc.).

8. Some thought should be given to grouping in academic courses according to one's future plans. For example, there might be an English class for those who plan to become business people, an English class for those who plan on becoming construction workers, for who want to become educators, and for other fields or careers.

9. The freedom to use new and experimental learning approaches which have been well planned and thought through, should be given to teachers. In all too many cases, anuthing not traditional is either actively discouraged or simply not encouraged.

10. The school should take steps to become aware of and lead the way in securing help from the various federal and state programs to help the needy and disadvantaged remain in school.

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