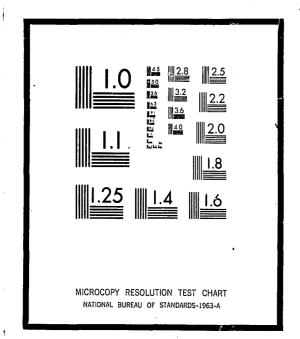
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	ACCESSION NUMBER:	00996.00.000750
and and a second se	TITLE:	RURAL CORRECTION
	PUBLICATION DATE:	670930
	AUTHOR(S):	ANON
	NUMBER OF PAGES:	650
	ISSUING AGENCY:	LANE HUMAN RESOU
	SPONSORING AGENCY:	LEAA
	GRANT/CONTRACT:	66225 (DHEW)
	SUBJECT/CONTENT:	TRAINING
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ANNOTATION:

DEVELOPMENTAL GUIDELINES FOR THE IMPLEMENTATION OF STAFF TRAINING PROGRAMS FOR RURAL COMMUNITY BASED CORRECTIONAL PERSONNEL. ABSTRACT:

LANE COUNTY, OREGON, EMPLOYED ALIENATED YOUTHS AS YOUTH CONSULTANTS FOR THE PURPOSE OF ORIENTING LEADERS OF CIVIC AND SERVICE YOUTH ORGANIZATIONS TO PARTICULAR PROBLEMS AND NEEDS OF YOUTHS. THE VOLUME REVIEWS HIRING AND TRAINING OF STAFF, IN-DEPTH EVALUATION OF THE PROGRAM AND ITS IMPACT ON THE YOUTH. SEPARATE APPENDICES PROVIDE THE YOUTHS EVALUATIVE REPORTS, A COPY OF THE PUBLICATION PREPARED BY THE YOUTH CONSULTANTS AS A SUMMATION OF THE PROGRAM, COPIES OF INSTRUMENTS USED FOR PROGRAM EVALUATION AND COPIES OF THE PROCEEDINGS OF THE STATES 1965 AND 1966 JUVENILES COURT SUMMER INSTITUTES CONCERNING PLANNING AND INNOVATION IN CORRECTIONS.

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RURAL CORRECTIONAL STAFF AS AGENTS OF COMMUNITY CHANGE:

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-Developmental guidelines for the implementation of staff training programs for rural community based correctional personnel

# APPENDICES

VOLUME II

LANE HUMAN RESOURCES, INC. 1901 GARDEN AVENUE EUGENE, OREGON 97403

APPENDIX A.2(d)

ORIENTATION TO YOUTH PROBLEMS: A Community Training Program (Youth Consultant Program)

## ORIENTATION ЦO

### YOUTH PROBLEMS:

A COMMUNITY TRAINING PROGRAM

### FINAL REPORT

LANE HUMAN RESOURCES, INC. 1901 GARDEN AVENUE EUGENE, OREGON 97403

ORIENTATION TO YOUTH PROBLEMS:

Final Report of

A COMMUNITY TRAINING PROGRAM

Period Covered:

July 1, 1967 Through September 15, 1967

Lane Human Resources, Inc. 1901 Garden Avenue Eugene, Oregon 97403

Date Submitted:

September 30, 1967

#### ORIENTATION TO YOUTH PROBLEMS:

#### A COMMUNITY TRAINING PROGRAM

#### STAFF

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#### YOUTH CONSULTANTS

Lori Baldwin Richard Hand Jack Horner Jon Jennings Margaret Johnson Lloyd McKenny Ralph Mealer Pat Milligan Fred Sampson Margie Shields Doris Stubbs

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This report has been prepared and submitted in compliance with conditions governing Training Grant Number 66225 made to the Lane County Youth Study Board, Eugene, Oregon, by the Office of Juvenile Delinquency and Youth Development, U. S. Department of Health, Education, and Welfare under Public Law 87-274. The award was granted in June, 1966 to assist the Lane County Youth Study Board in studying the effects of the use of alienated youth as training consultants for persons in community agencies and organizations. The grant amounted to \$59,602 for a 12-month period ending June 30, 1967. A three month continuation (within the original grant amount) was later authorized for completion of Program Evaluation and the Final Report.

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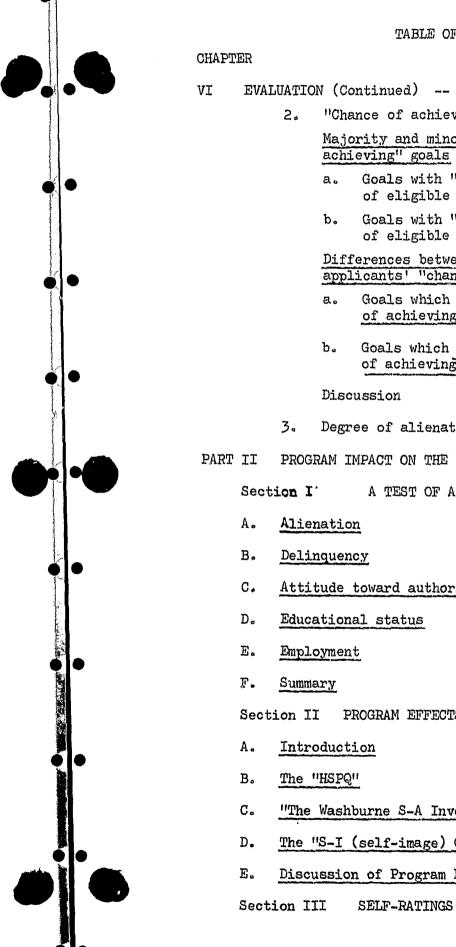
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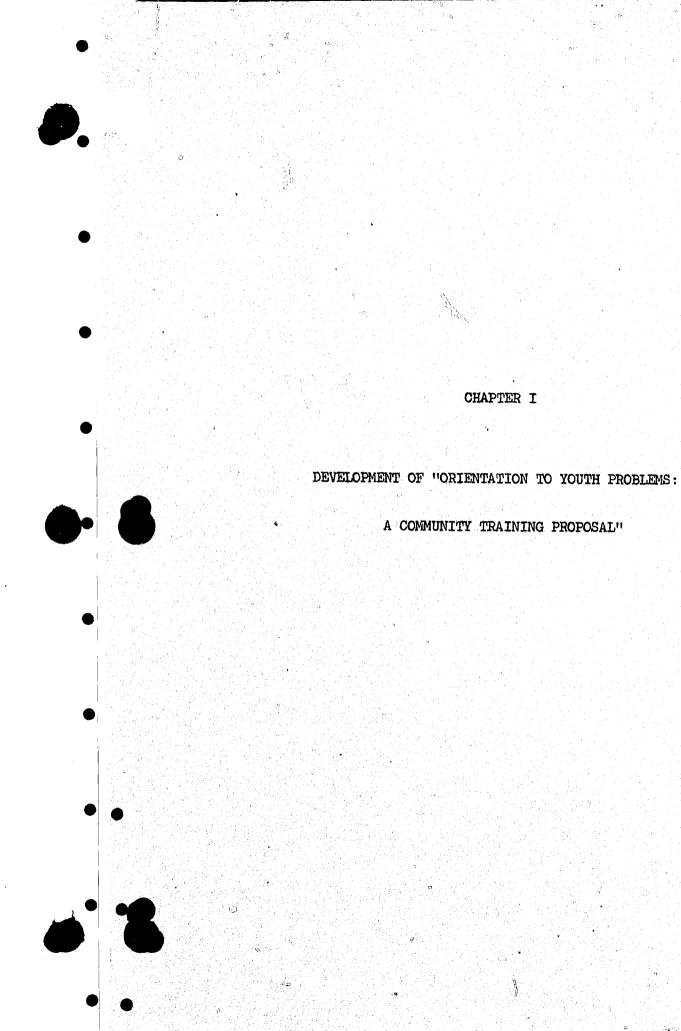
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CHAPTER I

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#### CHAPTER I

DEVELOPMENT OF "ORIENTATION TO YOUTH PROBLEMS:

A COMMUNITY TRAINING PROGRAM."

About a year and a half ago, adolescents participating in the Lane County Youth Project's Employment Training Program talked about the feasibility of their forming a group with the purpose of explaining their feelings to people who work with youth. They felt they were representative of youngsters who had been in trouble and that they could offer a concrete service; they wished to talk about delinquency, employment problems, schools, law enforcement, and recreational opportunities. After utilizing the services of the youth group for Lane County Youth Project In-Service Training Sessions, a proposal was submitted which was later approved by the U. S. Department of Health, Education, and Welfare, Office of Juvenile Delinquency and Youth Development, and funds were granted for the period of July 1, 1966 through June 30, 1967.

The purpose of the grant was to employ alienated youth to be Youth Consultants to service organizations, civic organizations, industry and business, school boards and administrators, and others who needed to do something about youth problems. Youth Consultants were to train persons in these agencies and organizations so that they might have a greater understanding of youths' problems in Lane County. With increased comprehension and awareness, these trained persons could begin to meet some of the needs of the community's young people.

The major part of July, 1966, was taken up with the recruiting and hiring of staff. (See Chapter II.) Selection criteria will be discussed in fuller detail in subsequent sections of this report; however, excerpts

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from written material of youths who were hired have been included throughout the report to portray the reactions of youths to the program and to demonstrate the necessity of including youths in the development of effective programs.\*

> "I was hired for my ability to express myself and on having a knowledge of the problems of youth in this area. Also that I wanted to do something about these problems."

During July, the Program Supervisor, Program Analyst, and three Youth Consultants were employed, and the youths chose the name "Youth Consultant Program" in preference to the more formal title "Orientation to Youth Problems: A Community Training Program." Also in July two Youth Consultants participated in the Lane County Youth Project Education Division summer workshop.

> "Right after I was hired I was ingaged in an educational project with the Education Division of LCYP. During this project I work with another consultant, coherently with teachers on an equal basis. We were to watch (this project had the use of moble lab, which is remote control, close circuit TV) the teachers in class and critique on their method of teaching both for the material coverage and class attitude. This process as well as group discussions built not only my ability to speak but the ability to listen and think."

The beginning program emphasis was on training of the youths as Youth Consultants. Consequently, the months of August, September, and October involved the recruitment and selection of Youth Consultants and their training. (Chapter III of this report will discuss training of Youth Consultants.)

In addition to the original three youths employed in July, 1966, eight other youths were employed. These young people were selected on the basis of their ability to article emphasis placed on alienation exper-September, three youths were employ one full-time youth returned to sole youths were hired. Since that time have been added to the staff. Brief tants will be found in Chapter II. Training sessions in the comme October, 1966, and continued until difficulties in maintaining a full several reasons: the Youth Consult deal of internal strife and to lack toward program goals despite a high many problems involving the different

Training sessions in the community began toward the latter part of October, 1966, and continued until the middle of June, 1967. There were difficulties in maintaining a full schedule of training sessions for several reasons: the Youth Consultants seemed to experience a great deal of internal strife and to lack a feeling of group investment toward program goals despite a high degree of individual commitment; many problems involving the differential roles of full-time <u>versus</u> part-time Youth Consultants were encountered; and there existed a degree of reluctance on the part of many organizations and agencies within the community to undergo this kind of training experience. The month of December marked a low point in the Project, partly because of the low morale of the group and partly because of the difficulty in obtaining training commitments during the several weeks preceding the Christmas holidays.

Miss Josephine Lambert, Consultant from the Office of Juvenile Delinquency and Youth Development, visited the Project in early February, 1967. Miss Lambert clarified to both professional and youth staff the potential of the project and pointed out the need for youths to become more actively involved in program direction

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the basis of their ability to articulate youth problems, with further emphasis placed on alienation experiences. Until school began in September, three youths were employed on a full-time basis; in September, one full-time youth returned to school and six additional part-time youths were hired. Since that time two full-time Youth Consultants have been added to the staff. Brief descriptions of all Youth Consultants will be found in Chapter II.

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<sup>\*</sup> Complete reports written by Youth Consultants (which have been edited for ease in reading) can be found in Appendix B.

and development. After that time, the Youth Consultants reexamined their goals and achieved a visibly more effective level of productivity. As the Program Supervisor became able to relinquish an authoritative and directive position and function in a consultative capacity, the Youth Consultants dealt more aggressively with internal problems and were able to clarify their program goals. They explored ways in which they might increase their effect on the larger community; in this light they planned a written publication dealing with their experiences as Youth Consultants and sought opportunities to communicate with influential persons regarding youth problems. For example, they wrote to the Governor's Committee on Children and Youth to offer suggestions and, if possible, services toward more functional recreational programs for youth in Oregon; as a result, they were invited to elect a member to the Oregon Youth Council, sponsored by the Governor's Committee.

By April of 1967 the Youth Consultants seemed to be focusing on education, employment, and recreation. Out of their experiences, an understanding of the need for youth involvement in program planning evolved. Four of the seven Youth Consultants became active in Springfield and Eugene school districts in programs involving classroom observation and close consultative liaison with teachers and/or counselors. The Youth Consultants studied a youth-operated recreational center in Vancouver, Washington, with the goal of stimulating interest in a similar youth-operated activity in Eugene which would meet specific needs of Lane County youth. Three Youth Consultants began serving as consultants to Oregon State Employment Service counselors. Initially, this contact began with the Youth Consultants participating as members of an employment-readiness group. Later their goal was the planning and operation of a more timely and functional employment service to youth.

The Youth Consultant Program interest reached a peak during March and April of 1967, and gradually declined thereafter. During the high period, consultants were generally easily motivated toward thinking about program improvements, somewhat less easily motivated to work toward their completion; as June and the end of the program loomed nearer, however, they found it much more difficult to retain an investment in the original program goals. Community training sessions continued, although these also seemed to be influenced by the gradually changing attitudes of the Youth Consultants to the point finally where it was difficult to count on adequate participation by those youths who remained in the program. Perhaps the highest point of involvement during the last three months of the program was attained in the completion of the written publication by the youths describing their experiences. The Program Supervisor had solicited, through the Community Volunteer Office, a volunteer to work with the youths as a consultant. This woman most skillfully met with the Youth Consultants and assisted them toward the successful preparation of a manuscript entitled "Something Different" which was submitted to the Office of Juvenile Delinquency and Youth Development for publication. This volunteer's experience with the group in some ways encapsulated the entire Youth Consultant Program: the youths were initially highly motivated, talked excitedly about the impending project, enthusiastically commenced the writing process, and almost immediately

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"bogged down." With a good deal of patient prodding and sensitive direction, the volunteer was able to gather considerable written material from the Youth Consultants, which she in turn edited into the final manuscript; during this time, one youth essentially "dropped out" of the project and a couple of others had great difficulty in completing the project.

The original Youth Consultant proposal had included the possibility of an eventual extension for further program demonstration. However, a number of things influenced the decision against requesting a program extension. First, the parent organization, the Lane County Youth Project, completed its original function and drastically reorganized. This reorganization ultimately resulted in considerable staff turnover, including Youth Consultant staff who did not then feel as high a continued commitment to the parent organization as had been the case originally. A second factor in not extending the Youth Consultant Program was the impending termination of the Office of Juvenile Delinquency and Youth Development as a continuing funding source. A third important factor involved the observation by program personnel of limited advantage in further program continuation. At any event, the decision finally not to request an extension of the original program was followed by a definite decrease in the original motivation of the Youth Consultants. While continuation beyond June 30, 1967 seemed a possibility, the youths were able to retain a moderate degree of interest; when it became certain that the program would terminate as an active program, that interest waned. Whereas the Youth

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Consultants at one time had been able to demonstrate some investment in the program and some ability to involve themselves in planning programs and bringing them to completion, it became increasingly necessary for adult direction, and the youths' resistance became a much more apparent phenomenon. This attitude differed little from that which usually obtains at the time notice is given in a job situation: enthusiasm wanes, motivation drops, and self-interest seeks security elsewhere.

A decision to extend program staff for a period beyond June 30 for the purpose of completing program evaluation and the final report offered a temporary "touch point" of involvement for some, and in addition offered concrete tasks to be performed which required little emotional investment on the part of the Youth Consultants.

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The youths who were selected for participation in the Youth Consultant program were between the ages of 15 and 19, were "alienated" in some aspect of their lives, and were deemed articulate by the Program Supervisor and by their Youth Consultant peers. Final random selection of Youth Consultants was made by the Program Analyst from a pool of acceptable candidates chosen by the Program Supervisor, with the recommendations of other Youth Consultants. In their ethnic, racial, economic, and sex differences, youths chosen were representative of all socially deprived youth. Each of those considered eligible to serve as a Youth Consultant had, in the opinion of the Program Supervisor, a high investment in the expressed program goals of assisting adults to better understand the needs of youth. The Youth Consultants' perceptions of the selection process were

varied:

"When we picked some of the kids that are here now we tryed to find kids that we thought we would be able to work with and that had something to offer our project. We talked to a lot of kids and most of them didnt seem like they would be able to handle some of the things that were asked of them, and then some just didn't have any thing to say or didnt know how to say it.

We talked to most of the kids that did come in, the Program Supervisor made the fainal decision but on where they would be hired or not. I dont feel that this was unfair to us kids in any way."

"When we started hiring new people we (the present consultants) would interview the aplicants to test our ability to judge others on there ability to speak."

CHAPTER II

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RECRUITMENT AND SELECTION

#### CHAPTER II

#### RECRUITMENT AND SELECTION

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"When I started, in aug. their was 7 youth consultants, excluding me. When I was hired they were using a system of selection that the aplicant had to be interviewed by 2 or more previous youth consultants that asked questions to find out what experience in the community and an ability to exprece his ideas. Then I was interveiwed by the Program Supervisor who asked about the same things. I think that the Program Supervisor hired me and that the youth consultants that interviewed me didn't have any choice about it."

\* \* \* \*

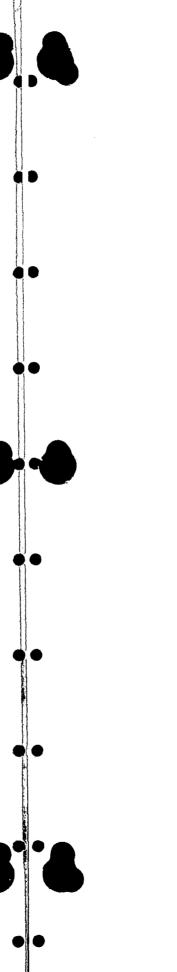
"The things that I didn't like about this project is that we don't have enough to do and when a person came into apply for a job we never get to talk to he or she and if he or she got the job we come in the next day and see a person sitting behind a desk. Then the Program Supervisor would tell us who he or she was and we would be stuck with this person if we like he or she or not. The way that the Program Supervisor was selecting kids then well I didn't really like it but it wasn't to much I could do about it but when Josephine Lambert came it changed and the Program Supervisor asked us if so in so was good or if he or she wasn't and I think that it should have been done that way a long time ago.

The thing that I like about the selection of kids is that everybody got to talk to the Program Supervisor and some of the Youth Consultants, not all of them."

\* \* \* \*

"The Youth that came in that door, if they wanted to be consultants, had to be really on their toes and wanted to do something to help their fellow youth. I happened to be one of those youth.

I think it was gone about in a very appropriate manner in the way it was done too. You got to talk not only to the supervisor, which is the way it is run, but the kids that you would be working with so they could have a voice in what they felt about the kid. I talked only to one at a time so therefore the pressure wasn't to great on me and I didn't feel put on the spot and felt more relaxed and comfortable. Before I walked inside I felt that it was going to be murder but when I saw a young girl sitting there ready to talk to me, then the tension left me at once and then I was my old self again. They talked to me one at a time and didn't get to personal but after I talked to them a while, I didn't mind at all talking about things you don't talk about every day."



Consultants are given here.

Alice, age 18, was one of the three original youths employed by the Project Director; she had participated in the original group from which had come the Youth Consultant idea. She had dropped out of school during the 10th grade despite an apparently high intellectual ability, and she had no previous employment history. Family problems had led to contact with the Juvenile Department: in addition she had had some private treatment. At the time of her employment she was enthusiastic and industrious and able to verbalize exceedingly well; she had difficulty, however, in forming close relationships with either adults or peers.

During the program year, she remained generally aggressive. evidencing a need to be "in control" of the situation. She frequently attempted to play the program adults against each other. She could intellectually accept confrontation regarding the destructive nature of her relationships with both adults and peers, but had considerable difficulty in changing her behavior; she seemed much more comfortable in playing a rather superficial and controlling role within the group.

She experienced several ups and downs in her personal relationships during the program year; she had several brief relationships with boy friends before entering an extended and rather serious relationship with one boy who seemed "good for her." While she went with him, her behavior stabilized considerably, but it again fluctuated after she broke off her relationship with him because of his dependency on his own family. She made several moves toward her General Educational Development (G.E.D.) tests but did not complete these by the end of the program year. She passed part of her tests, but was unable to finish those relating to reading ability. Similarly, she attended tutoring classes arranged for her within the project but did not complete these. As the program year ended, she half-heartedly sought full-time employment but was unable to find it.

At the end of the program year, she appears to be somewhat more settled, although perhaps no more than might be expected through the normal passage of time. It is still difficult for her to relate beyond a superficial basis. Although she has intellectual awareness of many of her modes of behavior, she seems to have little ability to change her methods of relating to situations or individuals: she continues to manipulate herself into a position of control which is difficult for her to maintain because of her underlying feelings of unsureness. The ending

Brief descriptions of all the youths who participated as Youth

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of the Youth Consultant Program seems to be quite threatening to her, since it had given her some feeling of acceptance and status.

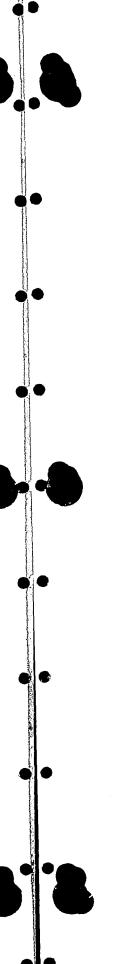
Ed, age 17, was the second of the three original consultants employed by the Project Director. He had had prior contact with LCYP Central Lane YM-YWCA Small Group programs. He had a history of resentment toward parents which affected his relationships with teachers and school administrators; he had nearly dropped out of school during the preceding year. He was extremely articulate and was, more clearly than any of the other youths, one whose ambivalence toward adults was apparent. He tended to be a "loner," and did not relate closely to a peer group.

His early experiences as a Youth Consultant in a summer teacher workshop encouraged him to be glibly articulate. He was easily able to play the role of a Youth Consultant, but had great difficulty in relaxing and expressing his true feelings. He to some extent continued to have difficulty in this way throughout the entire year. Thus, though he was the most articulate, other trainees generally were able to see him as superficial. During the training period, he was confronted frequently with his tendency to generalize. This seemed to make him quite anxious and cause him to withdraw from interaction with the group. Peer pressures became rather serious, and he finally quit the program, ostensibly to participate in school athletics (his work performance had dropped drastically prior to this).

A couple of months later, he spoke with the Project Director about returning to the program and was subsequently rehired. Following his reemployment, his performance was noticeably higher, although he continued to generalize in presentations with groups of trainees. In other aspects of his job, however, he assumed considerable responsibility and became the most productive Youth Consultant in terms of written assignments, work on the book, etc. He managed to so nearly complete high school graduation requirements that he was allowed to participate in graduation exercises: he will receive his diploma upon completion of a correspondence course he is taking.

He is investigating the military services at this time and will probably enter the military upon completion of the evaluation period.

Barbara, a 15-year-old Negro, joined the program in August, 1966, having heard of it through a Child Welfare Department worker. A very attractive girl who looked much older than her age, she was outspokenly aggressive, tending to keep peers (and, to a somewhat lesser extent, adults) at a distance. She had not had contact with community agencies. An outstanding athlete, she seemed to want to keep this fact hidden.



Initially, she had great difficulty verbalizing even with peers. In some ways she seemed to use her race as a "chip on the shoulder," daring someone to knock it off. She was able to improve considerably in her peer relationships as time passed, and at the same time increased her ability to verbalize to groups of trainees. Although never one of the most verbal of the Youth Consultants, she nonetheless seemed to have a positive effect with trainees. She continued to participate in athletics, becoming more and more able to accept praise for her performance.

At the end of the program, she was participating in national competition with good prospects for continuing into international competition. Although only 16 at this time, she has married a twenty-three-year old man whom she has known for several years.

Charles, an 18-year old boy, employed in August, 1966, was a very bright, somewhat guarded boy. Having been raised solely by a mother, he was skeptical of adults and had almost no peer relationships. He had a history of poor attendance and low performance at school and had been referred to the Juvenile Court as a runaway. He had heard of the Youth Consultant Program through his employment with LCYP's Research Division.

In the Youth Consultant Program, he assumed a "scapegoat" position, seeming to invite this as a means of keeping distance between himself and others. He had a great deal of difficulty in working through his feelings of the threat of closeness of others and was, to some extent, able to do so; however, he preferred to keep his feelings to himself as a general rule. This resulted in his being one of the least verbal of Youth Consultants when speaking with groups of trainees. Both with the other Youth Consultants and with trainees, he frequently adopted a role of protagonist: this not only served to keep relationships acceptably distant, but further served the very real function of making people think about their statements.

His work performance generally deteriorated throughout the year: he seemed to want someone to "ride him," thereby taking any responsibility away from him. When someone was not "riding him," he tended to become increasingly apathetic and immobile. The impending termination of the program probably was quite meaningful to him, although he did not demonstrate his feelings. He found a job at a local cannery and terminated his employment before completion of the evaluation period.

Throughout the year, several things happened to him: he became involved with law enforcement and was placed on adult probation;

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he purchased a car and spent considerable money outfitting it with colored interior lights, complicated electronic signaling, locking, and musical devices, etc.; he began socializing with the male Youth Consultants and subsequently with other peers; he moved out of his mother's home into an independent living situation; he graduated from high school although did not receive his diploma because of outstanding bills he had run up through the electronics lab. All in all, despite incredibly poor work habits, he has made many gains in terms of an ability to relate more comfortably to others, etc. He continues, however, to operate as though much of the world is "against him" and frequently works it so that at least part of the world is, in fact, against him.

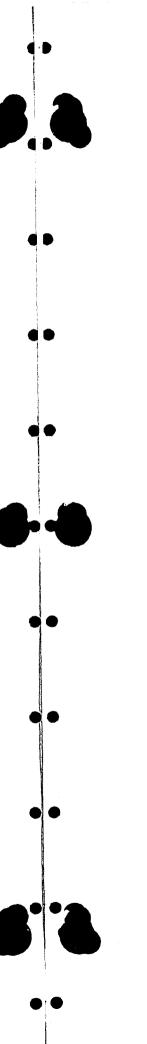
Carol, a 16-year-old Negro girl, joined the program in August, 1966, having been referred by a child welfare worker she knew through her church. She was quiet and withdrawn, although showed promise of a great deal of warmth. She seemed uncomfortable with both adults and peers although she was quite sensitive and articulate in comfortable situations. She had not been known to social agencies in the community, but had experienced some difficulty in the school setting.

Throughout the program year, she showed considerable growth. She initially had great difficulty engaging herself with the group, and, with Barbara, seemed to use her race as a defense against closeness. When this defense was not allowed to work, she made great gains in her ability to express herself. She became one of the more articulate and sensitive Youth Consultants in contacts with groups of trainees, and was able to become sharply and comfortably outspoken with her peers. She demonstrated a very good ability to express herself in writing, and gained a great deal of confidence through this medium.

During the final evaluation period, she performed clerical and secretarial functions, demonstrating considerable ability which should serve her well in the future.

A1, age 18, was referred by an LCYP Employment Training Center counselor and was employed in October, 1966. A 12th-grade dropout, he was living temporarily with his stepfather, having experienced difficulty in getting along with his mother. He had had one referral to the Juvenile Court for runaway from home and was known to local police for traffic violations. A fairly bright and talented boy, A1 was distrustful of adults; he associated primarily with a college-age group.

Although he was superficially competent and comfortable, he seemed quite unsure of himself and shy with groups; as a result, he participated very slowly with his peer group and with adults.



He gradually relaxed and Youth Consultant.

When the decision was made to end the program on June 30, he was visibly shaken and was able to verbalize his concern; he was able to handle it in a mature fashion, however, by finding full-time employment in a local mill. He continued an occasional contact with the Youth Consultant group, although less often toward the program's end.

Fred, was a 16-year-old boy who had been expelled from the 10th grade following difficulty with the high school principal. He heard of the program through the LCYP Employment Training Center. An articulate boy, he seemed unsure of himself and had difficulty in achieving satisfactory relationships either with some adults or peers. He was employed on a full-time basis, although assigned half-time to the LCYP Education Division because of the opportunity it afforded to bring closed-circuit TV facilities to the Youth Consultant Program.

He had difficulty in maintaining a stable relationship with either the Youth Consultant program or the educational division program, although demonstrating a good capacity to perform in structured situations. His personal life seemed filled with crises, which affected his work performance.

When the end of the program was in sight, he literally "dropped out," and had to be sought out at home to turn in his keys, clean out his desk, complete his termination process. He subsequently left the state with his family.

Dick, aged 16, was the third of the original three consultants hired, and remained with the program until August, 1966. An anxious and insecure lad, he had experienced difficulty in both home and community adjustment, dropping out of the 10th grade and being unable to maintain any extended interest in anything. Dick seemed to seek acceptance while inviting rejection; his brief period with the project was marked by intensive limit-testing and spotty performance.

Dick has made infrequent contacts with the program since his termination; he has seemed to continue his unstable efforts toward adjustment pretty much as when he was employed by the program.

George, a 15-year-old boy with shoulder-length hair, was employed for approximately one month during the beginning phase of the program. A dependent boy, he had a history of family problems. About two weeks after his employment, his family moved to another

He gradually relaxed and became a fairly sensitive and articulate

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town; when George was unable to accept a suitable living situation, he was returned to his parents' new home by the Juvenile Court.

George had a couple of contacts with the program after leaving and seemed to be continuing to have some difficulty in getting along with his family. On last report, he was looking into Job Corps programs, although whether or not he became engaged in one is not known.

Bob, was a 16-year-old boy referred by a Juvenile Court counselor and employed between late August and mid-October; his employment terminated after his commitment to a state institution for delinquents. He had had referrals to the Juvenile Court for drinking, truancy, and runaway, and had a history of difficulty both at home and in school. He was highly articulate in a small group, and seemed quite sensitive to the problems experienced by youth; however, he had difficulty in relating readily to peers and was never really accepted by the group.

Bob has had no further contact with the program although he has been said to be "doing well" at the state institution.

Dorothy, age 16, was a highly articulate girl who was employed between August and November, 1966; she had a history of difficulty at home, and at the time of her employment, was living with an aunt and uncle. Although she was insecure and lacking in confidence, she had high aspirations for herself and possessed considerable charm and ability; when she located a new living situation, she terminated her employment.

Dorothy has maintained no contact with the Youth Consultant Program since her termination; Youth Consultants who attend the same school state she has seemed to avoid them at school. CHAPTER III

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TRAINING OF YOUTH CONSULTANTS

#### CHAPTER III

#### TRAINING OF YOUTH CONSULTANTS

At the onset of Youth Consultant training, the Program Supervisor felt a need to offer the Youth Consultants a breadth of experience in order to assist their objectivity in dealing with groups of adults. There was a definite intention of avoiding straight "testimonial" of youths speaking only from the basis of their own alienated experiences with adults; the goal, rather, was to expose them not only to the many kinds of problems youth experience, but further, to the workings of the various adult "systems" which work with youth. It was the plan, therefore, to expose them through reading, audio-visual materials, agency visits, guest speakers, and the experience of the Program Supervisor and Project Director in order to give them as broad a preparation as possible.

An early training need was seen to be the determination by youths of their training needs and of the issues involved. In order to accomplish this goal, daily group sessions were instituted, in which the Program Supervisor, together with the Youth Consultants, discussed youth problems and helped Youth Consultants gain some deeper understandings of their own life experiences, as well as those of their peers. The group sessions continued several times weekly for several months. These meetings, in addition to the above goals, included the necessity of adopting and understanding work policies and procedures, since it was decided at the onset of the Project that primary emphasis should be one of employment rather than one of treatment per se. Some of the sessions primarily used "lecture methods" by the Program Supervisor

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or by outside speakers, designed to increase the Youth Consultants' knowledge of human behavior. Other sessions utilized "confrontation" techniques designed to help the Youth Consultants recognize themselves and each other more effectively. Out of the group sessions came an appreciation of individual differences, as well as a beginning formulation of some of the issues involved in the youth problems in Lane County.

> "What surprised me about the whole thing is that some of these kids were high school drop-outs and in a way I didn't like the idea of working with high school drop-outs but after I got to know them they were just like me they had good sence of humor, and some of their ideas were better than mine."

> > \* \* \* \*

"So I figured that this job would just be something to keep the kids busy and off the streets but when I got to working with them and everything, my idea really started to change for better cause I found that these guys were just as good as anyone else if not better in fact I sort of looked up to them. That's what happens when you just go by what you hear and don't find out for yourself. So that's why this community as well as the others, needs to be hip on this program and others. Who in the world could have looked at Alice and said that she was a dropout? I sure couldn't. She never could have told me and I would just go on thinking that she was just a graduate from high school. And the same goes with Al cause I am deffinitely no better than him or as far as that goes, anyone to some extent."

\* \* \* \*

"We've done quite abit in our program and have gone quite a few places, but I dont feel that the places so much are as improtant as the things that we got out of it. In all of the places that we did go there were a few that talked more than the rest of the kids and most of them didnt want to talk when we did go somewhere. But if nothing else I feel that we've all learned to work with people and take them for what they are, and work as a group and not just a few being the leaders of the group. I know it was real hard for me to sit back and wait for someone else.

<sup>1</sup>These are unedited quotes from Youth Consultants.

when I thought that we would be able to go faster if we didnt wait for them. And this is one thing that I have learned from this progam is that you cant do it along, and that you have to gave other people a change."

The issues defined by the youths themselves included problems of recreation, education, employment, and delinquency. These areas were felt to be areas of primary need in Lane County and were those in which Youth Consultants felt a need for further knowledge. Growing out of this assessment of needs and issues, training sessions began to bring in reading material, films and audio tapes, and agency personnel to talk about problems from the standpoint of existing agencies. For example, several persons from the Lane County Youth Project Employment Training Center and several persons from the Oregon State Employment Service spoke to the Youth Consultants about employment problems.

Similarly, counselors from the Lane County Juvenile Department, youth officers from the Eugene Police Department and from the Springfield Police Department met with Youth Consultants to discuss problems of law enforcement and delinquency. Staff from the Eugene Parks and Recreation Department discussed recreation, and persons from Eugene School District No. 4 discussed problems of education.

In response to expressed needs of Youth Consultants, agency visits were made. The designated purposes of such visits were to give youths a beginning exposure to youth problems as viewed by persons working with youths as well as a beginning exposure to the methods, problems, etc., of youth-oriented agencies. The Youth Consultants visited the Lane County Juvenile Department, local police offices, Sacred Heart Hospital, Weyerhaeuser pulp mill, several local employment offices, Lane Community

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College, Lane County Youth Project Employment Training Center, the Oregon State Employment Service, and the Eugene Parks and Recreation Department.

Particularly during the early phase of Youth Consultant training, a considerable amount of written material was produced by the Youth Consultants. This material was elicited by written assignments prepared by the Program Supervisor and/or Program Analyst with the dual purpose of assessing the level of knowledge and the attitudes of Youth Consultants with regard to various problems of youth and encouraging practice in expression of thoughts and feelings on the part of the Youth Consultants. Written assignments, for the most part, were viewed with a fair degree of resentment by Youth Consultants, and were only partially successful in terms of the desired goals.

Initially, the Youth Consultants appeared superficially self-confident and articulate and were enthusiastic at the prospect of expressing their feelings to groups of adults. However, this seeming self-confidence rapidly broke down in contacts with adults, where they were unsure of themselves and for the most part reluctant to express opinions.

> "Some of the kids that were here then I dont think knew what we really wanted and a lot of time I didnt either. It was real hard I think for all of us to stay and try to make a go of it. There were new people in and out and to sit down and tell someone what we were trying to do here, was hard for all of us.

Most of us really didnt know, and if we had a good idea of what we were trying to do it seemed hard to put it across to people that had not had contact with our program."

One or two youths remained articulate with adults throughout this period, although their expressions appeared to be superficial and

"rehearsed," and they generally incurred a great deal of antagonism and defensiveness from the adults with whom they spoke.

> "Another problem that has blocked ferther learning is the way I conduct myself in a meeting. I, too much of the time, bring adults to a defensive(ness) which accomplishes nothing but hard feelings."

The other Youth Consultants seemed easily intimidated. As training progressed, and they enlarged their knowledge of youth problems and agency functioning, they seemed to go through a period of increased lack of self-confidence; they remained highly invested to the idea that youths could express their feelings to adults, but felt themselves inadequate and ill-equipped to be spokesmen for youth. It was as though having gotten a glimpse of the enormity of youth problems, they became more aware of their inadequacies and more frightened of the prospect of being exposed by adults. This condition continued for an extended period, actually decreasing only within the latter weeks of the program, during which period the majority of Youth Consultants seemed to have gained considerable confidence in their ability to produce not necessarily solutions, but rather, impressions and perceptions which might stimulate change in programs. Whereas initially their contacts with outside adults more often than not aroused antagonism on the part of adults, thereby augmenting the Consultants' feelings of their own inadequacy, their later exposure to adults was notably more successful because of their lack of initial defensiveness, so that the adults did not have to respond quite so defensively and the Youth Consultants perceived the support present by the majority of adult audiences.

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"In September we started working with groups of people, I found our first meeting was quite an experience. I wasn't quite prepared enough for it. After the discussion I found that I left myself open for any kind of rebutal by the adults."

There were many problems involved in the formation of a cohesive group. Although the Youth Consultants superficially seemed receptive to new members, it became readily apparent that each new member faced a period of real "testing" before he or she could be accepted by the group. Because of the heterogeneous population many individual differences existed which needed to be worked out before cohesion could be achieved. A perhaps extreme example of this occurred in the feelings involved by the inclusion of two Negro Youth Consultants; both the Negro and the non-Negro Youth Consultants evidenced many thinly-disguised feelings of prejudice toward each other which needed to be worked out. Although residual feelings of difference remained, the group eventually functioned much more cooperatively as a unit, but it was with great difficulty that some of these feelings were resolved. (At least one Youth Consultant termination resulted from the inability to change feelings toward Negro group members.)

> "Training was the most frighting thing in working with the Youth Consultant program. This is because I had to sit in front of people and telling them how I felt. The best part in the training was to interview kids and see how they felt about serval things such as recreation and delinquency, some of these kids were drop-outs and in talking with them some didn't care if they had places to go for enjoyment and some of them act like they did care about how improve things in the Lane County. Also in talking with these kids I found out that kids not my color think and act somewhat like I do."

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"The first and best training I got was right here in this office. Just working with these kids right here within our own pen. Like I said before I didn't know dropouts were like us, people. I thought they were ignorant people that hated everything and everyone. Now I find that in a sence, I am a dropout. I have completely lost interest in school and I am fed up with the teachers and administration. I'm just going because I know I have to but it certainly is not a pleasant place to go. I have learned more to except people by what we have in common and what I like about them and to find out as much as I can and not have a set mind before I even get to know

"One of the big benefits that helped a lot was the group meetings that we had almost every day. In here we could iron out the wrinkles that we may have had in that previous meeting or just bringing up some of the bitches and gripes about things pertaining to the office and people that work in it. This gives people a chance to clear things off their chest but I really don't think we were too honest for fear of hurting someone elses feelings. I know that I wasn't sometimes. But if they really wanted these things cleared up they (we) should have been able to trust the next guy and so forth."

"I have seen more change in this program than probably any of the othe consultants because of my termination and subsequent return. I saw the begining of mass confusion and boardom, and I have come back to see a unified body, as though it is one person but at the same time it is every teenager in Lane County."

During December, 1966, a consultant was brought in to work with the group on feelings of group dissension which were apparent to the Youth Consultants and the Program Supervisor. This consultant, who has considerable skill in group dynamics, assisted group members in defining some of their goals, working out group differences, clarifying roles, etc.

> "We had a man come in that analized our program and discovered this class system and told us about it. Some drastic changes were taken after that that

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almost completly eliminated the class system. The Youth Consultants had control over what they did and the Program Supervisor hardly had a chance to directly control the actions of the group (but I think he indirectly controled it). Well--when the Youth Consultants received this power they didnt know what to do with it so we just started stagnating until we realized what was happening in our group."

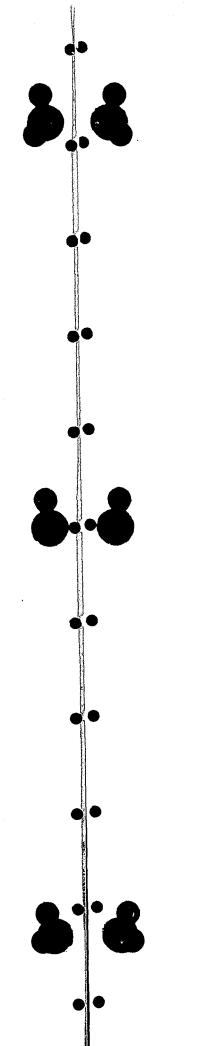
\* \* \* \*

"I dont feel that there were a lot of the things that would of helped us more than the things that we had. A consultant came in and talked to our group and I feel that this had a lot to do with our group being able work better together, and to work as one. There were a lot of problems in our project, but I feel that it was us kids as a hole. All of us kids are different in the ways that we do things and the family and the surroundings that we are use to. I feel that the only real big problem that we had was trying to work as a group, and getting along with in ourself. But I dont feel that anyone could of done something to make us work as a group, I think that this had to come from us kids and it took us along time, but I feel that we finlly made it. And this being such a new and different progam I feel had a lot to do with it. All of us kids could do the work but it was just trying to find out what we woanted to do, and how we were going to go about it."

"One thing that I noticed that sort of hindered the ideas of the kids was the fact that there was segregation most of the time like in the meetings. The girls would stick together and the guys would do likewise. Most of the things that were voted on were the girls would agree one way and the guys the other. I think the reason of this probably was because the girls didn't want to loose friendship with one another and the guys likewise. If the girls could have been more independant and the same with the boys, I think we could have gone a lot further and better. I know I didn't want to go along with half the things Alice and Barbara set up but me like a fool went along any way and Al evidently noticed that I didn't want to because he mentioned it to me and so I figured it was noticeable. I wish we could have prevented this."

\* \* \*

Fairly early in the program, both the interest of the Youth Consultants and comments from adults with whom they came in contact led to inclusion



in the program of chances for Youth Consultants to meet with groups of youth. It seemed vital that Youth Consultants be aware of the feelings of a broader range of teenagers than was represented within the Youth Consultant program. These contacts, initially for the expansion of Youth Consultant experience, began with individual and group questionnaireinterviews with peers either through school or extra-curricular sources. As Youth Consultants gained a broader knowledge of the feelings of teenagers, they were able to utilize their expanded knowledge in training sessions with both youths and adults.

> "Talking to more kids seemed to be most meaningful to me. I was surprised at some of the replys of the kids when the subject came up in my history class about dress. All of the "goody" kids thought it would be unattractive for the guys to dress the way they wanted to and the girls maybe wear pants. They thought that the campus kids looked rediculous. They thought it depended on the environment how the kids learned and what they learned. I wanted to get on the subject again after the teacher dropped it but I never got the chance. This really surprised me because I thought all kids wanted the chance to dress etc the way they pleased but the more I live the more I learn. So, after I learned this. I figured that maybe it wouldn't be a bad idea if we talked to more kids to see if they had the same ideas as these kids or different ones. So, I deffinitely feel strongly about talking to a lot of kids to get there general impressions about kids verses adults."

\* \* \* \*

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The group continued for a time in a feeling of relative closeness and cooperation; their own increased awareness of the group dynamics enabled them to interpret to each other their behavior and for a while, there were fewer evidences of some of the competitive, destructive rehaviors which had been noted previously. The group became enthused over the prospect of writing a book, perhaps establishing interest in a teen-age night club, and furthering other of their pet projects. They underwent a period when, with relatively little adult stimulation, they busily planned and "prepared"; however, they did seem to require adult encouragement and stimulation. They chose to write the book which they entitled "Something Different" (see Appendix B ). Knowing their general unfamiliarity with the mechanics of writing, plus the unsureness of self which so typically kept them from completing things which might show up insecurities to outsiders, the Program Supervisor contacted the Community Volunteer Office and enlisted the aid of an outside expert who could assist with the preparation of their report. An excellent woman volunteered and spent many hours with Youth Consultants individually and in groups helping them organize, outline, write, rewrite, and finally complete their project. The final draft has been submitted to the Office of Juvenile Delinquency and Youth Development for publication.

The book-writing project carried the Youth Consultants nearly to the end of June, 1967. During this period, one Youth Consultant found more permanent employment and left the program, another left the state with his family, and a third who was not involved in the writing project generally withdrew from group interaction. As the end neared, there tended to be a regression in some respects; the Youth Consultants seemed to be functioning less as a group as they noticeably increased their external activities. Those in-school youths were engaged in completing the school year, those out of school preoccupied with the problems of seeking employment, and most showed evidences of increased problems externally (dating, family, interaction, etc.). They seemed to be insulating themselves against any feelings for the program by forcefully withdrawing their investment. This state continued pretty much until the physical move from the old office to a smaller facility to be used for the final wind-up of the evaluation portion of the program. The office move actually marked the end to the Youth Consultant program, despite the fact that all staff continued for a time to work on the completion of the final evaluation.

The decision had been reached to factor out certain functions which could readily be performed by Youth Consultants under the supervision of the Program Analyst. All Youth Consultants switched to a part-time basis, and the nature of the evaluation process made it possible to assign concrete tasks to each youth. As would be expected, the youths responded well to such a supervised work experience. Certainly one function served by this ending experience was to assist in the preparation of the Youth Consultants for a more realistic world of work, since, as "Youth Consultants," they had become accustomed to a freedom and status which would be difficult for them to match outside the "Project world."

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Thirteen interviews were conducted with persons who met with Youth Consultants for the purpose of training them. Some of these persons were potential future trainees. Three were involved in the Program at two points of time, and they are counted twice. The subjects involved an employment specialist (two times), a supervisor of youth employment training programs (two times), an educational specialist (two times), an employment placement counselor, a school social worker, two police department juvenile division detectives, a juvenile department counselor, and two members of the Cottage Grove Inter-Agency Coordinating Council.

#### EVALUATIVE REPORT YOUTH CONSULTANT ORIENTATION SESSIONS RESPONDENTS: 13

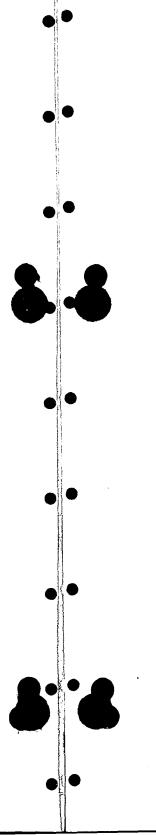
QUESTION 1: WHAT DID YOU UNDERSTAND WAS THE PURPOSE OF YOUR GETTING TOGETHER WITH THE YOUTH CONSULTANTS?

#### Trainee Responses

For Youth Consultants to learn about employment problems of youth	5
For Youth Consultants to express youths' point of view	3
No purpose known	2
For Youth Consultants to learn about the Juvenile Division of the Eugene Police Department	l
To prepare Youth Consultants for meeting with Case Aides	1
For Youth Consultants to learn about the possibilities of the Youth Consultant Program	1

Total

Over one-third of the orientors saw the purpose of the sessions as helping Youth Consultants learn about the employment problems of youth. No purpose was recognized for two of the sessions. A fourth of the sessions' orientors saw the purpose as involving Youth Consultants in expressing the point of view of youth - which suggests that even at this early stage the orientors were to some degree coming together with the youth in order to find youths' point of view. Singly-mentioned purposes included preparing Youth Consultants for a meeting with Case Aides; for Youth Consultants to learn about the Juvenile Division of the Police Department; and for Youth Consultants to learn about the possibilities of the Youth Consultant Program.



Number

13

#### QUESTION 2: WHAT HAPPENED?

#### Trainee Responses

#### A discussion

Youth Consultants had no q Youth Consultants were ret Youth Consultants were una Trainee fired questions at Discuss trainees \* program Nothing No answer Total

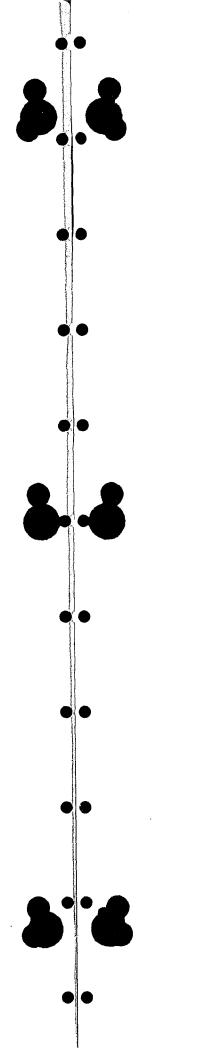
The largest category of description of what happened by the orientors is a discussion, with nearly one-third of the orientors mentioning this, suggesting that even though the orientation session was planned with the orientor talking to the Youth Consultants, often a dialogue took place. Two of the orientors felt that Youth Consultants were reticent to talk, suggesting that orientors had expected Youth Consultants to participate more than they did in the orientation session. Thus we might say that what happened was a discussion. When the orientors held a one-sided conversation, they were disappointed that the Youth Consultants did not join in and make it a discussion.

	Number
	4
questions prepared	2
ticent to talk	2
able to be specific	l
t Youth Consultants	l
	l
	1
	1
	13

#### QUESTION 3: WHAT DID YOU GET OUT OF IT?

Trainee Responses	Number
Question or criticism of Youth Consultant Program	6
Nothing new	3
No answer	2
Chance to explain orientors' program	l
Excited about the idea	1
Total	13

Responses to this question give us the feeling that nearly half of the orientors when first exposed to the actuality of the Youth Consultant Program respond in a questioning or critical manner. Nearly one-fourth feel that nothing new was gained from their first exposure to the Youth Consultants, though again the purpose of prientation was for them to orient youth rather than for youth to train them. It could be said then that the initial response of the meeting between adults and Youth Consultants was critical, questioning, or apathetic.



#### QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

#### Trainee Responses

Prepared questions in advan Asked more specific question Good as it was Been less personal Appear interested Not applicable Total

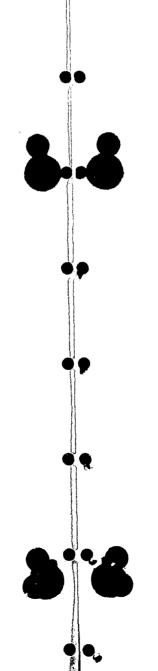
Over one-half of the orientors felt the Youth Consultants should have been better prepared for the meeting by having questions prepared in advance or by asking more specific questions. Nearly one-fourth felt the meeting was good as it was. One suggested that the Youth Consultants should have been less personal; another that they should have appeared more interested.

	Number
nce	4
ons	3
	3
	l
	l
	<u> </u>
	13

QUESTION 5: WHAT WAS THE BEST THING ABOUT IT?

Trainee Responses	Number
The idea of the Program	4
The good training experience for Youth Consultants	2
Questions asked by Youth Consultants	2
Expression of youths' point of view	2
No answer	2
Good listeners	1
Total	13

Nearly one-third of the trainees felt the best thing was getting together and discussing the idea of the Program. Other responses included: providing a good training experience for Youth Consultants; the questions that the Youth Consultants asked; hearing the point of view of youth expressed; and the fact that the Youth Consultants were attentive listeners.



QUESTION 6: WHAT WAS THE W Trainee Responses Lack of equal participation Lack of Youth Cronsultant known Disorganization Defensiveness of Youth Consu Conformity (too well trained Nothing No answer Total

From this question we can see that the orientors' expectation again was for the Youth Consultants to participate in the orientation session. Over one-third complained that when the Youth Consultants did take part their participation was unequal--that is, some Youth Consultants talked quite a bit and some not at all. Others mentioned the lack of knowledge Youth Consultants seemed to have about youth problems; the disorganization of the session itself; the defensiveness of youth toward adults; and the trained appearance the Youth Consultants presented.

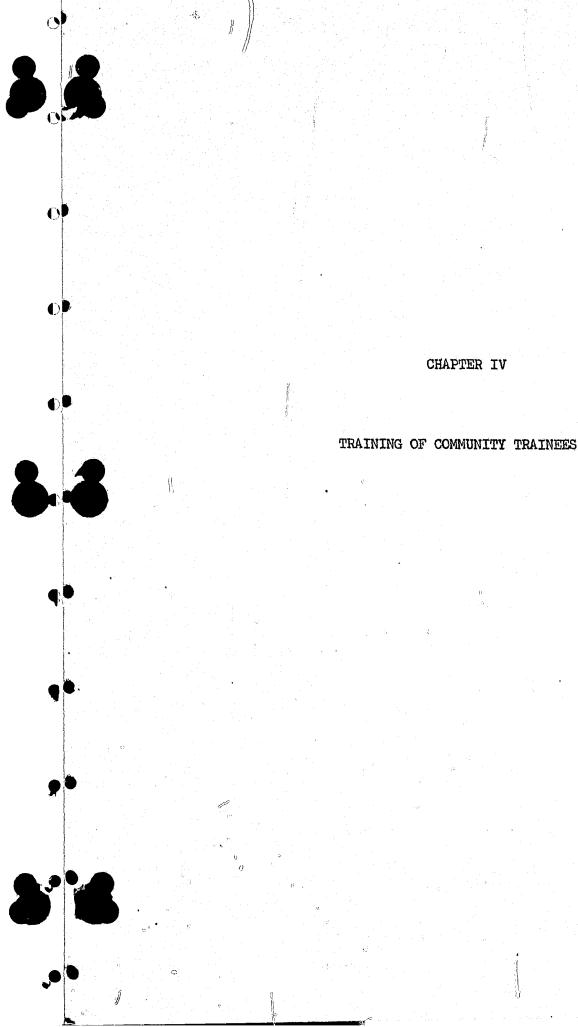
WHAT WAS THE WORST THING ABOUT IT?

	Number
n of Youth Consultants	5
nowledge of problems	2
	2
sultants	l
ed) of Youth Consultants	l
	l
	1
	13

#### EVALUATIVE SUMMARY OF THIRTEEN ORIENTATION INTERVIEWS

From thirteen interviews with ten persons (three were interviewed twice) the following points stand out:

- --Orientation was heavily rated toward employment problems of youth, due to the maximal use made of the Lane County Youth Project's Employment Training Center staff.
- --Orientors saw orientation sessions primarily as discussions and complained when Youth Consultants were reticent about participating in the sessions.
- --Orientors were critical in questioning an initial contact with the Youth Consultant Program.
- --From the point of view of orientors, Youth Consultants were insufficiently prepared with questions for sessions to be maximally effective.
- --The idea of the program was the most attractive thing presented to orientors.
- --Unequal participation of Youth Consultants was evidenced in orientation sessions.



CHAPTER IV

#### CHAPTER IV

#### TRAINING OF COMMUNITY TRAINEES

Initial contacts with community agencies were established primarily for the purpose of training the Youth Consultants. In these sessions, the Youth Consultants hoped to gain an expanded knowledge of youth problems and youth-oriented programs. However, in even the earliest of these contacts, agency personnel showed particular interest in the viewpoints of Youth Consultants. An original goal was the training of such agencies as the Juvenile Department, employment agencies, police, juvenile court, schools, and recreational agencies in the Lane County area.

Training sessions had a heavy emphasis on schools and on youth, growing out of the interest of the Youth Consultants, the availability of trainees, and the felt need of the Youth Consultants in terms of the message they had to deliver.

In early training sessions, the Youth Consultants were apt to spend a fair amount of time in preparation, and in planning panel presentations designed to give their viewpoints in specific youth areas (such as education, recreation, employment.) From the viewpoint of the Program Supervisor, these presentations tended to be rather too well rehearsed and lacking in spontaneity and real feeling. As the Youth Consultants gained confidence, and particularly after they had achieved a greater group investment in the potential of the program, they were better able to approach groups of trainees spontaneously and without undue rehearsal; this resulted in more naturally productive encounters.

> "It was very different in these last meetings than those we had earlier in the project because of many reasons.

> > - 34 -

First I feel we were more of a group. Thought and acted like a group. Also we began to face the idea that we were to be the mouth of Lane County kids. Related to this is the fact we, before, just listened, mostly, but now we are the leaders of the group; the main idea of discussion is that we want it to be. I have seen the change of persons, which has made it possible to work in the community."

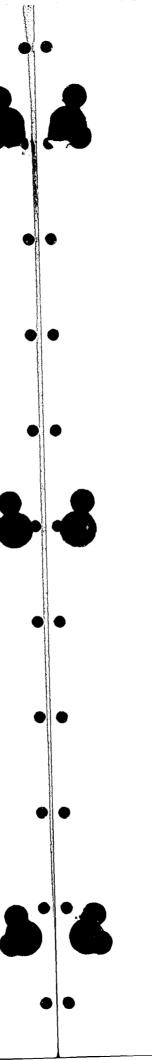
\* \* \* \*

"Another thing was feeling that you had convinced some of the people in the audience that you had a point to get across and to not have a set mind about such things in other words to listen to what we had to say. All in all, what I'm trying to get across is that just knowing that someone out there is pulling for you and that some are also listening to what you have to say with an open mind and that you have accomplished something either for yourself or the group as a whole gives you more power and makes you want to be that much more talkative in the next group that you attend."

Early training sessions tended to put Youth Consultants and adult trainees on opposite sides of the fence. Youth Consultants were inclined to present youth's point of view rather antagonistically and belligerently and in an "all black or all white" manner which aroused defensive reactions on the part of adult trainees. As Youth Consultants became more aware of the complexities of human behavior, and as they began to recognize the willingness of many adult trainees to hear youth's point of view, they became less accusatory in their presentations.

> "From our community work I have learned how to handle myself in a tight situation where anger or deffensiveness could appear. I have learned that we teenagers (as much I hate to admitt) aren't always right in our beliefs of adults and their attitude. I myself have come a long way in the coherent living of teenager and adult but I as yet have a long way to go."

This change in attitude quite naturally encouraged cooperative discussion between youth and adults and fugsthered the effectiveness of their meetings. This seems to be verified by many evidences of adult enthusiasm - 35 -



for the Youth Consultant Program; for example, after Training Session Number VIII at Yolanda Elementary school, the principal invited two Youth Consultants to attend classes as observers, with the goal of providing unique feedback to teachers relative to student-teacher interaction, the teaching of responsibility, etc. This observation and communication continued for several weeks and, through the cooperation of Yolanda's principal, spread to nearby Briggs Junior High school, which in turn led to a request (by the Briggs' principal) for a training session with all Youth Consultants.

The Youth Consultants continued to have difficulty in carrying through to completion those tasks they began with enthusiasm. Many program opportunities for involvement with the Youth Consultants came as a result of informal contacts with the Youth Consultants themselves or through word-of-mouth contacts with those who had previously encountered the Youth Consultant Program. These types of meaningful contacts, in addition to the above-mentioned training session at Briggs Junior High school, resulted in having a Youth Consultant participate as co-therapist of a therapy group of teen-age boys conducted by a Lane County Juvenile Department counselor; the involvement by two Youth Consultants as members of the Governor's Committee on Children and Youth; participation by two Youth Consultants in a consultant role to the Oregon State Employment Service; requests by local school districts for Youth Consultant assistance in planning and/or training sessions with teachers and administrators; and so forth. Unfortunately, the Youth Consultants seemed to have great difficulty in carrying these programs to fruition. For example, the Youth Consultant who

- 36 -

arranged the training session at Briggs Junior High school failed to show up for that session. The two Youth Consultants working with Oregon State Employment Service arbitrarily terminated their contact with that agency. The Youth Consultant involved most actively with the local school district terminated in rapid succession his work with the school district and his employment with the Youth Consultant Program. This kind of pattern seemed to recur frequently; it seemed initially very difficult to establish a meaningful contact with the youths, but, later, much easier as the youths became visible to prospective trainees. Then, however, once training programs were arranged, other than those involving formal training sessions, they often were not completed.

Certainly a great deal of this difficulty on the part of Youth Consultants in carrying programs through to their completion resulted from the announced termination of the Youth Consultant Program. The parent organization was undergoing a nearly complete reorganization, changing in its scope from one dedicated to the study of problems of juvenile delinquency to one involved in the resolution of problems related to poverty. This reorganization, with its resultant changes in staff, caused problems of staff morale which were communicated to the Youth Consultants, as well as to prospective trainees. These changes entered strongly into the decision not to continue the Youth Consultant Program. When the impending termination became known by the Youth Consultants, morale suffered and as more than one Youth Consultant put it, "We're finished anyway -- why should we try to do anything now?" 64



It is unfortunate that there was not greater extended contact with a large number of organizations within the community. It was not possible to engage in contacts which could in any sense be termed meaningful without a considerable degree of groundwork. A majority of the contacts which did occur seemed positive, and as mentioned, once contact was established with an agency, continued benefits resulted. However, the Lane County Youth Project had existed in the community for nearly four years, during which time relationships had been established with a few agencies on a positive basis and, in other cases, with less favorable feelings. The formal evaluation of the community training programs will be

The formal evaluation of the community training programs will be described in Chapter VI. It seems appropriate, however, to include in this section some of the comments and impressions of Youth Consultants relative to their contacts with community agencies and organizations:

> "I have learned that there can be coherient co-existence because I have experienced it in this job. I have worked with adults on an equal bases. I am on the Oregon Youth Council which in it-self shows me that there is coming a time when youth will be the judge of themselves and that they will no longer have to complain to adults for the laws they make us live by which can be good or bad depending how this power is used. This won't just teach me about laws and government but also it will teach me about how to get something accomplished into a workable pattern that can be followed by others."

"This program has done me and all of us a great deal of good in preparing us for the future as an adult and be able to fit in with society. I plan to continue my education and better myself in this line of work and some day, have may be another 'Youth Consultant' program."

\* \* \* \*

\* \* \* \*

"I know that we could of done a lot more than we did, but with this being a new progam and with a group of teenagers that are so different I feel that we did a real good job in the things that we did do. And that this program was a real help to all of us in our own ways. We all have a lot into this progam and I hate to see it go, but I think that it's help make life easyer for some of us and shown others that they can do things and talk to people and that they arent different. And that we all want the same things out of life."

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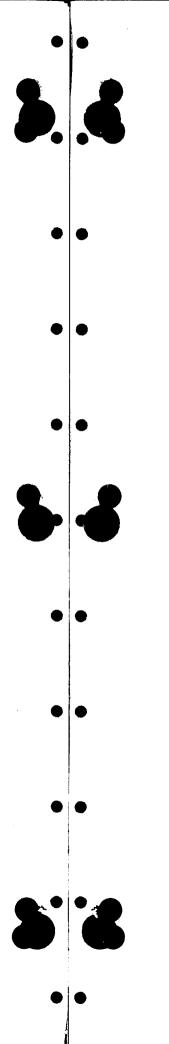
"In training with the Community and Agencies I found out that not all people hate kids, but some of the people that we met with did have some hatred for kids and I found it hard to talk to them about the problems of kids and parents. Also I learned that some of the people think that if you give a kid a chance he or she will try to take advantage of there privilage, but the only thing that adults have to understand is that all kids the same. In working with the Community I have learned to listen to what adults have to say instead of letting it go in one hear and out the other."

\* \* \* \*

"One thing that we did that I wish we wouldn't have done was keep putting things off and saying that we were going to do certain things in the very near future, we should have got down to business and did it right away. I find that I do that even around the house and especially about my school work. I think most people do this but if we would put our minds to doing something and stick to that, we would get a lot more done in less time. When we do this it would just put us that much more further behind so we really never did catch up with ourselves."

\* \* \* \*

"I have learned that to get anywhere in life and school, you just about have to go along with the way things are set up or forget it. That's the way it is run any how but if you don't want to be a phony and really stick with what you say, you will make it a lot further now days because then you have the satisfaction of knowing that you have stood up to what you believe in and you don't care what society thinks as long as you don't go to an extent. I would rather be this type of person any day than to be cowardly and two faced and I have learned to be this type of person. You will find that



most kids admire and respect this type of person than the kind that just sits back and takes everything in. This to me is the most important thing in the world!!!!!"

"I hope that when school is out that we can all get together and plan a big picnic maybe to the coast or someplace out of town where we can be more or less together like one big happy family!!!!!!!

\* \* \* \*

Training Session I

VISTA TRAINEES

DATE:

November 8, 1966

40

TRAINING CONSULTANTS: Doris Stubbs; Jon Jennings; Lori Baldwin; Margaret Johnson; Margie Shields; Richard Hand; Frank Johnson

NUMBER OF TRAINEES:

TYPE OF TRAINEES: A heterogeneous group of widely differing ages, backgrounds, and experiences, undergoing training to become Volunteers In Service To America.

**OBJECTIVES:** To provide Volunteers In Service to America (VISTA) a greater understanding of the needs and problems faced by youth.

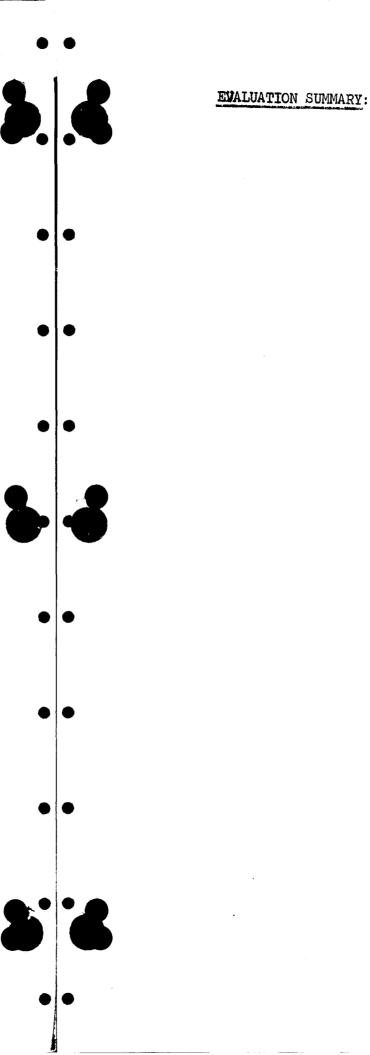
TRAINING PROCEDURE: Panel discussion by Youth Consultants, followed by audience participation in question and answer session.

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- CONTENT AND PRESENTATION: -- Lack of teen-age employment opportunities, especially those with some status involved (who wants to pick beans?)
  - --Discussion of factors in system which encourage dropouts to drop out
  - --Lack of educators to consider the non-collegebound student
  - --Student body control by college-bound, upwardly-mobile youth
  - --Lack of recreational outlets, leading to emerging possibilities for a unique teen-run youth center

PROGRAM SUPERVISOR'S COMMENTS:

This was a valuable session from the standpoint of pointing out to Youth Consultants areas in which they needed to improve; the VISTA seemed appreciative of the expressions by youths.



- -- The purpose of the session, according to both Youth Consultants and trainees, was to familiarize trainees with the Youth Consultant program. A substantial minority of both groups, however, perceived a discussion of youth problems as the purpose of the meeting.
- -- The trainees did in fact receive a good understanding of the Youth Consultant program.
- -- The trainees were most impressed with the frankness and honesty of the Youth Consultants but felt they needed more knowledge of youth problems, more preparation, and that program plans should be spelled out.
- --The Youth Consultants responded defensively to the trainees and felt they themselves had given an adequate presentation.
- --One-fourth of the trainees felt they had learned something new about youth problems, primarily the capacity of youth to solve their own problems. The Youth Consultants felt they learned nothing new about either teen-age problems or VISTA.

(For details, see Appendix A.1)

Training Session II

#### CASE AIDES

DATE:

November 18, 1966

TRAINING STAFF: Margaret Johnson; Jon Jennings; Margie Shields; Tom Peters (visitor); Stormey Mealer; Frank Johnson

20

NUMBER OF TRAINEES:

TRAINING PROCEDURE:

CONTENT AND PRESENTATION:

**OBJECTIVES:** 

TYPE OF TRAINEES: Volunteers to the Lane County Juvenile Department functioning as Case Aides.

To sensitize Juvenile Department Case Aides to the needs of adolescents.

Panel presentation followed by question and answer session.

--Undue emphasis placed on conformity with regard to clothing and hair styles

- --Youth disagreement with adult emphasis on the need for education
- --Youths' feeling that adults are 'big guns' in systems who treat youths as 'second-class citizens'
- --Adult supervision of teen-age activities: are police necessary or do they compound problems? could selected 'young adults' serve more adequately?
- --Recreation: lack of sufficient organized activities to meet needs of 'alienated' youth; discussion of the function of such activities as 'dragging the gut'

PROGRAM SUPERVISOR'S COMMENTS:

The session seemed productive to the extent that it raised considerable disagreement among the trainees themselves. Unfortunately, time did not allow for adequate discussion of some of the points raised, and the ability of the Youth Consultants to field questions and respond nondefensively was limited.



3.6

EVALUATION SUMMARY:

PROGRAM SUPERVISOR'S

COMMENTS (Continued):

The major portion of trainees arrived late so that the session did not begin until about 45 minutes after the scheduled time. Once started, the group was enthusiastic and the discussion lasted for about an hour past the scheduled closing time. Because of this, the volunteer coordinator in charge of the group asked that the trainees take questionnaires home and complete them by mail rather than to complete them at the end of the session. This resulted in a very poor return of questionnaires by the trainee group.

- --The evaluation of this session is limited to responses from the four Youth Consultants who attended the session and the Case Aide Supervisor. Time was not allotted for questionnaires to be filled out. An attempt was made to have trainees return questionnaires at a later date but this was not successful.
- --According to the Case Aide supervisor, the purpose of getting together was to expose lay people who are functioning as Case Aides and working with delinquent children to some of the feelings, attitudes, and expectations of youth who have been in trouble. Youth Consultants were not explicit in their expectations and seemed to be mixed between talking about both Youth Consultant and Case Aide programs.
- --The session was described by both groups as a discussion rather than a presentation.
- --The Youth Consultants seemed to establish a sympathetic rapport with the Case Aides, and did not respond in a defensive manner.
- --The Case Aides received a general understanding of the Youth Consultant program.
- --Suggestions for improvement included: more elaboration of the Youth Consultant program, more knowledge of youth problems and systems which they criticized, and more equal participation of Youth Consultants.
- --Some Case Aides received a reinforcement of their own ideas. Youth Consultants felt they had learned nothing new about youth problems.

(For details, see Appendix A.2)

#### Training Session III

UNIVERSITY OF OREGON (SOCIOLOGY) STUDENTS AND CHURCH-PARENT GROUP

#### DATES:

January 19, 1967

TRAINING CONSULTANTS: Jon Jennings; Margie Shields; Doris Stubbs; Margaret Johnson; Richard Hand; Ralph Mealer; Frank Johnson

98

NUMBER OF TRAINEES:

TYPE OF TRAINEE: About 10 trainees were parents who were members of the Wesley Methodist church adult group; the remainder were members of three undergraduate sociology classes whose attendance was a course requirement (their teachers had heard of the forthcoming meeting from one of the church members.)

<u>OBJECTIVES</u>: To provide a group of church-affiliated parents with a better understanding of their own relationship with their teen-aged children

TRAINING PROCEDURE: Skit designed to point out some of the kinds of conflicts teenagers have with parents; discussion between audience and Youth Consultant panel

CONTENT AND PRESENTATION:

N: --Skit involving parents, son and daughter, boyfriend, and peer, demonstrating dating situation and ensuing reactions by various persons --Discussion of parent-child relationships

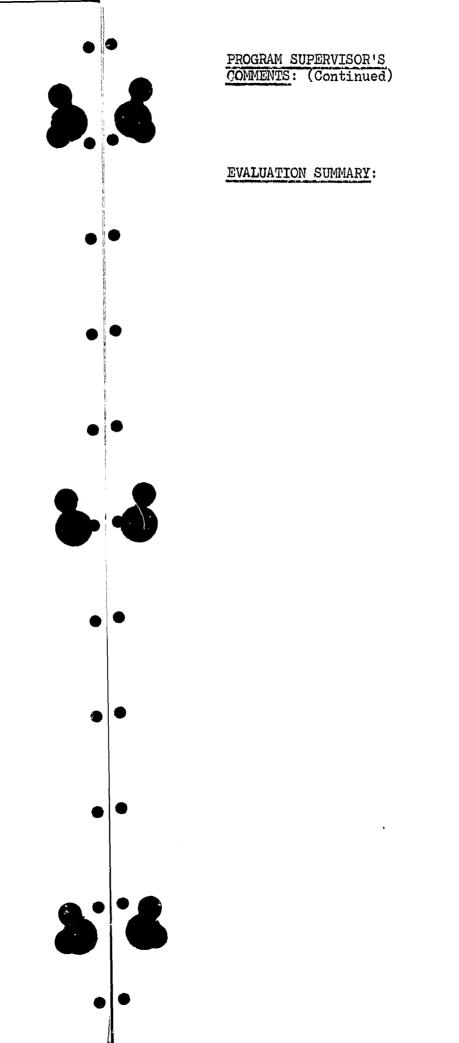
--Parents' responsibilities

--Youths responsibilities

PROGRAM SUPERVISOR'S COMMENTS:

In terms of the stated objectives, the session was not highly effective; the large number of university students in attendance tended to dominate the meeting and make an effective dialogue between Youth Consultants and parents somewhat difficult.

The unexpected presence of approximately 90 collegeage students presented a primary problem; the Youth Consultants had prepared a skit directed toward parents and experienced extreme discomfort at the prospect of presenting this skit before a highlythreatening group of near-peers. Their discomfort



greatly decreased effective presentation in the initial stages of the session; later they did fairly well. Poor acoustics and considerable "stage fright" caused the Youth Consultants to be hard to hear.

The evaluation of this training session has had to be based on insufficient trainee responses. As was true with the previous session, not enough time was allotted for trainees to respond to questionnaires.

- --The purpose of the session seemed clear to both trainees and Youth Consultants: to discuss parent-teenager relationships.
- --The session was a discussion rather than a presentation. The presence of an unexpected group of college students created a reticence on the part of Youth Consultants, and there was a noticeable lack of audience participation.
- --The openness and frankness of the Youth Consultants, as well as the insights they provided into parent-teenager relationships, was noted by a fair minority of the trainees.
- --The session could have been improved by having the Youth Consultants speak louder, participate more equally, and be better prepared for trainee questions.
- --A third of the trainees learned something new -mostly concerning the problem of youth-adult communication, but remained vague about the Youth Consultant program itself.
- --In general, the session lacked color and seemed to have little impact on either trainees or Youth Consultants.
- --Youth Consultants' apparently were prepared for a small parents' group, but not for a large group of college students. Nevertheless they felt they had explained their program a lequately.

(For details, see Appendix A.3.

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Training Session IV

YM-YWCA HI-Y AND Y-TEENS

DATE: January 24, 1967

TRAINING CONSULTANTS: Margie Shields; Jon Jennings; Lloyd McKenny; Margaret Johnson; Doris Stubbs

19

NUMBER OF TRAINEES:

TYPE OF TRAINEES: Male Hi-Y club members from South Eugene high school; female Y teen members from Pleasant Hill

OBJECTIVES: To bring about a closer understanding by each group of the other group through a discussion of the mutually chosen topic of Recreation.

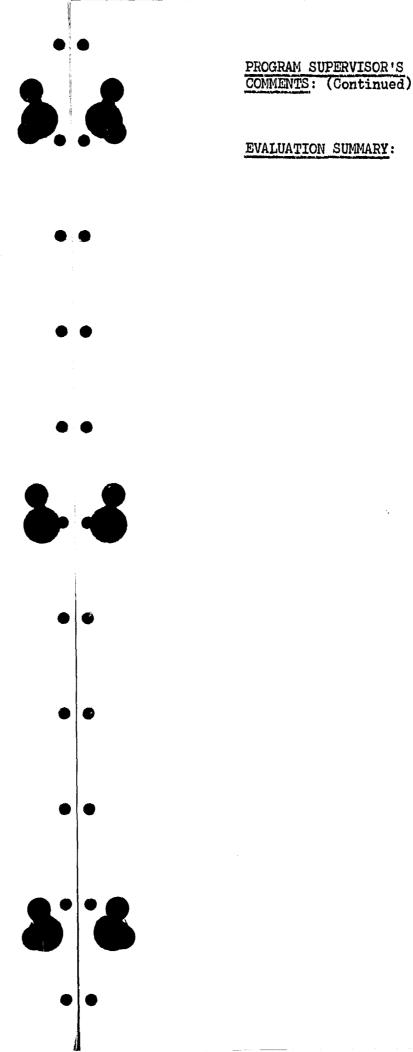
TRAINING PROCEDURE: Presentation by panel composed of two Youth Consultants and two Y Club members; group discussion.

#### CONTENT AND PRESENTATION: -- Recreation:

- --Effects of younger youth at dances; what age groupings should be
- --Recreational outlets described and compared between Eugene, Springfield, and Pleasant Hill --Who should supervise youth activities--police or young adults?
- --Kinds of recreation needed -- sports or other?
- --Problems in relations with parents --Limits --Difficulty in sharing information
- --Too-close parental supervision

PROGRAM SUPERVISOR'S COMMENTS: Throughout the initial discussion on recreation, the stereotypes of each group toward the other groups were very apparent. After the "ice-breaking" of the discussion on teen relationships with parents, communication was noticeably easier and a great deal of progress was made toward accepting and understanding of other group members.

No particular problems were noted. On one or two occasions, adult advisors felt a need to intercede during uncomfortable pauses; however, for the most



part, the session was youth-directed and, considering the heterogeneity of the group, quite well done.

- --The trainees were teenagers rather than adults. While mention was made by some Youth Consultants of the trainees' immaturity or younger age, they perhaps had less threat than the older teenagers (college group) at the Methodist Church session.
- --There was little doubt in the Youth Consultants' minds that the purpose of the session was to discuss recreational problems. This did not seem as clear to the trainees, suggesting they had not been sufficiently oriented in this direction.
- --A discussion of recreational problems did, in fact, take place.
- --The trainees did become sensitized to recreational needs of "other" youth.
- --The trainees expressed satisfaction with the Youth Consultant presentation.
- --The Youth Consultants developed some knowledge about recreational needs in the Pleasant Hill district.
- --The Youth Consultants had a feeling of a successful training session.
- (For details, see Appendix A.4)

#### Training Session V

#### SPRINGFIELD TEACHERS SESSION I

48

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DATE:

January 30, 1967

TRAINING CONSULTANTS:

NUMBER OF TRAINEES:

TYPE OF TRAINEES:

Sant Star

OBJECTIVES:

TRAINING PROCEDURE:

CONTENT AND PRESENTATION:

--Reasons for dropping out and handicaps faced by dropouts

Jon Jennings; Margie Shields; Margaret Johnson;

Teachers, counselors, and school administrators

meeting together as an extension class from the University of Oregon on the disadvantaged student.

All trainees were from the Springfield school

To sensitize teachers to the needs of alienated

Panel presentation followed by audience partic-

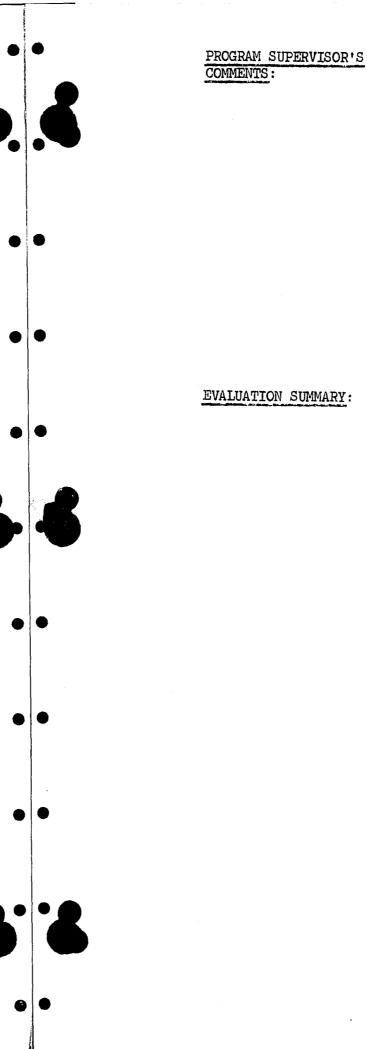
Doris Stubbs; Ralph Mealer; Lloyd McKenny;

Richard Hand (sat in audience to observe)

- --Need for teachers to be interested in subject matter and to present in a stimulating fashion (not coaches teaching history but discussing football)
- --Inadequacies of grading system

--Discussion of alienating effects of grouping youth in ability levels

- --Discussion of difficulties arising out of attempts to regulate clothing and hair styles --Youths' observations on power of student body leaders and the lack of consideration of lower-
- performance youths' needs
  --Need for schools to allow youth to learn
  responsibility, neither by parcelling out
  unimportant areas nor by dumping total
- responsibility, but through involvement and sharing of both youth and adult.
- --Favoritism shown by teachers and its effects on youth



This seemed a very successful program, in view of the enthusiasm of both trainee and Youth Consultant response; the Youth Consultants were extremely spontaneous and open and seemed less defensive than previously.

Arrangements for this session tended to be skimpy because of the difficulty in getting in touch with the class instructor; this perhaps worked to the advantage of the Youth Consultants, in that they went to the session without a well-rehearsed outline to follow and consequently gave a more relaxed and spontaneous presentation.

The teachers tended to get "hung up" on the primary negative expression of opinion by Youth Consultants; this could perhaps be minimized in future sessions by more adequate introduction and description of the purposes of the session.

- --The purpose of this session as perceived by the trainees was for the Youth Consultants to present the views of dropout and other school problem youth.
- --The session was a primarily superficial discussion with an exchange of views between youth and adults. Defensiveness was apparent in both groups.
- --The trainees appreciated the frankness and honesty of Youth Consultants. A substantial minority felt they had learned something new about teenage problems, received a better understanding of youth's view, and some felt more motivated to deal with classroom problems.
- --The program could have been improved by providing more specificity and more information concerning the Youth Consultant program and by a less defensive attitude.
- --The Youth Consultants didn't learn anything new about youth problems or the school program but they felt less antagonistic toward teachers than they had anticipated.

(For details, see Appendix A.5)

Training Session VI

#### SPRINGFIELD TEACHERS SESSION II

52

#### DATE:

February 1, 1967

TRAINING CONSULTANTS: Lloyd McKenny; Ralph Mealer; Jon Jennings; Margie Shields; Doris Stubbs; Margaret Johnson; Frank Johnson

NUMBER OF TRAINEES:

TYPE OF TRAINEES: Teachers, counselors, and administrators from the Springfield school district who were members of an extension class offered by the University of Oregon on the disadvantaged student.

OBJECTIVES: To sensitize teachers, administrators, and counselors to the feelings and needs of teenagers.

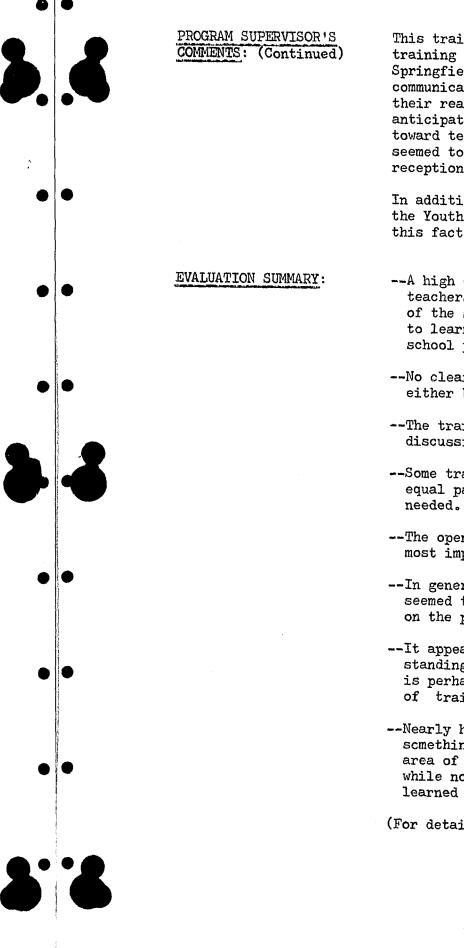
TRAINING PROCEDURE: Informal Youth Consultant panel; general discussion.

CONTENT AND PRESENTATION:

--Youth observations about treatment of dropouts and potential dropouts

- --Need for teachers to like students and subject material
- --Problems caused by excessive attempts by administrators to control hair and clothing styles
- --Problems involved in ability-grouping and grading systems
- --Discussion of responsibility--youth's felt need for help in learning how to handle responsibility, and the problems involved in present systems of assigning areas of responsibility
- --Discussion of feelings of alienation from peers and adults by non-college-bound youth.

PROGRAM SUPERVISOR'S COMMENTS: Apparently this was a less effective program, in that the trainees appeared highly defensive and were argumentative with the Youth Consultant expressions of feeling. Nonetheless, subsequent discussions with several members of the class suggest that the session had had considerable impact to many of the trainees.



This training session followed by two days a training session with 48 other teachers from the Springfield school district. The first group had communicated to trainees of Session II some of their reactions, and the trainees from this session anticipated the expression of negative opinions toward teachers by the Youth Consultants; this seemed to result in the cool and rather antagonistic reception of the trainees.

In addition, several previous teachers of two of the Youth Consultants were in the audience, and this fact might have influenced their presentation.

--A high degree of consensus was evident among teachers and Youth Consultants as to the purpose of the session; the purpose being for teachers to learn about the views of dropouts and other school problem youth.

--No clear description of what happened is evinced either by teachers or Youth Consultants.

--The trainees felt they got more out of the discussion than the Youth Consultants did.

--Some trainees and Youth Consultants felt more equal participation by panel of Consultants was needed.

--The openness and frankness of the Youth Consultants most impressed the trainees.

--In general, the greatest lack in the session seemed to be in its direction and enthusiasm on the part of either group.

--It appears that neither group achieved an understanding of one another's program, though this is perhaps more true of Youth Consultants than of trainees.

--Nearly half of the trainees felt they had learned scmething new about teenagers, primarily in the area of communication and rules and regulations, while none of the Youth Consultants felt they learned anything new.

(For details, see Appendix A.6)

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DATE:	•

TRAINING CONSULTANTS:

NUMBER OF TRAINEES:

TYPE OF TRAINEES:

**OBJECTIVES:** 

TRAINING PROCEDURE:

1.

CONTENT AND PRESENTATION:

Training Session VII

FLEMENTARY TEACHERS SESSION I

February 8, 1967

15

Margie Shields; Jon Jennings; Margaret Johnson; Doris Stubbs; Frank Johnson

Elementary school teachers from Grades 1 through 6; four intern or student teachers; and elementary school principal.

To assist elementary teachers to a better understanding of how students feel toward teachers. with the underlying hope that by such sensitization teachers would become more aware of their role in relation to elementary students.

Informal presentation by Youth Consultants around the general topic of "How Teachers Are Seen by Kids": group discussion followed.

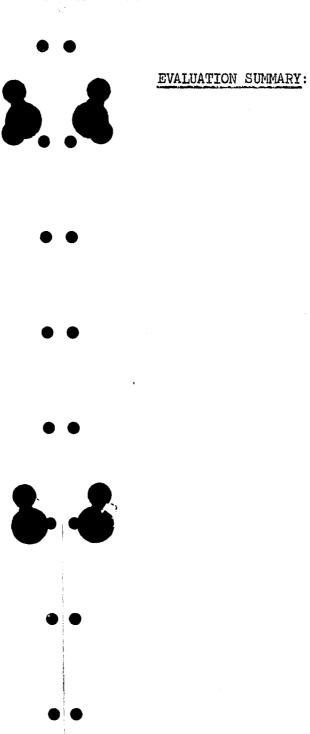
--Youth Consultant recall of grade school teachers --Need for teaching of responsibility beginning in early grades

--Importance of teachers to children--need for "human-ness"

--Feelings of non-outstanding child in class --Administration of schools 'now' and 'then'

PROGRAM SUPERVISOR'S COMMENTS:

Despite a somewhat guarded interraction by nearly all present, the session seemed successful in that the teachers were enthusiastic about the possibilities of future contacts with the Youth Consultants and the Youth Consultants seemed rather surprised at the "human-ness" apparent in at least some of the teachers. The group was small enough to enhance communication and it seems likely that productive follow-up can occur.



--The session primarily was a discussion, though a minority of trainees took note of Youth Consultant presentations.

--A majority of the trainees felt they had learned something new about youth problems. A substantial minority felt they received a better understanding of student needs and likes and dislikes about teachers, but didn't feel they had received an adequate presentation of the Youth Consultant program.

--The presentation could have been improved by more frankness on the part of Youth Consultants, suggestions for solutions to problems, more equal participation by Youth Consultant panel, and an evidence of more interest in teachers' point of view. From the Youth Consultant point of view, the teachers could have asked more questions.

-- The Youth Consultants appreciated the feeling of friendliness and interest they received from teachers. Mutual defensiveness was lower in this session than in preceding sessions.

--Youth Consultants didn't feel they had learned anything new about teen-age problems. Some, though not the majority, felt they understood teachers better.

(For details, see Appendix A.7)

--The purpose of the session as perceived by both groups was for teachers to learn about the views of Youth Consultants toward teachers and school.

--In general, it appears that the trainees got more out of this session than did the Youth Consultants.

· · · ·	Training Session VIII			Training Ses
<b>EI.</b> EMI	ENTARY TEACHERS SESSION II		U OF OREGON	SOCIOLOGY CLASS
DATE:	February 16, 1967	••••	DATE:	February 20
TRAINING STAFF:	Jon Jennings; Margaret Johnson; Lloyd McKenny, Richard Hand; Doris Stubbs; Stormy Mealer; Margie Shields	•	TRAINING STAFF:	Doris Stubb Jon Jenning
NUMBER OF TRAINEES:	16		NUMBER OF TRAINEES:	16
NOTIDER OF TRAINEES.	15	• •	TYPE OF TRAINEES:	University (
TYPE OF TRAINEES:	Elementary school teachers; intern (student) teachers; and elementary school principal.			class)
OBJECTIVES:	To continue the goals set forth in Training Session VII, furthering the sensitization of teachers to feelings of teenagers regarding their school experiences.		OBJECTIVES:	To present in related to of facilities a college stud
TRAINING PROCEDURE:	Informal group discussion by Youth Consultants and teachers.	2.2	TRAINING PROCEDURE:	Panel presen followed by
			CONTENT AND PRESENTAT	ION:Recreation -
EVALUATION SUMMARY:	The purpose of this session primarily was to improve teacher-youth (student) relationships.			ing teacher involvement
	A good discussion took place the second session, providing a more personal look at both groups with Youth Consultants talking more about their personal interests and teachers talking about their motives for becoming teachers.	•	EVALUATION SUMMARY:	The traind session, youth in t Consultant
	This second session also provided both groups with a better understanding of one another.	• •		youth prod reflected that the j ences and
	The criticism of not enough equal participation of Youth Consultants remains.			Neither to
	The frankness and honesty of Youth Consultants were appreciated by the teacher trainees.	• •		nite pictu There was a panel pu
	Three of the eight teachers and none of the Youth Consultants felt they had learned something new about youth problems.			session. Trainees d of an inc
	(For details, see Appendix A.8)	8.8		of youth a

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Session IX

LASS ON CRIME AND DELINQUENCY

20, 1967

ubbs; Ralph Mealer; Lloyd McKenny; ings; Margie Shields

y class in juvenile delinquency (evening

nt Youth Consultant experiences as they to community agencies, schools, recreational es and employers to a group of night-school students

esentation with question and answer period, by general discussion

on -- its availability, limitations, needs -- problems and suggested changes regardner and administrator roles, student ent, responsibilities, etc.

ainees were not clear about the purposes of the h, whether or not it was to discuss problems of in the community, or to learn about the Youth tant program, or to hear some solutions to problems. This lack of understanding was ted by the Youth Consultants with some feeling he purpose was to talk about community experiand others that it was to talk about delinquency.

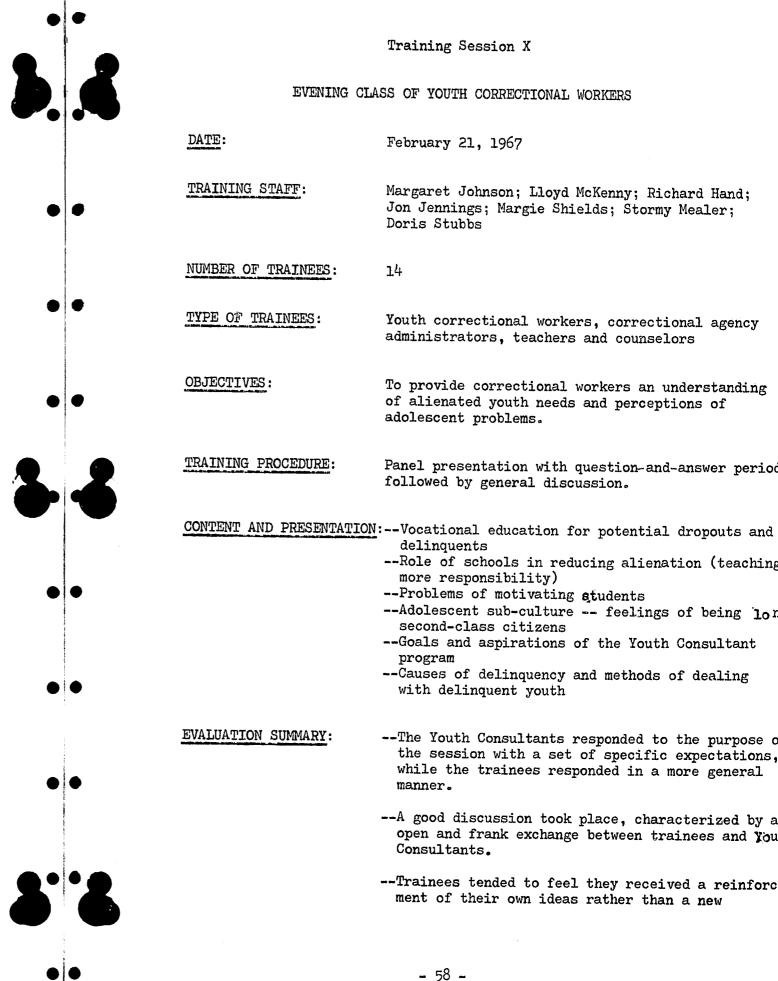
r trainees nor Youth Consultants had a defiicture of what occurred in this session. was little agreement about whether it was I presentation or a question-and-answer 1.

es benefited from the session mostly in terms ncreased awareness of the recreational needs th and an improved understanding of youth

problems in general. The session was not valuable from the Youth Consultants' point of view.

- --A slight majority of the trainees felt they achieved some slight understanding of the Youth Consultant program, but noted lack of structure or organization in the presentation itself.
- -- The Youth Consultants were aware afterwards of their own lack of preparation for the session,
- --About a fourth of the trainees felt they had learned something new about teenage problems, particularly as they related to leisure-time activity. None of the Youth Consultants felt they had learned anything new about teenage problems.

(For details, see Appendix A.9)



Margaret Johnson; Lloyd McKenny; Richard Hand; Jon Jennings; Margie Shields; Stormy Mealer;

Youth correctional workers, correctional agency administrators, teachers and counselors

To provide correctional workers an understanding of alienated youth needs and perceptions of adolescent problems.

Panel presentation with question-and-answer period followed by general discussion.

--Role of schools in reducing alienation (teaching more responsibility) --Problems of motivating students --Adolescent sub-culture -- feelings of being loners, second-class citizens --Goals and aspirations of the Youth Consultant --Causes of delinquency and methods of dealing

with delinquent youth

-- The Youth Consultants responded to the purpose of the session with a set of specific expectations, while the trainees responded in a more general

--A good discussion took place, characterized by an open and frank exchange between trainees and Youth

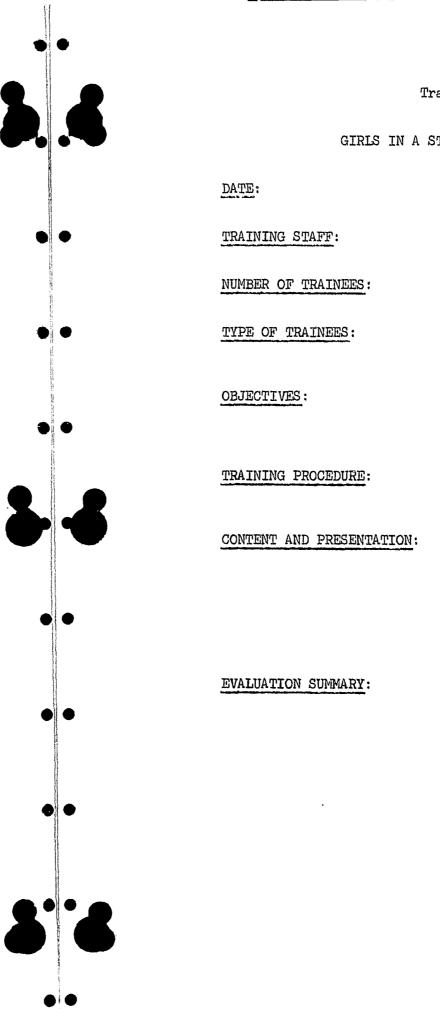
--Trainees tended to feel they received a reinforcement of their own ideas rather than a new

understanding of youth problems.

- --The honesty and lack of reticence on the part of the Youth Consultants most impressed the trainees.
- --The trainees' criticisms were directed toward their own group in terms of audience domination, and the Youth Consultants' criticisms were directed toward their own group relating to unequal participation.
- --The session helped trainees to understand the Youth Consultant Program, and this was accurately perceived by the Youth Consultants, although several of the trainees mentioned previous knowledge since the class instructor was also the Youth Consultant Project Director.
- --The Youth Consultants felt they had attained an understanding of the institutional workers' program, and three of the seven felt they had learned something new about teenage problems. One mentioned finding what kids in institutions feel like was new knowledge.
- --New knowledge gained by the adults centered mostly on the awareness of adult-teenager communication problems and teenagers' dislike of rules.

(For details, see Appendix A.10)

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10.

#### Training Session XI

#### GIRLS IN A STATE CORRECTIONAL SCHOOL

March 7, 1967

Jon Jennings; Margie Shields; Stormy Mealer

12

Residents of a state institution for delinquent girls

To increase each group's understanding of the other through a discussion of youth problems and possible solutions

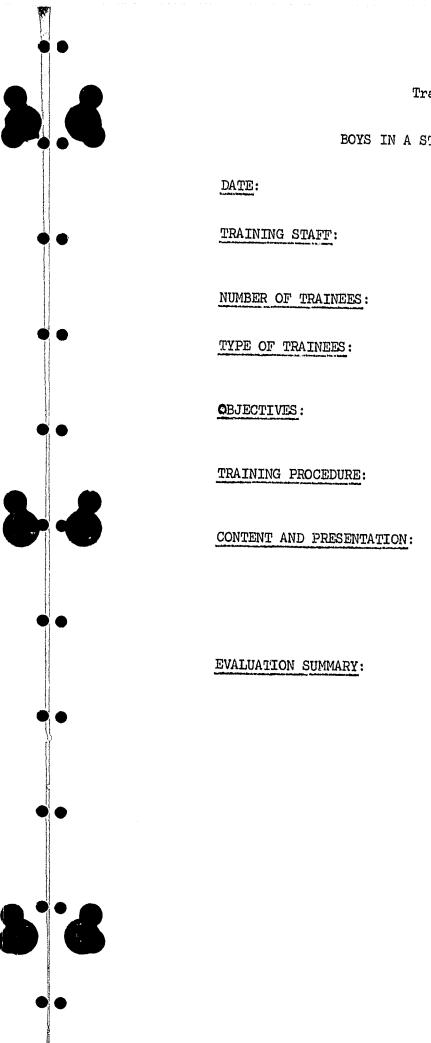
Informal discussion with Youth Consultants talking about their program

- --Youth Consultants told about things they wanted to do and future plans.
- --Talked about how the girls felt about being in H\_\_\_\_\_.
- --Discussed what they do in H for recreation and schools and how long they have to stay.
- --The purpose for getting together was seen by each group as that of gaining knowledge of the other groups' activities.
- --There was a relationship between what was perceived as the purpose of the session and what occurred.
- --The Youth Consultants felt they got more from the session than did the trainees, and the negative response of the trainees seemed largely related to their feeling that the Youth Consultants were neither prepared nor organized in their presentation.

- 60 -

- --The majority of the trainees found the Youth Consultants ill-prepared and unorganized but the Youth Consultants see any problem that may have occurred with the session as being the fault of the trainee group.
- --The trainees found the Youth Consultants overconcerned with teen-age night clubs and generally without original ideas.
- --Neither group, for the most part, learned anything new about teen-age problems.
- --Neither group received an understanding of the others' program.

(For details, see Appendix A.11)



Training Session XII

BOYS IN A STATE CORRECTIONAL SCHOOL

March 16, 1967

Richard Hand, Stormy Mealer, Margaret Johnson, Margie Shields, Lloyd McKenny

8

Residents of a state institution for delinquent boys

To stimulate mutual understanding through discussion of delinquency and youth problems

Informal discussion of Youth Consultants with the boys

--How youth and adults see the boys in M

--Causes of delinquency relating to the boys who were there.

--Problems of law enforcement and how it looks at kids in trouble.

--The purpose was not clear. The trainees felt the purpose was for Youth Consultants to talk about the Youth Consultant program, while the Youth Consultants felt the purpose was for the boys to talk about their experiences at the training school.

--What happened was a discussion of the problems of institutionalized boys.

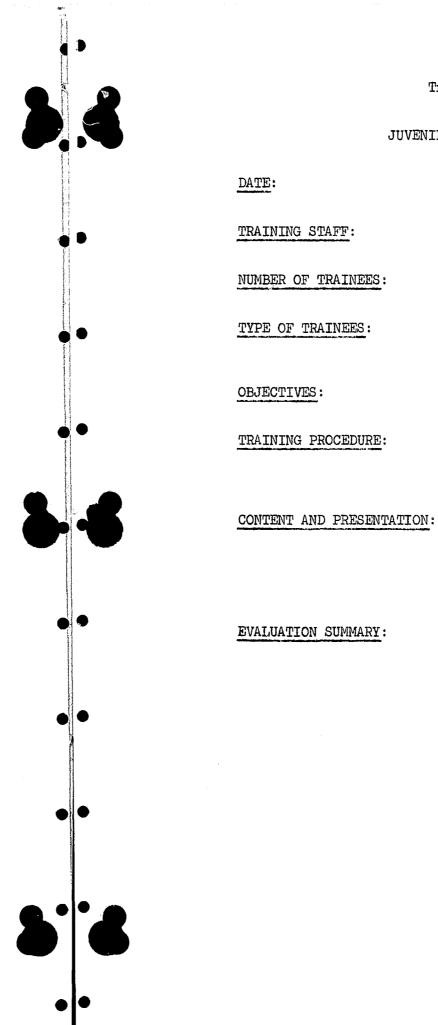
--The trainees appreciated an opportunity to talk about themselves.

--The Youth Consultants were more critical of themselves, feeling they should have talked more.

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- --The Youth Consultants were receptive and the boys also felt that an understanding was developed between Youth Consultants and institutionalized youth.
- --The trainees felt they derived more of an understanding of the Youth Consultant program than the Youth Consultants thought they did.
- --The Youth Consultants received a limited understanding of the institutional program.
- --Neither group learned anything new about teen-age problems for the most part.

(For details, see Appendix A.12)



#### Training Session XIII

JUVENILE COURT DETENTION STAFF

April 6, 1967

Richard Hand, Jon Jennings, Margie Shields

15

Group care staff of county juvenile court detention facility

To talk on detention

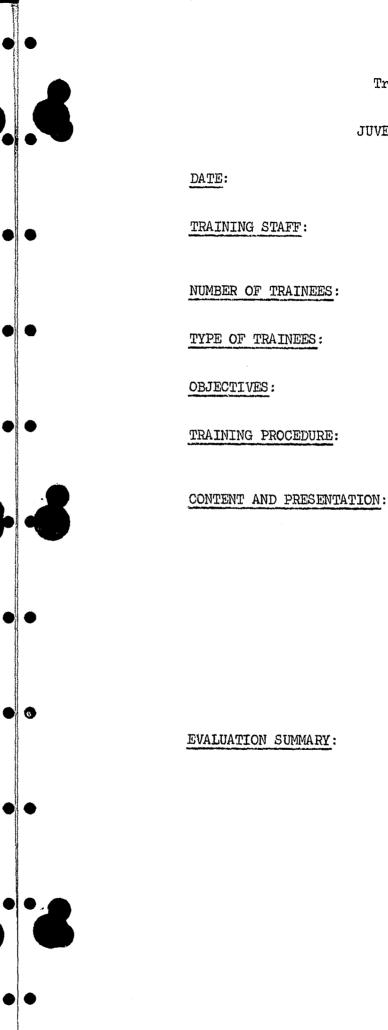
Youth Consultants discussed their program - what they had been doing and what they wanted to do in the future.

- --Talked about detention, its good and bad points.
- --Discussed halfway house.
- --Why kids get into trouble and what they want out of detention.
- --The purpose of the session to both groups was to discuss youth problems as they relate to youth contact with the juvenile court.
- --A mutual discussion occurred around delinquency and the juvenile court.
- --The juvenile detention workers got the feelings of the Youth Consultants about detention facilities and needs.
- --The Youth Consultants should have been better prepared and more Youth Consultants should have attended the session. This was felt by both groups.
- --At least a tentative kind of communication ensued between juvenile court workers and Youth Consultants.

- 64 -

- --The two major criticisms of trainees -the lack of explanation of the program and the lack of preparation on the part of Youth Consultants -- were not recognized by the Youth Consultants. The Youth Consultants felt that the major fault of the session was that neither group talked enough.
- --The Youth Consultants received a better understanding of the juvenile court program than juvenile court workers did of the Youth Consultant program.
- --This session was highly successful in terms of the fact that the juvenile court detention staff felt they did learn something new about teen-age problems, primarily in terms of how teen-agers feel and secondarily in terms of teen-agers' perceptions of the juvenile court.

(For details, see Appendix A.13)



Training Session XIV JUVENILE COURT COUNSELORS April 12, 1967 Jon Jennings, Margie Shields, Lloyd McKenny 15 Counseling staff of juvenile court To talk on problems of counselors Description of Youth Consultants - then general discussion --What is delinquency? -- How does youth look at the counselors? a. In-school counselors b. Out-of-school counselors 1. As seen by non-alienated youth 2. As seen by alienated youth --How does youth see the juvenile court? --How does the counselor see kids? - Qualities of a good counselor a. Improvements in the system b. Present good qualities --Who needs counseling --Who needs detention --There was agreement between counselors and Youth Consultants that the purpose of the session was for youth to express

its point of view to the counselors.--While what was expected was a presentation by the Youth Consultants, what did occur

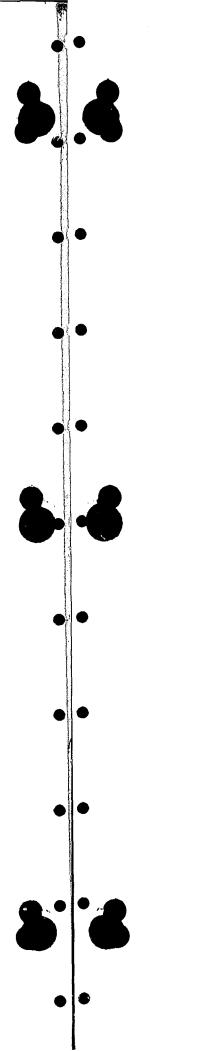
was a general discussion.

--One session was inadequate for either group to achieve whatever communication they were motivated to achieve.

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- --More than three Youth Consultants should have been present.
- --The trainees were not satisfied with the generality of the discussion -- they wanted something more specific.
- --The best thing about the discussion was the opportunity it provided for a free exchange of ideas.
- --A vagueness as to accomplishment and an underlying notion that a definite preparation was not planned by the Youth Consultants were apparent.
- --There was a disparity between the trainees' feeling that they didn't receive an understanding of the Youth Consultant Program and the Youth Consultants' perception that the trainees did receive an understanding.
- --Youth Consultants felt they received more of an understanding of the counselors' program than counselors felt they transmitted.
- --Few of the counselors and none of the Youth Consultants felt they learned anything new about youth problems.

(For details, See Appendix A.14)



FERSON

TRAINING STAFF:

DATE:

NUMBER OF TRAINEES:

TYPE OF TRAINEES:

**OBJECTIVES:** 

TRAINING PROCEDURE;

#### CONTENT AND PRESENTATION:

PROGRAM SUPERVISOR'S COMMENTS: Training Session XV

PERSONNEL MANAGERS ASSOCIATION

April 19, 1967

Lloyd McKenny, Margie Shields, Richard Hand, Frank Johnson

7

Business and industry leaders representing a large general hospital, city government, and three lumber companies

To sensitize business leaders to the feelings of youth and to expose Youth Consultants to the position of employers

Informal presentations followed by questionand-answer period

--Current employment situation in Lane County --Youths' feeling about employment availability employer expectations discrimination by education, experience,

and past performance

- --Business and industry's investment in youth problems
- Cost of employee failure
- --Changing avenues to success--"then and now" Requirements of "certification" Increased numbers of applicants per job
- Impersonality of employment practices --Employee expectations of prospective applicants (in terms of dress, presentation, expressed motivation and interest, goals, etc.)

The session started slowly, with trainees arriving with varying degrees of lateness, which disrupted and shortened the planned Youth Consultant presentation and, to some extent, set the stage for informal discussion. The session was thus shortened, and a wellstructured presentation of the history of the Youth Consultant program was not possible.

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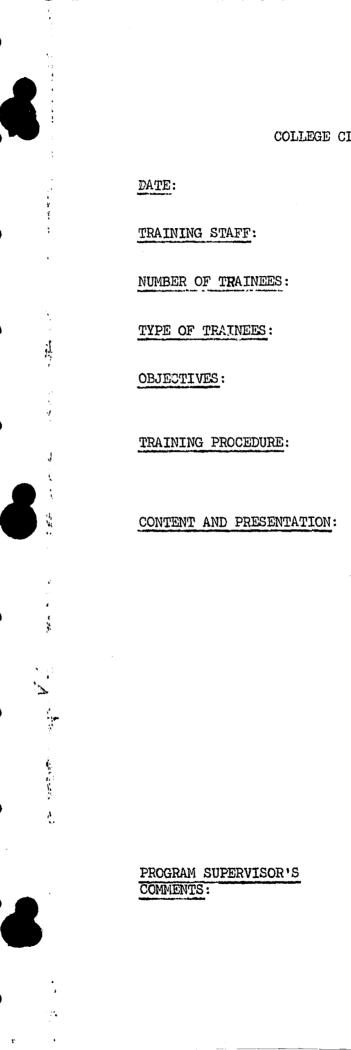
#### PROGRAM SUPERVISOR'S COMMENTS: (Continued)

Trainees assumed information - giving roles, answering many questions of Consultants regarding employment; there were insufficient opportunities for Youth Consultants to express their feelings. However, trainees appeared interested in the meeting, two remaining for over an hour past the end of the session to chat with the youths.

- EVALUATION SUMMARY:
- --The purpose was specific to discuss the problems teen-agers have and the actions they should take in finding employment.
- --The discussion appeared to center primarily around the securing of employment by youth.
- --The Youth Consultants got much more out of the session than did the Personnel Managers.
- --The Youth Consultants did not succeed in communicating with adults about their own viewpoint.
- --The session seemed to have been without a plan and not enough Youth Consultants were present to make it worthwhile.
- --Sufficient time was not allotted for the topic.
- --The Personnel Managers received little understanding of the Youth Consultant program.
- --While the Personnel Managers didn't feel they had communicated much to the Youth Consultants, the Youth Consultants felt they got quite a bit out of the session in this sense but did not reflect this to the Managers.
- --A one-sided benefit is definitely suggested again in that while Youth Consultants learned something about employment for youth, Personnel Managers learned nothing new about youth.

(For details, see Appendix A.15)

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Training Session XVI

COLLEGE CLASS IN RECREATION MANAGEMENT

April 27, 1967

Margie Shields; Doris Stubbs; Frank Johnson

50

University class in recreation management

To sensitize future recreation staff to the needs of alienated youth

Brief presentations on recreation and education followed by question-and-answer discussion

--Effects of "labeling" by adults --Youth's ability to perceive genuine interest and concern on the part of adults

--Youth's felt need for responsibility --Importance of social equality between youth

and adults

--Role of adults in teaching youth to relate to "different" children

--Tendency for programs to exclude members of other social classes

--Youth's need for appropriate supervision

--Youth's perceptions of status-seeking as "phony"

--Tendency for adults to impose too many rules --Importance of youth participation in decision

making

--Need for adults to respect, accept, and

listen to youth but not to try to be like them

--Useful role of adults as consultants to youth, sharing experience and knowledge

This appeared to be a mutually stimulating session, with considerable interest demonstrated among trainees in terms of their questions and participation. Having only

- 70 -

#### PROGRAM SUPERVISOR'S COMMENTS: (Continued)

two Youth Consultants involved seemed in many ways advantageous, allowing for fuller contributions by each and alleviating the problem of "not enough participation" by some Consultants which had previously been noted. The class instructor summarized points made and reemphasized them at the close of the session, which perhaps increased the learning of the trainees.

#### EVALUATION SUMMARY:

--Trainees saw the session as an opportunity to hear youth's point of view, while Youth Consultants saw the session as an opportunity to enter into a discussion with trainees about problems.

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- --What did occur was a presentation by Youth Consultants followed by a question-andanswer period.
- --Both the college class and the Youth Consultants felt a definite benefit from the session. The Youth Consultants did transmit a better understanding of youth problems to the trainees, and the college group lessened the feeling of alienation of Youth Consultants from a college population.
- -- The Youth Consultants were inadequately prepared, and this lack was noticed by the trainees.
- --Youth Consultants could have improved the session by talking more about their own experiences, being more specific, being more articulate, and talking more about their own program.
- --The discussion was open, free-flowing, and friendly.
- --The trainees received an understanding of the Youth Consultant program.
- --Nearly one-half of the trainees received new information about teen-agers and a substantial minority felt their own ideas about youth problems were reinforced.

(For details, see Appendix A.16)

# TRAINING STAFF:

NUMBER OF TRAINEES:

TYPE OF TRAINEES:

DATE:

**OBJECTIVES:** 

7

TRAINING PROCEDURE:

# CONTENT AND PRESENTATION:

EVALUATION SUMMARY:

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Training Session XVII

EVENING CLASS OF YOUTH CORRECTIONAL WORKERS

May 9, 1967

Doris Stubbs, Richard Hand, Margie Shields, Margaret Johnson, Lloyd McKenny

Youth correctional workers, correctional agency administrators, teachers, and counselors

To provide an understanding of alienated youths' needs and their perceptions of adolescent problems to correctional workers

Panel presentation with question-and-answer period followed by general discussion

--Talked about problems: --in the home parents' view youth view --in institutions parents' view youth view administration's view --in school parents' view youth view administration's view

- --Youth Consultants saw the purpose as more of their putting on a presentation than did the trainees.
- --The trainees felt that what happened was a good discussion, while the Youth Consultants were critical of the session.
- --There seemed to have been some disorganization and lack of cohesiveness.

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EVALUATION SUMMARY: --Youth Consultants were reluctant to express themselves and this was noted by the trainees. --There was a lack of enthusiasm on the part of both Youth Consultants and trainees, and a noticeable lack of mention of the openness and frankness of Youth Consultants DATE: by trainees. --Little understanding of the Youth Consultant 0) TRAINING CONSULTANTS: program was transmitted to the trainees. --Little understanding of the trainees' program was communicated to the Youth NUMBER OF TRAINEES: Consultants. 10 --While the general tone of this session was TYPE OF TRAINEES: without a great deal of enthusiasm from either group, the correctional workers did learn something new about teen-age problems. **OBJECTIVES:** (۸) --For the most part, Youth Consultants learned nothing new about teen-age problems. (For details, see Appendix A.17) TRAINING PROCEDURE: CONTENT AND PRESENTATION: EVALUATION SUMMARY: 

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(Continued)

Training Session XVIII

YM-YWCA Y-TEENS

May 11, 1967

Margaret Johnson, Lloyd McKenny, Margie Shields, Richard Hand, Doris Stubbs

14

Female Y-teen members from Pleasant Hill and male Hi-Y members from Eugene

To bring about a closer mutual understanding between Youth Consultants and members of YM-YWCA

Formal discussion - led by Hi-Y's leader

--Talked about: --Is there a generation gap? --Personal environment causes change in restlessness --What effect has the A-bomb on our lives?

--Are Mod, Pop art, Rock, LSD, and Hippies true teen-age movements?

- --The purpose seems to have been some vague general discussion about youth.
- --What happened in the discussion seemed clearer to trainees than to Youth Consultants.
- -- The Youth Consultants' resentment of predetermined questions from outside their group was evidenced.
- -- The trainees derived something positive from the discussion, but the Youth Consultants were threatened by not being able to "control the show."

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--Some Youth Consultants were unable to participate adequately.

- --Neither group received an understanding of each other's program.
- --For a substantial minority of both groups there was a broadening of their perception of the interests of teen-agers.

(For details, see Appendix A.18)



# CONTINUED **10F9**

#### Training Session XIX

#### GRADUATE CLASS IN COUNSELING

DATE:

May 19, 1967

counseling

Informal discussion

Worked around:

counselor?

dropout?

11

Richard Hand, Lloyd McKenny, Margie Shields

University students attending class in

To formulate ideas on a "good" counselor

--What are the qualities of a grade school

--How would grade school use the counselor? --What can a counselor do for a potential

--How should a grade school counselor

react to certain problems?

NUMBER OF TRAINEES:

TRAINING GONSULTANTS:

TYPE OF TRAINEES:

**OBJECTIVES**:

TRAINING PROCEDURE:

CONTENT AND PRESENTATION:

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EVALUATION SUMMARY:

--The trainees expected an orientation to the Youth Consultant program, while the Youth Consultants had no purpose in mind.

--While trainees expected a presentation, what occurred was a discussion centering around schools and school counselors.

\_\_ The trainees were stimulated by the feelings expressed by the Youth Consultants, and, in general, the Youth Consultants felt warmly received by the trainees.

--More time was needed.

--The discussion didn't get off the ground.

- --Each group received more of an understanding of each other's program than either perceived as having communicated.
- --A minority of the counseling students felt they learned something new about teen-age problems.
- --None of the Youth Consultants learned anything new about teen-age problems.

(For details, see Appendix A.19)

DATE: TRAINING CONSULTANTS: NUMBER OF TRAINEES: TYPE OF TRAINEES: **OBJECTIVES:** TRAINING PROCEDURE: CONTENT AND PRESENTATION: EVALUATION SUMMARY:

HIGH SCHOOL MODERN PROBLEMS CLASS May 22, 1967 Lloyd McKenny; Margie Shields 25 12th grade students To inform youth of what we have learned from adults and gain more information on youth feelings Formal question-and-answer period --- How youth see: Administration Delinquent youth --What youth want from schools --Why youth find problems: At home With peers With adults At school With the law With employment -- The purpose of the session was clearly understood by both groups -- the class expected to receive a better understanding of delinquency, and the Youth Consultants expected to discuss delinquency. --A presentation by Youth Consultants did not occur, but a discussion did. --The session had a slow start.

Training Session XX

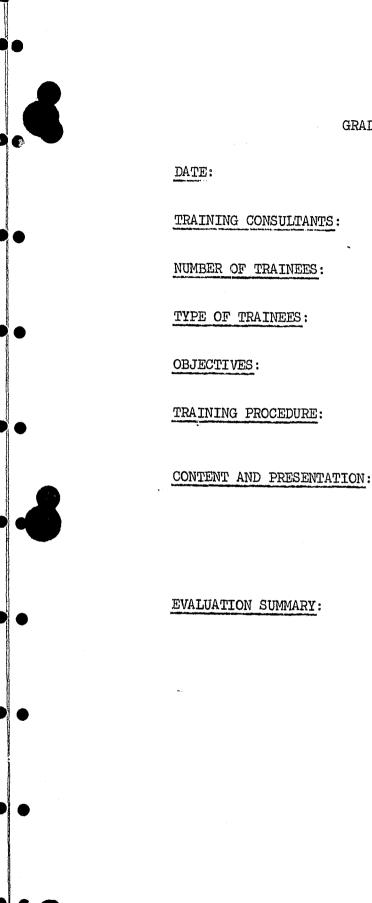
--Each group got a better understanding of "different" youth - a good exchange.

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--The Youth Consultants could have been better prepared - more preplanning.

- --The Youth Consultants could have spoken louder.
- --The Youth Consultants felt they had communicated a better understanding of .their program than the trainees felt they received.
- --A minority of the trainees did learn something new about teen-age problems particularly in the areas of delinquency and "dropoutcy."
- --One Youth Consultant felt he learned something new, and the other didn't.

(For details, see Appendix A.20)



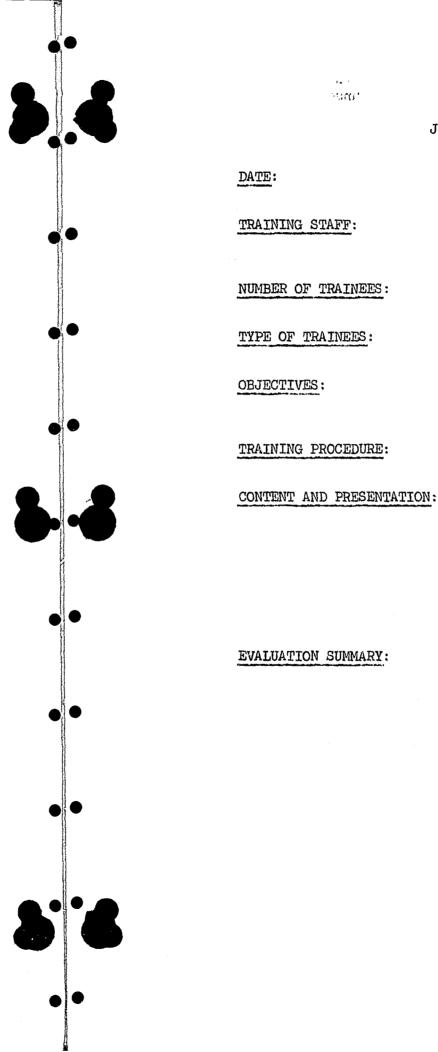
Training Session XXI GRADUATE CLASS IN COUNSELING May 26, 1967 Lloyd McKenny, Richard Hand, Margie Shields 11 Graduate students in counseling To formulate ideas on a "good counselor" Informal discussion (Continuation of May 19th session) --Talked about: --How is a counselor seen by kids? --What is the role of counselor? --What makes a good counselor? --Is a counselor on the side of administration or student? --The purpose of the session was to continue a discussion started a week ago and in general to improve youth-adult communication.

- --Primarily what occurred was a discussion of the role of the counselor.
- --It is unclear what each group got out of the session.
- --Youth Consultants could have participated more and more could have attended.
- --The best thing about the session was the frankness and honesty of the Youth Consultants.
- --The session had a slow start.

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- --At times the Youth Consultants were put on the spot by the trainees.
- --Each group got less of an understanding of the other's program than the other realized.
- --None of the Counselors felt they learned anything new about youth problems.
- --One of the three Youth Consultants felt he did learn something new.

(For details, see Appendix A.21)



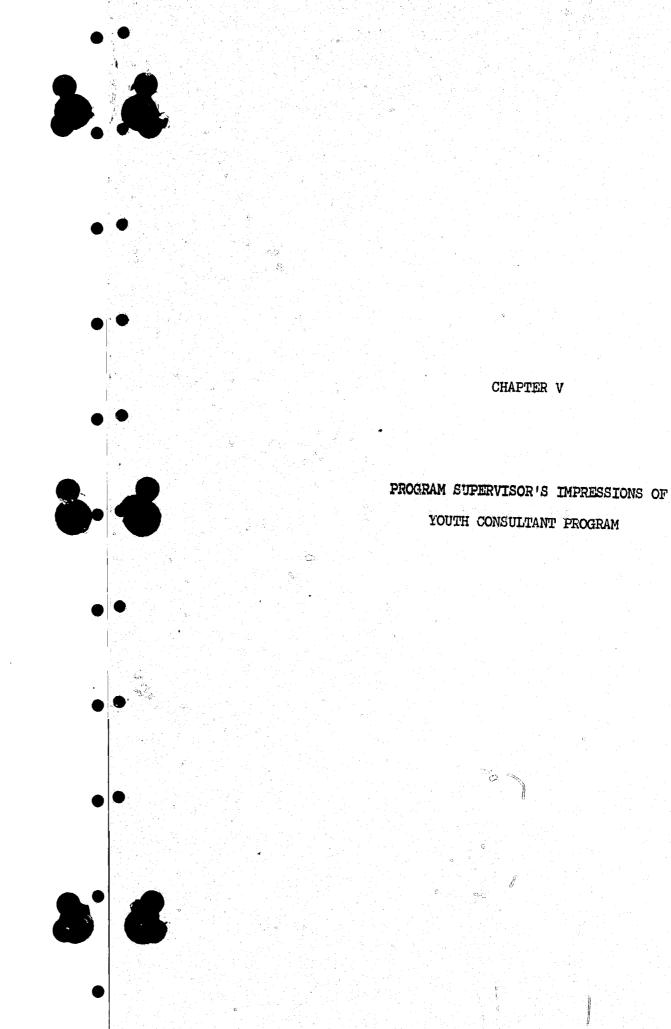
Training Session XXII JUVENILE COURT COUNSELORS June 15, 1967 Lloyd McKenny, Margie Shields, Doris Stubbs, Margaret Johnson 9 Counseling staff of Juvenile Court To discuss drug problems of teen-agers, sex problems, counselors in school General discussion There was no presentation given by the Youth Consultants. A. Drug problems, talking around LSD, marijuana, and how far it has gone in Eugene. B. Racial problems in Eugene. C. School counselors and juvenile counselors. -- The Juvenile Court Counselors approached the session with the hope of increasing understanding between the two groups, while the Youth Consultants were oriented toward (and seemed excited by) specific problems of youth. --What took place was a free-flowing discussion between Youth Consultants and Counselors. --Counselors derived enjoyment from the session and Youth Consultants' attitudes toward Counselors definitely became more positive.

--One Youth Consultant monopolized the discussion - more equal Youth Consultant participation would have been desirable.

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- --The best thing about the discussion was its spontaneity and the opportunity it provided Counselors to hear Negro teenagers express their feelings.
- --The session did not succeed in providing a better understanding of the Youth Consultant program to the Counselors, nor did the Youth Consultants feel that it would have been necessary to do so.
- --Youth Consultants received a better understanding of the Court program.
- --Juvenile Court Counselors did learn something new about teen-agers - particularly in terms of their feelings. Youth Consultants did not learn anything new about youth problems from the Counselors.

(For details, see Appendix A.22)



CHAPTER V

YOUTH CONSULTANT PROGRAM

#### CHAPTER V

#### PROGRAM SUPERVISOR'S IMPRESSIONS OF YOUTH CONSULTANT PROGRAM

Chapter VI deals with the more formal evaluation of the Youth Consultant Program by the Program Analyst. It seems appropriate, however, to present some impressions of the Program Supervisor relative to successes, failures, and potentially valid aspects of programs such as this. Impressions relative to psychological and/or social changes in both trainers and trainees suggest potential strengths and inherent weaknesses in programs utilizing the skills of "alienated" youth which might slip through a more formal evaluative procedure.

Impressionistically, a program such as the Youth Consultant Program does effect change, both in trainers and intrainees. Such change seems to occur primarily as a result of "nose-to-nose" contact. Although it seems trite to state it, it is nonetheless true that when people with differing viewpoints (e.g., adults and teen-agers) sit down to talk, and when some attempt is made to make this talk meaningful rather than superficial, communication does, in fact, occur and differences can as a result become less formidable. Certainly, differences are not resolved; but what seems to happen is that there is increased readiness on the part of both adults and teen-agers to consider the possibility of validity in the other's views.

It is difficult to state impressionistically that there was any kind of far-reaching or lasting change in adults who participated as trainees. The change in the viewpoint of the Youth Consultants was more evident, undoubtedly because of the closer relationships which developed over time. Rather than to further speculate about the degree of change which may have

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occurred, it seems pertinent to discuss the kinds of problems which are encountered in getting a dialogue started between adults and teen-agers. What kinds of problems seem to be encountered with youths? What kinds of things have to happen with adults who are in close contact with the youths? What kinds of organizational factors are involved?

There was a continuing problem of motivation on the part of Youth Consultants. Those selected (and most of those interviewed initially) seemed intrigued and highly interested in doing something about the problems of communication with adults. Most admitted first-hand knowledge of difficulty in communication and most were eager to do something about it. The majority were willing to involve themselves in these problems of communication because of the help youngsters other than themselves ultimately would receive. Despite interest and apparently sincere motivation, however, few were able to carry the problems through to solution. Even those with a desire to communicate had difficulty and few were able to trust adults sufficiently to express their thoughts with the program adult personnel, let alone generalized other adults. Most consultants had at some time felt injured by adults, and few, if any, were willing to take the first step in cementing adult-youth relationships. Thus, an essential part of training was to establish rapport or communication with program adults with the hope that increased ability to communicate with a few adults could be generalized to others. Stimulating motivation to deal with problems of communication continued to be a problem throughout most of the year; most of the youths were so sensitive to failure and so ready to perceive failure when failure did not in fact exist that constant reassurance was required. It was necessary not to contaminate this kind of reassurance

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with manipulation of direction which could have resulted in youths going through the motions of communicating with no underlying motivation to do so.

Closely related to this lack of motivation was the fact that most of the youths harbored a certain amount of animosity and mistrust toward adults, causing them to want to "let adults have it." That is to say, they had in the past felt misunderstood and maligned by adults, and felt a strong need to retaliate against adults. At this point, it seemed self-evident that if communication were in fact to occur, the Youth Consultants as trainers would have to be able to take the first step -- to perhaps go a little more than half-way to get things started. A second important aspect of the training phase was, then, getting the youths to the point of being able to take the initiative. It might have been much simpler just to capitalize on the youths' ability to artiand "err no more." However, it seemed ridiculous to assume that this tack would work. It did not seem feasible to expect that this selected group of youths would be able to give insight through a repetition of their personal experiences. It was not believed that adults could listen to the biased recitals of youths' experiences with parents and teachers and be

culate the hostility they bore toward adults and to encourage them to "give testimonials." It would have been easy to get them to vent their hostility on the stage, so to speak, with the hope that adults would hear, take heed, able to learn sufficiently. Rather it was felt to be mandatory that the adults and youths truly talk to each other on something other than a superficial level. To get youths who had difficulty in expressing themselves to be able to communicate with any degree of feeling, however, meant it

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would be easy to get involved in "treatment," which was not felt to be a function of this kind of demonstration program. There was the further possibility that if the youths were enabled to ocommunicate with some sincerity and some depth they might become "middle class," and by definition, as the youths became better able to communicate, they could no longer be called "alienated." This aspect was frequently commented upon by trainees who accused the youths of being "middle class" and "unable to understand the problems of problem kids." To respond to this criticism, consultants were tempted to fall back on testimonials about "how tough they'd had it," thereby avoiding communication on a meaningful level.

A real problem developed early between those youths who worked fulltime and those who worked part-time. Each seemed to have a different commitment to the program: the full-time youths were investing considerably in it, whereas the part-time youths continued to invest part of themselves into school. In order to give the youths sufficient shared experiences to make them truly a group, it was frequently easy to "kill time" until the part-time youths arrived at work. This maneuver was resented by the full-time youths, needless to say, and created friction between the two groups. Allied with this problem was the fact that there was actually great difficulty in finding enough tasks to keep either full- or part-time youths busy. Short of invented "busy work," it was impossible to keep youths constantly talking with groups of adults. Nor could other kinds of meaningful experiences be found to keep youths fully occupied and motivated. The Youth Consultants seemed unusually sensitive to exploitation, having undoubtedly felt exploited on many occasions previously without being able to resist. With their newly-acquired

confidence and in the safety of an accepting environment, they were highly sensitive to such procedures, real or imagined, frequently viewing any kind of assignment at all as exploitation.

Yet another problem encountered with this group of Youth Consultants was the difficulty they experienced in relating to each other. By definition, as "alienated youth" they did not relate easily to adults nor to peers. Although they could deal with people on a superficial basis, when placed within a group where it was necessary that they get to know persons well. these Youth Consultants experienced such difficulty that some, indeed, were unable to remain with the program. There were, on the other hand, certain problems encountered with the adults associated with the program. The program was based on the belief that youths could accomplish much on their own. In order for the program to be tested, the youths of necessity had to be given a certain amount of freedom to develop the program as well as support in accomplishing their goals. However, each of the adult staff had preconceived ideas about the ability of youths (alienated or otherwise) to assume these kinds of roles. Each of the adults involved had, on occasion, to re-examine his own feelings about youths, and each, on occasion, experienced surprise that these youths were able to do something they had set about doing. (Undoubtedly, each of the adults also experienced feelings of "I knew it!" in instances when youths failed to perform as they had hoped.) As a result of individual differences between the program adults, renewed communication was required. This necessitated a good deal of effort on the part of all adults involved but, fortunately, it was generally possible to resolve differences of opinion. Compounding this

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particular problem was the tendency of some, if not all, of the Youth Consultants to capitalize on differing opinions of adults with whom they were in contact. There was a great deal of attempting to play one against the other, which added to the anxiety of all concerned.

There seemed to be a couple of directions in which the program might develop. On the one hand, it might have been possible to maintain a fairly directive hand, scheduling the youths to pose certain aspects of youth problems and to portray these in what might resemble role-playing situations before groups of adults. A dissimilar model might have thrown everything to the youths, saying, in effect, "You are basically capable --you do it yourselves." An attempt was made to travel a middle ground, although at times it undoubtedly fluctuated to both extremes. The Program Supervisor certainly experienced anew the temptation to become directive when frustrated; conversely he also saw the confusion arising out of giving more responsibility than youths were able to assume. This whole sensitive matter of achieving the fine line between too much and too little rope, along with the allied aspect of "timing," was an ongoing problem in the operation of this program.

There were, finally, certain organizational problems involved. Youths are generally not admired for their outspokenness, particularly if it is in any way "critical in nature. A "Certificate society" does not readily welcome critical comments by non-professional persons. The real world generally runs more comfortably when anaccepted hierarchy exists within which each level does the bidding of the next highest level and none gets out of place. Despite considerable contemporary verbalization to the contrary, many aspects of the world reveal a preference for the philosophy that "children should be seen and not heard." At times, all of these various factors were problems in a potential if not actual sense in a program which encouraged "dropouts" and "under-achievers" to speak out critically. It was difficult to encourage such youths to speak out while at the same time observing office decorum in the best tradition. It was difficult to ask youths to be outspokenly honest and yet not step too severely on "established toes."

Certainly in reviewing a program such as "Orientation to Youth Problems," many difficulties and problems appear soluable. Also, it is possible to envision ways in which the program goals might have been accomplished differently. Since many of these aspects would be peculiar to the situation involved in a specific youth consultant program, it seems more profitable to think of ways in which the basic ideas of such a program could be translated to other community situations.

A basic assumption of a youth consultant program is that communication can be established betweeen alienated youth and those adults in the system from which these youths are alienated. Using the schools as a ready example, the program might attempt to re-establish ties of communication between a teacher and dropout-prone youths as enablers. To accomplish this, it would be necessary to give sanction and leadership to selected dropout-prone youths, then provide them with opportunities for open discussion with teachers in such a way that retaliation would not follow. As communication ensued, one would expect changed attitudes on the part of both youths and adults, and experience suggests that certain adults would play a highly supportive role in achieving such communication.

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Experience further suggests that adults would find innovative roles for disinterested students which would help restore interest and motivation in school. This kind of cooperation could be possible in almost any situation, provided there were an interested adult leader to stimulate, motivate, and intercede as needed.

Utilizing youths from within a system to reactivate lines of communication within the system would nullify one of the most serious handicapping aspects of the Youth Consultant Program, the lack of available concrete tasks when the program is operated as a full-time training venture. Youths within an existing system have a reason for being there and a familiarity with the system; the need to "invent work" which was so frequently present in the Youth Consultant Program would be eliminated since the system itself is built on current on-going tasks to be performed.

In terms of the kind of training needed to reach those youths who are in danger of becoming disinterested and alienated, it would seem most important to provide an atmosphere in which there is sanction to criticize constructively and to provide experiences designed to restore self-confidence. As youths gain (or regain) confidence in their ability to succeed, they readily perform well. Another requirement is a relationship with someone who can guide and criticize as needed and who can help these youths penetrate systems from which they feel excluded.

It is somewhat difficult to generalize regarding the methods to successfully penetrate existing agency or organization structures for purposes of establishing meaningful dialogue with youth. It depends upon the kind of organization and its degree of development toward readiness to contemplate what many now feel is a potentially threatening situation. It was noted that some community agencies and organizations viewed the prospect of training sessions with Youth Consultants with feelings of suspicion, distaste, or a kind of reserved "Well, I suppose we can always leave if it goes too far" attitude; many seemed to feel they were to be "attacked by a bunch of punks who would be blaming everyone but themselves for the world's problems." It was felt necessary to accept the existence of such feelings and work gradually toward at least a partial resolution of them before attempting to move too rapidly to any kind of training session. If the training session was not initially sanctioned by agency or organization leadership, this lack of sanction seemed to be perceived by their trainees who then had difficulty being receptive to the whole idea. It was frequently highly advantageous to use Youth Consultants in making early contacts, since it helped people realize these teenagers were human, with human problems.

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Section 1 - Introduction

CHAPTER VI

EVALUATION

The Training Division of the Lane County Youth Project proposed to provide training for persons in community agencies and organizations in order that they would have a greater understanding of Lane County youth problems and needs. With this increased comprehension and awareness of the problems it was felt that the community would be better able to meet the needs of all the people in the county. The Training Division of the Lane County Youth Project proposed to employ alienated young people to be Youth Consultants to service agencies, civic organizations, business and industry, school boards and administrators, and Lane County Youth Project staff, all of whom needed to be concerned with youth problems. These consultants were to be representative of those youth who had delinquency records, were from minority groups, were school dropouts, or were in-school alienated youth. These training experiences were to enable community institutions to recognize youth and its problems and to effect change so as to create new opportunities for alienated youth in Lane County.

The use of Youth Consultants in training was an idea conceived by young persons themselves. Adolescents who participated in the Lane County Youth Project's Employment Training Programs asked staff about the feasibility of their forming a group for the purpose of explaining their feelings to people who worked with youth. They felt they were representative

#### CHAPTER VI

#### EVALUATION

#### THE YOUTH WHO WANTED TO BE YOUTH CONSULTANTS

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of youngsters who had been in trouble and that they could offer a concrete service. They wanted to talk about delinquency, employment problems, schools, law enforcement, and recreational opportunities.

The seed of the idea, then, was planted by young people and grew into the desire to expand initial contact into a Youth Consultant Training Program. From the time and even before the proposal was written by the Training Division, various youth expressed a desire to participate as Youth Consultants. Three youth in particular had been involved in the initial planning process and were considered to be likely prospects for employment as Youth Consultants.

Chapter II of the Final Report describes how the Youth Consultants were recruited and selected. The recruitment phase was open for several months. This period was used by the Research Analyst to collect basic data on youth who appeared interested in becoming engaged in such a program. Information on these youth centered around background factors such as age, grade in school, current school status, mobility, occupational category of fathers, educational level of parents, intactness of the home, whether or not sibling dropouts were in the family, delinguency records, and goal orientations in terms of the importance these youngsters placed on normal societal goals and the chances of achieving the normal societal goals perceived by these youngsters.

An investigation of their goal crientations also provided an objective indication of their general state of alienation. This evaluation begins with a description of the recruitment and selection of the Youth Consultants. Section 2 - Recruitment and Selection The recruitment and selection process involved four major steps: recruitment; screening (including written application); employment interview (final screening); and selection of Youth Consultants and Controls.

A. Recruitment

dealing with youth and by peer nomination. Lane County Youth Project program staff, school administrators and counselors, and especially the counselors and staff at the Juvenile Court were tapped as sources of qualified youth. To complement these sources, peer nomination was utilized as Youth Consultants were hired. The criteria of selection of eligibles included the following: --Residence in the Eugene-Springfield area -- Age from 15 through 18 years --An extensive knowledge of youth problems in Lane County and a desire to help solve some of these problems --The ability to articulate feelings about topics under discussion -- The ability to get along in a group --Being an in-school alienated youth, a school dropout, or an adjudicated delinquent --Being determined suitable for hiring as a Youth Consultant by the Program Supervisor In an interview with the Program Analyst on October 13, 1966, the Program Supervisor commented on the recruitment process:

"We had quite a few applicants who came from some of the agencies and a fair amount were peer nominations from the Youth Consultants already hired. As a matter of fact, P\_\_\_\_ was going

Initial recruitment was made by the staffs of community agencies

to drive-ins in the evening and approaching any teenager he saw with an application, so we had so many applicants who really were inappropriate from the start."

The quantity of applicants was disappointing to the Program Supervisor after he had talked to the Oregon State Employment Service, the juvenile department, the police department, and the Family Service Program. He noted that even though he had explained requirements to agency personnel, referred youths were not always appropriate:

"I think the majority of the applicants the welfare department sent were not really very appropriate . . . a couple of them were pretty retarded . . . We have slowed down quite a bit on peer nominations. The Lane County Youth Project Programs to some extent probably desire the same kind of kid that we do, and I suspect that those kids who were referred over to us probably are kids who wouldn't meet our requirements as well . . . The one technique which we haven't as yet used but are going to use is advertising in the newspaper as another attempt to reach some of the alienated out-of-school youths in the community."

Peer nominations, agency referrals, and newspaper advertisements, then, were the major sources of recruiting applicants for the Youth Consultant Program. It might be noted that the relatively small number of total applicants (86 youths) could have been due to increased military recruitment, as well as the activity of the Neighborhood Youth Corps which serves in- and out-of-school youth.

B. Screening (including written applications)

Applicants filled out regular Lane County Youth Project application blanks, as well as "Background Information." "Inventory of Goal Orientation," and "Employment Interview Schedule" forms. The purpose of the additional forms was not manifestly related to screening on the part of the Program Supervisor, though they were made to appear a part of application to the applying youth in order that certain data could be collected for evaluative purposes on each youngster. After three Youth

Consultants had been hired, the Program Supervisor involved Youth Consultants in the screening phase. He mentions difficulties with two of the three Youth Consultant "interviewers":

"...His inability to relate with peers was pretty obvious through these interviewing situations because despite attempts to structure the Youth Consultants in some basic skills, P was just seemingly unable to relate with other teenagers. He would either get them off to one side and giggle, particularly, I noticed this with girls, or, with fellows, he would withdraw or play the clown or in some other way demonstrate his difficulty in relating to peers."

"...anyone who I thought was a good applicant, he immediately rejected ... On the other hand, kids who I felt would not be good applicants, he would have accepted."

Thus, while the Program Supervisor turned over quite a bit of responsibility to the Youth Consultants in the recruitment of new Youth Consultants, there seemed to be a breakdown in the interview process and the Supervisor felt that the recommendations of the Youth Consultants were not satisfactory.

C. Employment Interview

Each applicant was interviewed by the Program Supervisor after his or her interview session with the Youth Consultants. In some cases, the Youth Consultants made recommendations to the Supervisor, in a few they wrote opinions on the applicants, and in most a recommendation did not ensue from the Youth Consultant-applicant interview. Little systematization of the youth interviews occurred.

The Program Supervisor was the final determinater of program eligibility. Armed with the criteria mentioned under Recruitment on Page 95, the supervisor interviewed youths for twenty minutes to one hour. In an interview with the Program Analyst during the selection period, the Program Supervisor described what he was looking for in a Youth Consultant:

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"We were looking for fairly bright kids who were articulate. I also felt we needed to get kids who were, even though they were maybe experiencing some problems, stable enough so that they wouldn't come completely unglued under the pressure of this particular kind of job. I made some attempt to find kids who would be able to function in an unstructured situation and hopefully who would be able to evolve some leadership within the group.

"Almost no one who came in knew anything about it so there was a good deal of explanation to be done initially. Some of the kids were fairly obviously just looking for a job or perhaps looking for a place to fool around and kill time, and these we tried to reject because we wanted kids who seemed to have a real sincere interest in some of the problems teenagers have and a sincere desire to do something about them. We probably made some attempt to find kids who were not totally alienated from adults."

When asked whether school functioning was a factor in the

selection of eligibles, the supervisor replied:

"Most of them had, well, rather than the negative attitude, probably an attitude of indifference. I would think that the majority had enough intelligence so that they were bored by school -- they weren't challenged by school. Most of them had had experiences with occasional teachers who had stimulated them and motivated them, but for the most part didn't find this in the school system and seemed to be bored."

Regarding alienation as a criteria of selection, the supervisor

#### noted:

"We found ... as a matter of fact, some of the kids who were rejected were kids who were so successful in school and so successful elsewhere that they were obviously not alienated or at least had no self-concept of alienation.

"Their general manner (was a criterion); and again maybe this is related to their degree of alienation or the degree of hostility toward authority that they carried, because I didn't want kids who would blow the whole think right from the start because of their own need to rebel against authority. Obviously we had to work within our program and also within a fairly short period of time they would need to work with other adults."

From the above statements of the Program Supervisor, it appears that he did screen out applicants who were successful in school and elsewhere and that he locked for kids with school problems related to their lack of challenge from the school, rather than their lack of ability in academic work. It seems also obvious that he was careful to screen out youngsters who were not greatly alienated or openly hostile to authority with the rationale that they would not be able to work with adults and might be too rebellious against authority.

A classical experimental randomized design was utilized for the selection of Youth Consultants and a Control group from the eligible applicants screened by the Program Supervisor. Due to the high predicted mobility of both groups and the fact that the Control group would have no program curb on mobility in terms of an occupational or other commitment to the Youth Consultant Program, more Controls than Youth Consultants were selected. Altogether, 11 Youth Consultants and 18 Controls were selected. The basic procedure involved placing two names in a cup and having one of the Youth Consultants draw the name. The one drawn became the Youth Consultant, the one remaining in the cup became the Control. In order to get "spare" Controls, three or four names were placed in a cup with the one drawn becoming the Youth Consultant and the remaining Controls. For the final evaluation, Youth Consultants and Controls were matched as closely as possible in terms of sex, age, and whether or not they were in school or dropouts (and age). Section 3 - The Characteristics of Eligible and Ineligible Applicants The following section examines the final group of eligibles (selected and matched Youth Consultants and Controls) versus applicants who had

#### D. Selection of Youth Consultants and Controls

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completed the recruitment process but were deemed ineligible for a Youth Consultant position in terms of background factors and goal orientations.

#### A. Background Factors

An examination of background factors was carried out with the hope of discerning, (a) some characteristics of youth who apply to a program such as the Youth Consultant Program, and (b) differences in these characteristics for youngsters found eligible or ineligible for program involvement.

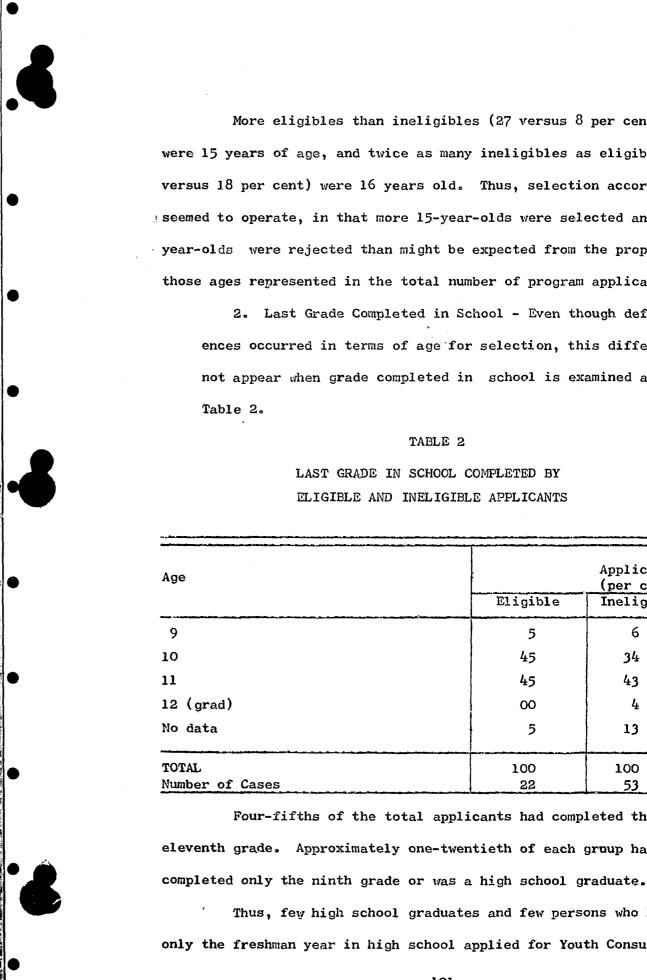
Age, last grade completed in school, current school status, mobility, educational and occupational level of father, educational level of family structure, and juvenile court records are factors mother, utilized to describe the applicant population.

1. Age - As shown in Table 1, two-thirds of the applicants of the Youth Consultant Program were between the ages of 16 and 17, with the remaining approximately equally divided between 14 and 15 and between 18 and 19 years of age.

#### TABLE 1 AGE OF ELIGIBLE AND INELIGIBLE APPLICANTS

Age	Applicants (per cent)		
	Eligible	Ineligible	Total
14	00	6 .	4
15	27	8	13
16	18	36	31
17	36	36	<b>3</b> 6
18	9	11	11
19	9	4	5
TOTAL	99	101	100
Number of Cases	22	53	75

<sup>1</sup>Of 86 youths who made initial application, 75 completed the recruitment process.



More eligibles than ineligibles (27 versus 8 per cent), however, were 15 years of age, and twice as many ineligibles as eligibles (36 versus 18 per cent) were 16 years old. Thus, selection according to age seemed to operate, in that more 15-year-olds were selected and more 16year-olds were rejected than might be expected from the proportion of those ages represented in the total number of program applicants. 2. Last Grade Completed in School - Even though definite differences occurred in terms of age for selection, this difference does not appear when grade completed in school is examined as shown in

#### TABLE 2

LAST GRADE IN SCHOOL COMPLETED BY ELIGIBLE AND INELIGIBLE APPLICANTS

Applicants (per cent)		
 Eligible	Ineligible	Total
5	6	5
45	34	37
45	43	44
00	4	3
5	13	11
 100	100	100
 22	53	75

Four-fifths of the total applicants had completed the tenth or eleventh grade. Approximately one-twentieth of each group had either

Thus, few high school graduates and few persons who had completed only the freshman year in high school applied for Youth Consultant positions.

Nearly forty per cent of the applicants had completed their sophomore year, and approximately the same proportion had completed their junior year. Differences in grade completion did not reflect differences in the selection process.

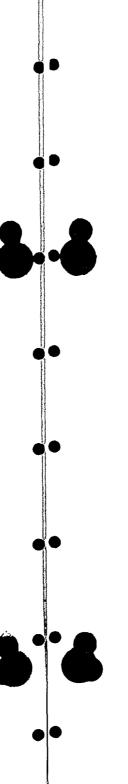
3. Current School Status - In the section on Recruitment and Selection of Youth Consultants, it was noted that initial recruitment required that the youth's alienation be demonstrated by the fact that he (or she) was an in-school alienated youth, a school dropout, or an adjudicated delinquent. From Table 3 we note that over twothirds of the applicants to the Youth Consultant Program were currently enrolled in school.

#### TABLE 3

#### CURRENT SCHOOL STATUS OF ELIGIBLE AND INELIGIBLE APPLICANTS

Age	Applicants (per cent)		
	Eligible	Ineligible	Total
In-school	73	68	69
Dropout	27	28	28
High school graduate	00	4	3
TOTAL Number of Cases	100 22	100 53	100 75

No difference was noted in the percentage of dropouts among the eligible and ineligible applicants (27 versus 28 per cent). Thus, it appears that the majority of applicants to the program were not dropout youths and that "dropoutcy" was not a factor in the selection of eligible applicants by the Program Supervisor.



attended.

As shown in Table 4a, approximately one-third of the total applicants were born in Lane County, and nearly one-half of the youngsters were born outside the state of Oregon. The remaining youngsters were born in Oregon, but outside Lane County.

Place of Birth	Applicants (per cent)		
	Eligible	Ineligible	Total
Lane County	41	34	36
Oregon other than Lane County	23	13	16
Outside Oregon	36	51	47
No data	00	2	1
TOTAL	100	100	100
Number of Cases	22	53	75

Since one of the criteria of selection of eligibles was the possession of an extensive knowledge of youth problems in Lane County, we might expect that there would be a tendency for selection to be reflected in place of birth, noting this is not a measure of long-term residence per se. There is a greater tendency of eligibles to have been born in Lane County than is for ineligibles (41 versus 34 per cent), and a definite tendency for ineligibles (51 versus 36 per cent) to have been born outside the state of Oregon.

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4. Mobility - Three measures were used to determine mobility of applicants: (a) place of birth; (b) length of residence at present address; and (c) number of elementary, junior high, and high schools

TABLE 4a

PLACE OF BIRTH OF

ELIGIBLE AND INELIGIBLE APPLICANTS

The second measure of residential mobility, length of residence at present address, provides more of a description of mobility patterns of youngsters that may be related to community integration rather than a measure of "localness." Table 4b shows that nearly two-thirds of the applicants had resided at their present address for one year or more.

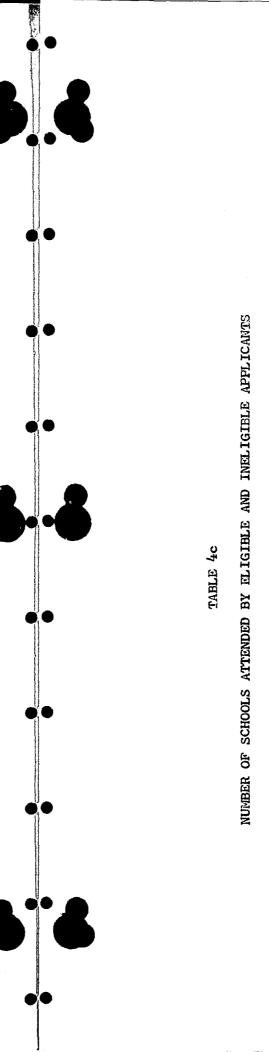
#### TABLE 4b

## LENGTH OF RESIDENCE OF ELIGIBLE AND INELIGIBLE APPLICANTS

Length of Residence	Applicants (per cent)		
	Eligible	Ineligible	Total
Less than 6 months	32	28	29
Six months but less than a year	5	2	3
One year or more	64	66	65
No data	00	4	3
TOTAL Number of Cases	101 22	100 53	100 75

Little difference is noted between eligibles and ineligibles (32 versus 28 per cent), in the most mobile category. Thus, while the majority of applicants were born outside the county, an even greater majority show residential stability during the last year.

The third mobility measurement, the number of schools attended by eligible and ineligible applicants, is shown in Table 4c.



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Zero	8	8	14	00	01	4.	8	1	2
One	17	45	50	26	47	51	31	47	51
Two	5	14	36	30	077	28	24	07	31
Three or more	50	14	8	38	ω	13	17	6	6
No data	8	8	00	9	뀩	ት	7	e	e
TOTAL Number of Cases	100 22	100 22	100 22	100 53	10 <b>1</b> 53	100 53	100 75	100 75	101 75

School

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Schools

Number of Attended

Eligible

Ineligible

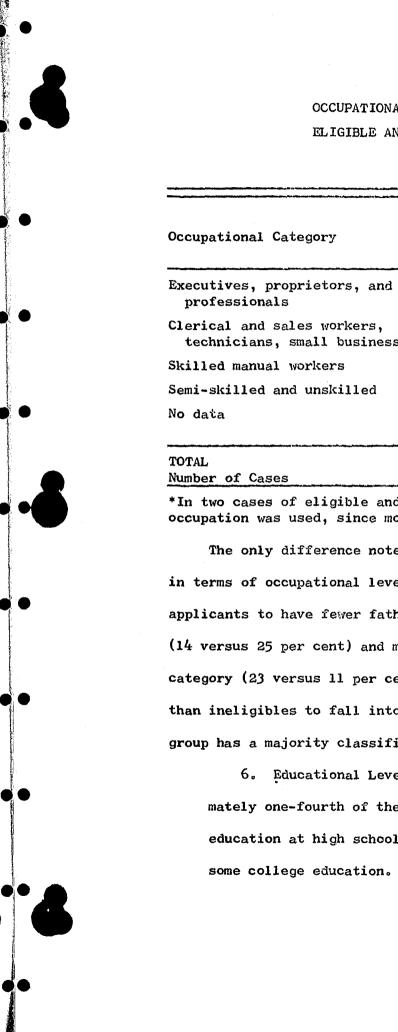
APPLICANTS (per cent) School mobility is evidenced in the total applicant population, with nearly two-thirds having attended more than one elementary school, nearly one-half having attended more than one junior high school, and over one-third having attended more than one high school. Thus, school mobility was concentrated in the dementary school period.

Little difference in stability of school enrollment is noted between eligibles and ineligibles in terms of attending only one junior high school (45 versus 47 percent), or one high school (50 versus 51 per cent); however, differential stability is noted in terms of elementary school enrollment stability with more eligibles than ineligibles attending only one elementary school (41 versus 26 per cent). Thus, selected applicants appear to have been less mobile in elementary school enrollment than do non-selected applicants to the Youth Consultant Program.

In general then, in terms of mobility, eligibles are more likely than are ineligibles to have been born in Lane County; to show little difference in terms of residential stability; and to have had greater school stability of enrollment at the elementary level.

5. Occupational Category of Fathers - Occupational category of fathers of applicants was used to arrive at an indication of the socio-economic position of the family.

Table 5 shows one-third of the occupations fall into "semiskilled and unskilled category," and approximately one-fifth fall into both the "executives, proprietors, and professionals" category and that of "skilled manual workers." The smallest percentage (15 per cent) fall into the "clerical, sales, workers, technicians, small business owners" category.



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#### TABLE 5

# OCCUPATIONAL CATEGORY OF FATHERS OF

#### ELIGIBLE AND INELIGIBLE APPLICANTS\*

	سراف ابن ور السور بن بر بر بر ور بر ور بر المعالي و		
	Applicants (per cent)		
	Eligible	Ineligible	Total
	14	25	21
s owners	23	11	15
	23	21	21
	41	34	36
	00	9	7
	101	100	100
	22	53	75

\*In two cases of eligible and five cases of ineligible applicants, mother's occupation was used, since mothers were the sole support of the family. The only difference noted between eligible and ineligible applicants in terms of occupational level of fathers is the tendency for eligible applicants to have fewer fathers falling into the "executive" category (14 versus 25 per cent) and more fathers falling into the "clerical-sales" category (23 versus 11 per cent). Thus, while eligibles are less likely than ineligibles to fall into the top occupational category, neither group has a majority classified in the lowest occupational category.
6. Educational Level of Parents - As shown in Table 6a, approximately one-fourth of the total applicants' fathers terminated their education at high school and approximately one-fifth have at least

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#### TABLE Ga

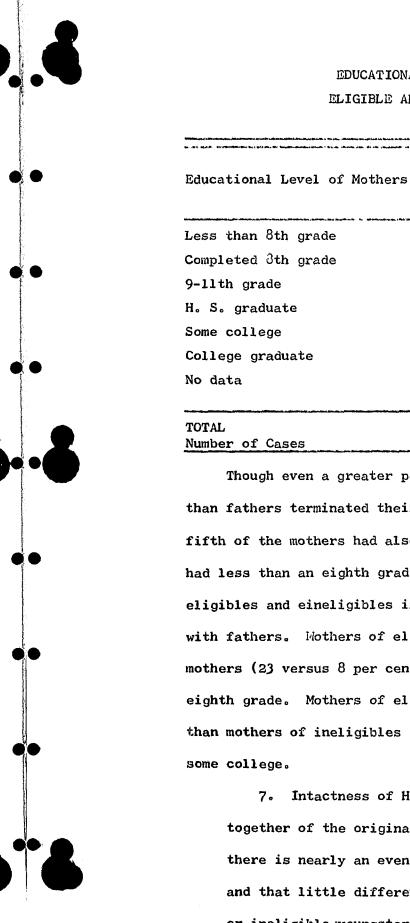
#### EDUCATIONAL LEVEL OF FATHERS OF ELIGIBLE AND INELIGIBLE APPLICANTS

Educational Level of Fathers	Eligible	Applicants (per cent) Ineligible	Total
Less than 8th grade	9	6	7
Completed 8th grade	41	6	16
9-11th grade	5	23	17
H. S. graduate	18	26	24
Some college	5	11	9
College graduate	00	15	11
No data	23	13	16
TOTAL Number of Cases	1 <u>01</u> 22	100 53	100 75

Few applicants' fathers had less than an eighth grade education (7 per cent). The remaining fathers completed either the 8th grade or terminated their education between the freshman and junior year in high school.

Differences were noted between eligibles and ineligibles in two categories: (1) fathers of eligibles were much more likely than ineligibles fathers (41 versus 6 per cent) to have terminated their education at the 8th grade; and (2) fathers of ineligibles were more likely to have at least some college than were fathers of eligibles (26 versus 5 per cent). Thus, selection did seem to occur in that fathers of eligibles had less formal education than did fathers of ineligibles.

Table 6b shows a pattern of educational attainment of mothers of applicants similar to that found in Table 6a.



Educational Level of Mothers

Less than 8th grade Completed 3th grade 9-11th grade H. S. graduate Some college College graduate No data

Though even a greater percentage (39 versus 24 per cent) of mothers than fathers terminated their education at high school, approximately onefifth of the mothers had also attended college. Few mothers (4 per cent) had less than an eighth grade education. Differences were noted between eligibles and eineligibles in one of the same categories as had been noted with fathers. Mothers of eligibles were much more likely than ineligibles mothers (23 versus 8 per cent) to have terminated their education at the eighth grade. Mothers of eligibles were, however, slightly less likely than mothers of ineligibles (14 versus 20 per cent) to have had at least some college.

7. Intactness of Home - Intactness of home refers to the living together of the original parents of the youngster. Table 7 shows that there is nearly an even split between intact homes of total applicants and that little difference occurs between intact homes for eligibles or ineligible youngsters (55 versus 51 per cent). -109-

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#### TABLE 6b

#### EDUCATIONAL LEVEL OF MOTHERS OF ELIGIBLE AND INELIGIBLE APPLICANTS

ومتوادي مكار ومتكر وكار مشاملتهم ويرجاه الكامل كالمركا وروادي	<u>م الم من من</u>	والمرجع والمرجع ويحمدها فالمرجع والمحافظ والمحافظ والمرجع والمحافظ والمرجع والمحاط والمرجع	
a tiga, dininkanga pada dininkan gudin dinin	Applicants (per cent) Eligible Ineligible Total		
naaling giften (beruge), ti Barta Brus bilgenist of a gastre ! !	5	4	4
ĺ	23	8	12
	5	17	13
	41	38	39
	14	11	12
	00	9	7
	14	13	13
	102 22	100 53	100 75



## INTACTNESS OF HOME OF ELIGIBLE AND INELIGIBLE APPLICANT

	Applicants (per cent)		
Intactness of Home	Eligible	Ineligible	Total
Intact	55	51	52
Not intact	45	47	47
No data	00	2	1
TOTAL	100	100	100
Number of Cases	22	53	75

Thus, selection does not seem to have occurred for this characteristic.

8. Sibling Dropouts - The majority of applicants (61 per cent)

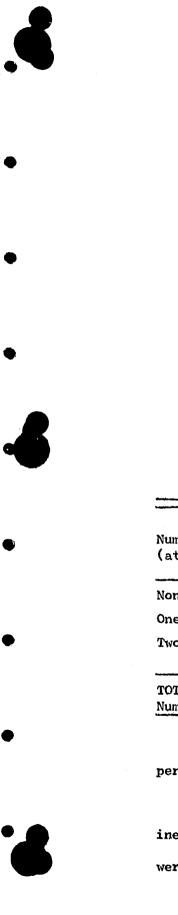
to the Youth Consultant Program, as shown on Table 8, do not report having siblings as dropouts.

TABLE 8

#### SIBLING DROPOUTS OF ELIGIBLE AND INELIGIBLE APPLICANTS

Siblings	Applicants (per cent)				
	Eligible	Ineligible	Total		
Dropouts	23	40	35		
Non-dropouts	73	57	61		
No data	5	4	4		
TOTAL	101	101	100		
Number of :Cases	22	53	75		

Differences do occur between eligible and ineligible applicants, however, with eligibles reporting definitely less sibling "dropoutcy" than reported by ineligibles (23 versus 40 per cent). Thus, it appears that selection did take place for youngsters without sibling dropouts. -110-



applicants.

JUVENILE COURT REFERRALS OF ELIGIBLE AND INELIGIBLE APPLICANTS

Number of Referrals (at program inception)	Applicants (per cent)				
	Eligible	Ineligible	Total		
None	50	68	63		
One	14	9	11		
Two or more	36	23	27		
TOTAL	100	100	101		
Number of Cases	22	53	75		

This also shows that the eligible population contained just as many persons without referral records as those with records.

In order to determine whether or not the eligible differed from the ineligible group in terms of severity of delinquent acts performed, acts were classified into five major categories: children's offenses, offenses

9. Delinquency and Eligibility - It has been noted that only a minority of either eligibles or ineligibles were school dropouts. Cther criteria of selection included "adjudicated delinguency" or

"in-school alienation." While no objective measure was available for the latter, the following two tables examine the frequency and type of referrals to the Lane County Juvenile Department found among the eligibles and ineligible populations. Table 9a shows that one-half of the eligibles and approximately one-third of the ineligibles have had juvenile court referrals, suggesting delinquency so defined was a criteria of selection by the Program Supervisor of eligible

#### TABLE 9a

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against property excluding automobiles, offenses involving alcohol, traffic offenses, and offenses involving unauthorized use of automobiles. Table 9b shows that one-half of the eligible applicants had been involved in at least one "children's offense" such as runaway, truancy, ungovernable, school problem, disorderly, out of control, etc., and that only one-fourth of the ineligibles had been involved in such offenses.

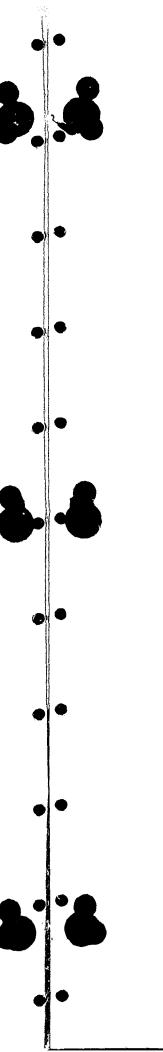
#### TABLE 9b

#### REASON FOR JUVENILE COURT REFERRAL OF ELIGIBLE AND INELIGIBLE REFERRED APPLICANTS\*

Reason for Referral	Applicants (per cent)			
	Eligible	Ineligible	Total	
Children's Offenses (runaway, truancy, ungovernable, school problem, curfew)	50	25	32	
Offenses against property excluding automobiles (burglary, larceny)	23	17	19	
Offenses involving alcohol (minor in possession, drunkenness)	14	9	11	
Traffic	9	8	8	
Offenses involving aunauthorized use of automobiles	5	8	7	
Offenses against person (assault)	00	6	4	
Number of Cases	22	53	75	

\* Multiple offenses in any one category are not included.

Nearly one-fourth of the eligibles and nearly one-fifth of the ineligibles had been involved at least once in property offenses such as burglary, larceny, shoplifting, etc., and approximately one-seventh of the eligibles and one-tenth of the ineligibles had been involved in offenses involving alcohol. Less than one-tenth of either group had been involved in either traffic or unauthorized use of autombile offenses.



Three of the ineligibles had been referred for assault at least once; none of the eligibles had been. It would seem, then, that while the eligibles were more delinquent, as defined, than were the ineligibles, the difference was most marked in children's offenses rather than in more serious offenses. <u>SUMMARY OF BACKGROUND FACTORS</u>

Applicants to the Youth Consultant Program were concentrated between the ages of 16 and 17 years of age. Selection according to age appeared to operate positively in terms of 15-year-olds and negatively in terms of 16-year-olds.

The majority of applicants had completed either the 10th or 11th grade, with few completing only the ninth grade or having graduated from high school. Differences in grades completed were not reflected in the selection process.

Less than one-third of the applicants were school dropouts. "Dropoutcy" did not appear to be a factor in selection. The majority of applicants were born outside Lane County, and an even greater majority show residential stability during the last year. School mobility is evidenced at all levels. Eligibles are more likely than are ineligibles to have been born in Lane County, to show little difference in terms of residential stability, and to have had greater school stability of enrollment at the dementary level. The majority of fathers' occupations are classed in the "skilled trade and above" categories, with no majority in the lowest (semi-skilled and unskilled) category.

One-fourth of the fathers of the total applicants had terminated at high school, and one-fifth had had some college. Selection did seem to occur in that fathers of eligibles had less formal education than did

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fathers of ineligibles. While mothers did not differ in the college category, more mothers of eligibles terminated at the 8th grade than did mothers of ineligibles.

Approximately one-half of the applicants came from broken homes, though selection did not appear on this factor.

The majority of applicants did not have sibling dropouts, though selection does seem to have occurred with eligibles less likely to have sibling dropouts than with ineligibles.

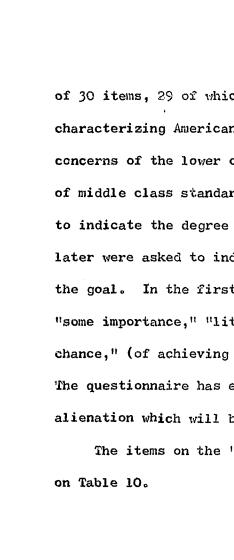
One-half of the eligibles and approximately one-third of the ineligibles have had juvenile court referrals, suggesting delinquency was a criterion of selection of eligible applicants. Eligibles were more delinquent than were the ineligibles, though the difference was most marked in children's offenses rather than in more serious offenses.

#### B. Goal Orientations

This portion of the report centers around goal orientation and involves a comparison between eligible and ineligible applicants in terms of their attachment to normal societal goals, feeling of opportunity to achieve normal societal goals, and degree of alienation experienced regarding societal goals. The instrument used throughout is a questionnaire developed by Clark and Wenninger.<sup>2</sup> The "Inventory of Goal Orientations" consisted

John P. Clark and Eugene P. Wenninger, "Goal Orientations and Illegal Behavior Among Juveniles," Social Forces XLII (October, 1963), pp. 49-59.

i



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> 3 Robin M. Williams, Jr., American Society: A Sociological Interpretation (New York: Knopf, 2d ed; 1960), pp. 395-470. Walter B. Miller, "Lower Class Culture as a Generating Milieu of Gang Delinquency," Journal of Social Issues, Vol. XIV, No. 23 (1958), pp. 5-19. Albert K. Cohen, **Celinquent** Boys: The Culture of the Gang (Glencoe, Illinois: The Free Press, 1955), pp. 84-94.

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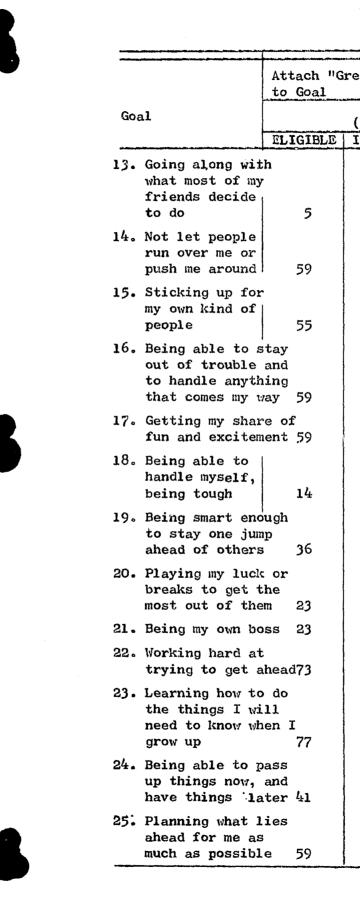
of 30 items, 29 of which were used. It is based on major value orientations characterizing American society as identified by Williams, focal concerns of the lower class as identified by Miller, and representations of middle class standards as identified by Cohen.<sup>3</sup> Subjects were asked to indicate the degree of importance each of the goals had for them and later were asked to indicate the chances they felt they had of achieving the goal. In the first case the alternatives were "great importance," "some importance," "little or no importance;" and in the second case "good chance," (of achieving by legal means) "fair chance," or "poor chance." The questionnaire has excellent face validity and provides a measure of alienation which will be discussed in a later part of this section. The items on the "Inventory of Goal Orientations" are reproduced

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#### TABLE 10

GOAL IMPORTANCE AND PERCEIVED CHANCES OF ACHIEVING GOALS VIA LEGAL MEANS BY ELIGIBLE AND INELIGIBLE APPLICANTS

Goal	Attach "Great Importance" to Goal			Perceive "Good Chance" of Achieving Goal		
	(per cent)			(per cent)		
an den alle alle alle alle alle alle alle al	ELIGIBLE	INELIGIBLE	TOTAL	ELIGIBLE	INELIGIBLE	TOTAL
1. Being a success at what I do	82	90	87	82	73	76
2. Keeping busy at something most of the time	45	51	49	50	65	61
3. Doing the thing that are right for me to do	s 64	63	63	73	69	70
4. Helping others when they need	it 82	67	72	77	73	75
5. Not wasting tim in getting thin done		53	55	63	59	62
6. Having the late things and look ing ahead to better things		43	39	41	53	49
7. Being able to have nice thing	  s 45	45	45	45	57	54
8. Being equal to other people	73	57	62	73	71	100
9. Having enough freedom to do things	77	82	80	64	63	63
O. Fitting in with those around me	1	80	72	59	73	69
l. Making up my mi about things or after I've thou for a while abo	ly Ight Dut					
it	41	53	49	64	59	61
12. Standing up for United States	the 55	73	68	82	69	73



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:4

eat Importance"		Perceive "Good Chance" of Achieving Goal				
(		()				
(per cent) INELIGIBLE	TOTAL	ELIGIBLE	(per cent) INELIGIBLE	TOTAL		
12	10	14	29	24		
63	62	59	55	56		
73	68	68	71	70		
76	70	50	71	65		
43	48	50	55	54		
29	24	27	39	35		
22	27	50	27	34		
24	24	32	22	25		
33	30	32	37	35		
80	77	73	88	83		
78	77	77	76	76		
37	38	64	51	55		
53	55	55	65	62		

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TABLE 10 (cont.)

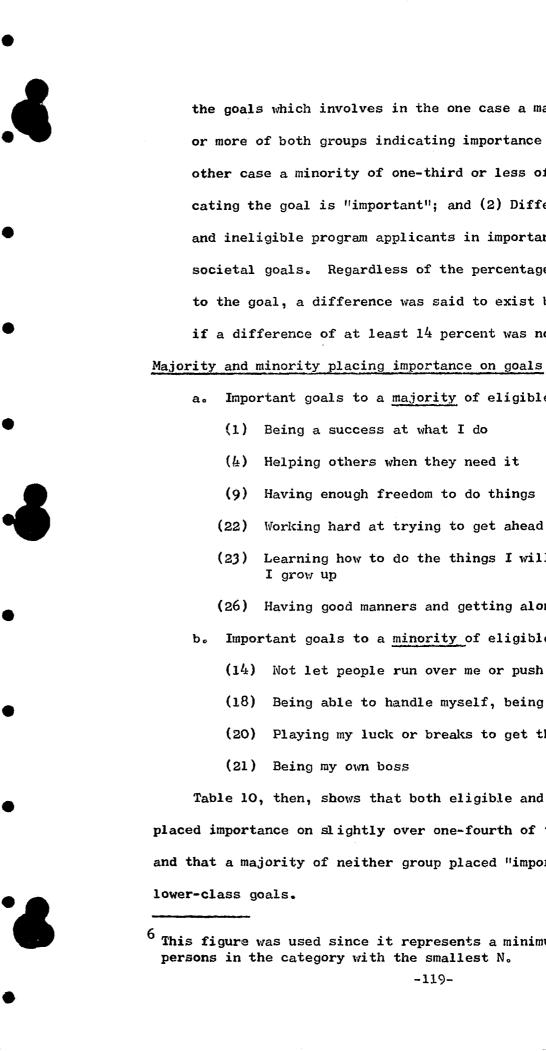
Goal	Attach "Great Importance" to Goal		Perceive "Good Chance" of Achieving Goal			
GOAL	(per cent			(per cent)		
	ELIGIBLE	INELIGIBLE	TOTAL	ELIGIBLE	INELIGIBLE	TOTAL
26. Having good man and getting alo well with other	ng	80	79	77	84	82
27. Kceping out of fights and roug stuff		55	48	32	63	54
8. Making good use of my frce time	68	43	51	77	57	63
9. Being very care with things tha belong to other	ե	88	85	77	82	80
Number of Cases	22	49	71	22	49	71

Goals 1 through 15 are based on major value orientations characterizing American society as a whole (Williams), goals 16 through 21 are based on focal concerns predominating in lower class culture (Miller), and goals 22 through 29 are based on middle-class standards (Cohen).4 These items can logically be discussed in two sections: (1) middle-class value orientations and standards (goals 1-15 and 22-29); and (2) lower-class value orientations (goals 16 through 21).

1. "Importance" Placed on Normal Societal Goals - On the left side of Table 10 are the percentages of both eligible and ineligible applicants who indicated that each goal was "important" to them.<sup>5</sup> The importance attributed to each of the goals will be discussed in two basic categories: (1) Majority and minority attachment to

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"Importance" is defined as a response of "great importance" on the Inventory. -118-



the goals which involves in the one case a majority of two-thirds or more of both groups indicating importance to the goal, and in the other case a minority of one-third or less of both populations indicating the goal is "important"; and (2) Differences between eligible and ineligible program applicants in importance placed on normal societal goals. Regardless of the percentage attributing importance to the goal, a difference was said to exist between the two groups if a difference of at least 14 percent was noted.

a. Important goals to a majority of eligibles and ineligibles: (1) Being a success at what I do (4) Helping others when they need it

(9) Having enough freedom to do things

(22) Working hard at trying to get ahead

(23) Learning how to do the things I will need to know when

(26) Having good manners and getting along well with others b. Important goals to a minority of eligibles and ineligibles: (14) Not let people run over me or push me around Being able to handle myself, being tough

(20) Playing my luck or breaks to get the most out of them

Table 10, then, shows that both eligible and ineligible applicants placed importance on slightly over one-fourth of the middle-class goals and that a majority of neither group placed "importance" on any of the

<sup>6</sup> This figure was used since it represents a minimum difference of three -119-

<sup>&</sup>lt;sup>4</sup>Clark and Wenninger, <u>op. cit.</u>, pp. 49-59.

Only a minority of both groups placed importance on one-half of the lower-class goals, and in only one case was a middle-class goal held by only a minority of both groups.

Differences between eligible and ineligible applicants of goal "importance"

- a. Goals on which eligibles place more importance than do ineligibles:
  - (8) Being equal to other people
  - (17) Getting my share of fun and excitement
  - (19) Being smart enough to stay one jump ahead of others
  - (28)Making good use of my free time
- Goals on which ineligibles place more importance than do eligibles: b.
  - (10) Fitting in with those around me
  - (12) Standing up for the United States
  - (15) Sticking up for my own kind of people
  - Being able to stay out of trouble and to handle anything (16) that comes my way
  - (18) Being able to handle myself, being tough
  - (27) Keeping out of fights and rough stuff

Eligibles placed more importance on three of the twenty-three middleclass goals than did ineligibles and on two of the six lower-class goals than did ineligibles. Eligibles placed less importance on four of the middle-class goals than did ineligibles, however, and on two of the six lower-class goals than did incligibles.

### Discussion

It must be noted that the "Inventory of Goal Orientations" was administered to applicants at their time of application. They were told only their employment application form and an interview would be utilized in their consideration for hiring and that other instruments, such as the

tory, and to only one-middle-class goal. the applicants.

Inventory, would not be used as a criterion. In order to reinforce this notion, only identifying numbers were on the Inventory and the individual was asked not to put his name on the questionnaire. The possibility of his or her feeling that their answers might have an effect on their getting the job as Youth Consultant must not be overlooked, however. The above analysis suggests that the majority of applicants to the Youth Consultant Program placed "importance" on only a fraction (1/4) of the "normal societal goals" operationally defined as such in the "Inventory of Goal Orientations." It was further noted that a majority of neither group placed "importance" on any of the "lower-class orientations" provided. "Importance" was attached by both groups of applicants to being successful, helpful, and having freedom of action, as well as working hard to get ahead, gaining knowledge necessary for later success, and being able to act in an acceptable manner to others. Thus, a success orienatation and a willingness to work hard and learn, plus the ability to help and get along with others, were of importance to Youth Consultants. Only a minority of either group ascribed "importance" to one-half of the lower-class value orientations and standards listed in the Inven-

A minority felt it is of "importance" that other people not push them around, that they be tough, play their luck, and be their own boss. These sentiments, then did not typify the feelings of the majority of

In order to determine whether selection occurred on the basis of goal orientations, eligibles were compared with ineligibles. It has been shown that eligibles were slightly less likely to place "importance" on

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middle-class goals than ineligibles were; there is, however, the difference in the middle-class goals on which importance was placed. Eligibles were more likely to be concerned with helping others, being equal to others, and making good use of their free time.

Ineligibles were more likely than eligibles to place "importance" on fitting in with other people, being patriotic, sticking up for their own kind of people, and avoiding fights and rough stuff. It would appear from what the Program Supervisor had in mind, as mentioned in the section on Recruitment, that selection may be seen to have operated here. Also, it has been shown that eligibles placed more importance on two of the six "lower-class goals" than did ineligibles, but in turn placed less importance on another two of the lower-class orientations than did ineligibles. Eligibles were more likely to want to get their share of "fun and excitement" and be smart enough to stay one jump ahead of others, but they were less likely to place importance on being tough or being able to stay out of trouble than were ineligibles.

2. "Chance of achieving" normal societal goals - The right side of Table 10 contains the percentages of both eligible and ineligible applicants who perceived that they had a good "chance of achieving" each of the twenty-nine goals.<sup>7</sup> Previous discussion has centered around the percentage of applicants who placed "great importance" on these same goals. The perception of the opportunity of achieving the goals, or "chance of achieving," will be discussed in two basic categories: (1) Majority and minority perceived "chance of achieving" 1. 90.0 goals, which again involves a majority being defined as two-thirds or more of the population and a minority being defined as one-third or less of the population; and (2) Differences in perceived "chance of achievement" of normal societal goals, also again involving a difference of at least 14 per cent between eligibles and ineligibles which is not necessarily a function of majority or minority. Majority and minority feeling "good chance of achieving" goals a. Goals with "chance of achievement" by a majority of eligible and ineligible applicants: (1) Being a success at what I do Doing the things that are right for me to do (3) Helping others when they need it (4) (8) Being equal to other people Standing up for the United States (12)(15) Sticking up for my own kind of people (22)Working hard at trying to get ahead Learning how to do the things I will need to know when (23) I grow up (26) Having good manners (29) Being very careful with things that belong to others Goals with "chance of achievement" by a minority of eligible b. and ineligible applicants: (13) Going along with what most of my friends decide to do (20) Playing my luck or breaks to get the most out of them Table 10 shows that the majority of both eligible and ineligible applicants felt they had a "chance of achieving" nine of the twenty-three middle-class goals and one of the six lower-class goals. One middle-class

1

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<sup>7 &</sup>quot;Chance of achieving" is defined as a response of "good chance" on the Inventory

goal and one lower-class goal were felt to be achievable by only a minority of both groups.

Differences between eligible and ineligible applicants' "chance of achieving"

a. Goals which eligibles feel greater "chance of achieving" than

do ineligibles:

- (19) Being smart enough to stay one jump ahead of others
- (28) Making good use of my free time

b. Goals which ineligibles feel greater "chance of achieving" than

do eligibles:

- (2) Keeping busy at something most of the time
- (10) Fitting in with those around me
- (13) Going along with what most of my friends decide to do
- (16) Being able to stay out of trouble and to handle anything that comes my way
- (22) Working hard at trying to get ahead
- (27) Keeping out of fights and rough stuff

While eligibles felt they had a greater chance of achieving one middle-class goal and one lower-class goal than did ineligibles, ineligibles were more likely to feel they had a chance of achieving four of the middle-class goals and two of the lower-class goals than were eligibles. Ineligibles, then, showed more confidence in their "chances of achieving" both middle-class and lower-class goals than did eligible program applicants. Discussion

Both ineligible and eligible applicants felt they had a "chance of achieving" approximately one-third of the goals on the Inventory, A minority of both groups felt they could achieve only two goals. The majority felt they could achieve about a quarter of the middle-class goals

and about one-third of the lower-class goals. Both of the goals that only a minority felt they could achieve were lower-class goals.

More persons in both groups felt a "chance of achieving" more goals than they placed importance on. Overlapping of majority ascribing "importance" and feeling "chance of achieving" goals include: being successful, working hard at trying to get ahead, learning to do things that will be helpful in adult life, helping others when they need it, and having good manners. While the idea of having freedom to do things was important to both groups, the majority did not feel they had a chance of achieving this. Although they did not place "importance" on them, the majority did feel they had a "chance of achieving" such goals as doing the right thing, equality with other people, patriotism, sticking up for their own kind, and being careful with other people's things. A minority felt they could successfully go along with what their friends decided to do or play their luck or breaks to get the most out of them. The latter was also considered important by only a minority

of both groups.

Eligibles more than ineligibles, felt they had a greater chance of making good use of their spare time and being smart enough to stay one jump ahead of others, which were also more "important" to them. Ineligibles were more inclined than were eligibles to feel they could successfully keep busy, fit in with those around them, go along with what most of their friends decided, stay out of trouble and handle things, work hard, and keep out of fights. Ineligibles had also placed more importance on fitting in and being able to stay out of trouble than had eligibles. In general, ineligibles were more confident than were eligibles, though one-half of the goals they felt they could achieve were lower-class goals.

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In terms of chances of achievement, then, both groups felt they could be successful, work hard, and learn to do the things they will need to get ahead, help others, and have good manners. Eligibles differred from ineligibles in their belief they could make good use of free time and stay one jump ahead of others, while ineligibles felt they had a better chance of fitting in with others.

3. Degree of alienation - To what degree were these applicants alienated? While degrees of alienation have been touched on in the discussion of background factors and juvenile department records and in the discussion of "goal orientations," a more specific measure of alienation was desired that not only would lend itself to a comparison of eligible and ineligible applicants but also would be useful in later comparing change over time among Youth Consultants and Controls.

Since alienation is generally used to denote a disparity between aspirations and available means to achieve aspirations, it was decided to approximate this definition as closely as possible. An index of alienation was derived from the Inventory of Goal Orientations.<sup>8</sup> The score was derived by dividing the number of goals a person felt he had a "poor" chance of achieving by the number of goals he placed "great importance" or "some importance" on achieving, in other words"

Index of Alienation = <u>Important Goals perceived as unattainable</u> Important Goals Total alienation = 1.00

Lack of alienation = .00

<sup>8</sup>See Table 10 for a listing of the items in the Inventory

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If the answer was .00, the individual would be described as having zero alienation since none of his important goals would be unattainable. If the score was 1.00, it would be noted that all the individual's goals were felt to be unattainable by him.

> AL LIGIBLE AN

Alienation Index

	معداري ويترك الأربي والمراجع ويترك الأناسي والمراجع والمراجع والمراجع والمراجع والمراجع والمراجع والمراجع
Low	.0032
Medium	.3366
Hìgh	.67 -1.00

### TOTAL\* Number of Cases

\* Three eligibles and eight ineligibles had Alienation Indices of .00. No one in the group had an Alienation Index of 1.00.

Table 11 shows that approximately two-thirds of both eligibles and ineligibles fell into the "low alienation" category. Three of the eligibles and eight ineligibles showed no alienation. Little difference was noted between eligibles in the "medium" alienation category, and only three individuals, all in the ineligible group, demonstrated "high alienation." It would seem, then, that youngsters chosen by the Program Supervisor were neither less nor more alienated than those not selected.

TABLE 11

### ALIENATION OF

### ELIGIBLE AND INELIGIBLE APPLICANTS

المغلقين بالمسأوجهين كالأحدا أتهية عساليداء تداوري جها		ويروافق جزاره ومغربته ومعادية ويهدوه والمحاصر والمحاصر	يدمين المركب بالميك شكري بديني ي بيزوان ميك المكري الدي يوين الم			
	Applicants (per cent) Eligible Ineligible Total					
	68	69	69			
	32	24	27			
	00	об	04			
	100	99	100			
	22	49	71			

Section I A TEST OF A BASIC ASSUMPTION OF THE PROGRAM

A basic assumption underlying the Youth Consultant program was that when alienated, delinquent, pre-delinquent, and jobless youth receive training and employment as Youth Consultants, they learn skills which result in less alienation, less delinquent behavior, less hostility toward authority, less unemployment, and less school problem behavior. The following pages examine this assumption in the areas of alienation, delinquency, attitude toward authority, employment, and educational status.

A. Alienation

Mean Alienation Indices for Youth Consultants and Controls were compared at the time of their initial application to the program and again approximately one year after that application.<sup>9</sup> Table 12a shows that initially Youth Consultants and Controls were fairly similar in their mean alienation.

### TABLE 12a

MEAN ALIENATION INDEX FOR YOUTH CONSULTANTS AND CONTROLS

	Mean Alienation Index		
Population	Time I	Time II	
Youth Consultants (N = 11)	.21	•38	
Controls (N = 11)	<b>.</b> 24	•26	

 $^9$ It will be remembered from Pages 126-127 that the Alienation Index is equal to Important Goals perceived as unattainable/Important Goals. Thus, total alienation would result in a score of 1.00 and lack of alienation would result in a score of .00. If an individual had a score of .50, one-half of his important goals would be seen as unattainable to him. - 128 -

The Youth Consultants Mean Index at Time I shows that on the average Youth Consultants felt twenty-one percent of their important goals to be unattainable and that on the average the Controls felt twenty-four percent of their goals to be unattainable. When examination is made of the two groups for Time II, however, a definite difference is evidenced, with Youth Consultants on the average feeling thirty-eight percent of their goals are not attainable, while Controls at Time II feel that twenty-six percent of their goals are not attainable. It would appear that the Youth Consultant program experience has increased alienation of eligible youth rather than decreased it.

Personal experience of the Program Analyst with program individuals suggests that the increase of alienation may have occurred for Youth Consultants who did not stay with the program until its completion but not for Youth Consultants who remained. Table 12b examines this notion.

### TABLE 12b

MEAN ALIENATION INDEX FOR YOUTH CONSULTANTS WHO LEFT BEFORE PROGRAM COMPLETION; YOUTH CONSULTANTS WHO STAYED; AND CONTROLS

ومربية المادين ومراجع والمراجع والمحاري والمراجع و		
	Mean Alienation	Index
Population	Time I	Time II
Youth Consultants Who Left Before Completion (N = 6)	<b>.</b> 18	.60
Youth Consultants Who Stayed Until Completion (N = 5)	.25	.11
Controls (N = 11)	<b>.</b> 24	.26

Mean Alienation Index (.18) than did Youth Consultants who stayed initially or what the Controls showed at Time II.

Thus, the finding is that alienation from normal societal goals was greatly increased for slightly over one-half of the Youth Consultant group (those who left before program completion), and that for Youth Consultants who stayed a definite reduction in alienation was noted.

### Β. Delinquency

The following two tables illustrate the frequency and type of referrals to the Lane County Juvenile Court found among the Youth Consultant and Control populations. Table 13a shows that there were fewer Youth Consultants referred to the Juvenile Court at Time II than at Time I (3 versus 5), but that there were also fewer Control youngsters referred to the Court at Time II than at Time I (4 versus 6).

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When comparison is made of the six Youth Consultants who left prematurely, the five Youth Consultants who remained, and Controls, a clearer picture of program effect on alienation comes into focus. Youth Consultants who left before completion had a slightly lower

(.25) or Controls (.24). However, at Time II, those who left before completion had a Mean Alienation Index vastly greater (.60) than that of Youth Consultants who stayed (.11) or of Controls (.26). When Youth Consultants who stayed are compared with Controls, it is evident that their alienation decreased to less than one-half of what it was

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### TABLE 13a

JUVENILE COURT REFERRALS OF YOUTH CONSULTANTS

AND CONTROLS AT TIME I AND AT TIME II

	Popu	lation				
Number of Referrals	Youth (	Consultants	Co	Controls		
Ray Mandalanda ana amin'ny kaodim-paositra dia mampika minina minin	Time I	Time II	Time I	Time II		
None	6	8	5	7		
One	2	0	1	0		
Two or More	3	3	5	4		
Number of Cases	11	11	11	11		

Of the Youth Consultant group, one of the youngsters who became non-delinquent had had one Time I referral; another was a multiple offender. One youngster had had only one referral at Time I but was a multiple offender at Time II; two were multiple offenders at both Time I and Time II.

Of the Controls, two of those who became non-delinquent had been multiple offenders at Time I. One youngster was a single offender at Time I and a multiple offender at Time II, and two youngsters were multiple offenders at both Time I and Time II.

It would appear, then, that delinquent behavior was somewhat reduced a year after program inception, but that there was no difference between Youth Consultants and Controls, suggesting program did not necessarily effect a reduction in delinquency referrals to the Court. This is not to imply that official referrals are a true measure of delinquent behavior, however. It should be noted here that of the five Youth Consultants who had Court records, four had terminated their employment in the program before its completion. Perhaps the program did not have "holding power" for delinquents. In order to determine whether or not the Youth Consultants differed from the Controls in terms of the number and severity of delinquent acts performed, acts were classified into five major categories: children's offenses, offenses against property excluding automobiles, offenses involving alcohol, traffic offenses, and offenses involving unauthorized use of automobiles. Table 13b shows that the Youth Consultants and Controls were nearly identical in the number of acts performed at Time I (11 and 10) and at Time II (8 and 8). TABLE 13b

> REASON FOR JUVENILE COURT REFERRAL OF YOUTH CONSULTANTS AND CONTROLS AT TIME I AND AT TIME II

Reason for Referrals

Children's Offenses (runaway, truancy, ungovernable, school problems, curfew)

Offenses against property excluding automobiles (burglary, larceny)

Offenses involving alcohol (minor in possession, drunkenness)

Traffic

í D

10

£.,

Offenses involving unauthorized use of automobiles

Offenses against the person (assault)

Number of Cases

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Population						
	outh Cor					
<u>e II</u>	me I					
4	5					
0	3					
2	l					
1	1					
1	1					
0	0					
8	11					
	1 1 0					

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Thus, while the number of delinquent acts is slightly reduced for Youth Consultants, the same is true for Controls. For both groups, the modal offense at Time I was a children's offense. This is true of the Controls at Time II also, while acts of Youth Consultants at that time are more divided between children's offenses, offenses against property, and offenses involving alcohol. It would appear, then, that the program appeared to have affected neither the number of delinquent acts committed nor the severity of these acts and that the program was not successful in retaining delinquent Youth Consultants to its completion.

### C. Attitude toward Authority

Another program objective was to reduce hostility toward authority. In order to obtain information concerning any changes in the reduction of hostility toward authority, three scales of an eight-scale questionnaire were utilized. Scales were obtained by responses to two or more separate statements contained in the questionnaire.<sup>10</sup> The test formed a summated scale which consisted of a series of items to which the individual gave his reaction. The particular type of summated scale used was a Likerttype scale which measured the degree of agreement or disagreement. The youth were asked to respond to a statement by checking one of these five: (1) strongly agree, (2) agree, (3) not certain, (4) disagree, and (5) strongly disagree; or by checking one of these four: (1) never, (2) sometimes, (3) quite often, or (4) always. Youth Consultants and Controls were administered the tests during the first month of program operation and again ten to twelve months later. Two of the tests were

<sup>10</sup>This instrument was designed to evaluate the effects of a small, homogeneous, informal facility compared to a traditional training school in the treatment of delinquent boys. See: Ashley H. Weeks; Ernest W. Burgess; Warner J. Wellman; Howland G. Shaw; Richard L. Jenkins: and Walter Reckless, Youthful Offenders at Highfields: An Evaluation of the Effects of the Short-Term Treatment of Delinquent Boys, (Ann Arbor, Michigan: University of Michigan Press, 1958), pp. 177-192.

scored on a four-point basis and one on a three-point basis. Change was said to occur if an individual moved from one scale position to another. Change was said to exist between groups if a difference of three persons was evidenced.

Three scales were utilized to explore changes in hostility toward authority, attitudes toward law and order, attitudes toward obeying the law, attitudes toward law enforcement, and attitudes toward general authority.

Table 14 shows that while the difference was not definite, there was a "tendency" for Controls to change more positively and for Youth Consultants to change negatively in attitudes toward obeying the law.

> CHANGES IN ATTITUDES TOWARD LAW AND ORDER OF YOUTH CONSULTANTS AND CONTROLS

Scale

Attitude toward Obeying the Law

Attitude toward Law Enforcement

Attitude toward General Authority

Number of Cases

Controls definitely changed more positively in their attitude

toward law enforcement than did Youth Consultants, and no difference

TABLE 14

	د از من من من شرک اور با از من من بر از از من من بر من بر از من شرک از من من از ا	
Change	Youth Consultants	Controls
+ - 0	2 4 5	4 2 5
+ - 0	3 5 3	6 2 3
+ - 0	4 4 3	4 4 3
and and a second se	11	11

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was noted in attitude toward general authority.

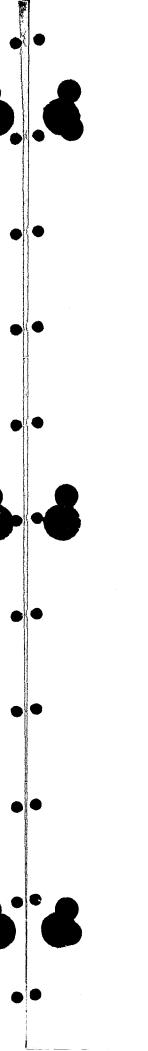
Thus, it would appear that in attitudes toward low and order the Youth Consultants showed some deterioration. No difference was noted between those who stayed until program completion and those who left before that time.

As well as in the reduction of delinquency and alienation it was assumed that training and employment as Youth Consultants would result in less unemployment and less cancol problem behavior for alienated youths. The original research design was based on a program design that assumed program would continue for at least eighteen months (rather than for one year), that many more than eleven youths would participate in the program, and that program participation for any one individual might be of fairly short duration. The alteration in design makes an evaluation of program effects on unemployment and educational problem behavior tenuous. Discussion of these areas has been limited to a description of what is presently known about occupational and educational behavior of the two groups.

### D. Educational Status

While the small number of Youth Consultants and Controls and the inclusion of dropouts in this number do not make feasible an investigation of change in "school adjustment," educational records maintained on both groups do suggest the following:

1. Of the Youth Consultants, one dropout returned to school, none of the in-school youngsters dropped out, and three graduated from high school. One graduate attended junior college and one dropout attended vocational school.



2. None of the Controls dropouts returned to school, but two received a "GED" or high school equivalency status, none of the in-school Controls dropped out of school, and two youngsters graduated from high school. Two of the youngsters attended business school and one began nurses' training. It would appear that the program had little effect in returning dropouts to school and no effect in motivating them to complete their GED test, or an motivating in-school youth to drop out or motivating them to seek other than high school training.

### E. Employment

Two measures relating to employment were used for our two groups based on: (a) income received during the program year, and (b) type of job held during the program year. The latter, of course, would be the position of Youth Consultant for those program participants who stayed with the program to its completion. Employment records maintained for both Youth Consultants and Controls indicate the following:

1. Seven of the eleven Youth Consultants made five hundred 2. Two of the eleven Controls made five hundred dollars or

dollars or more during the year, and only one made less than one hundred dollars. The five Youth Consultants who left before program completion became employed in one of the following occupations: millworker, waitress, cannery worker, baker trainee, and babysitter. more during the year and four made less than one hundred dollars. Nine of the eleven were employed in one of the following occupations: babysitter (3), dishwasher (2), house painter (1), millworker (1), waiter (1), and cannery worker (1).

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It is apparent, then, that as a result of their employment as Youth Consultants, Youth Consultants did make more money than did Controls, and that for those Consultants who did not stay with the program until its completion their occupational opportunities were similar to those for youngsters who had not participated in the program.

F. Summary

Did training and employment as Youth Consultants result in less alienation, less hostility toward authority, less unemployment, and less school problem behavior? In the preceding section of this paper this question has been examined and the following has been found to be true:

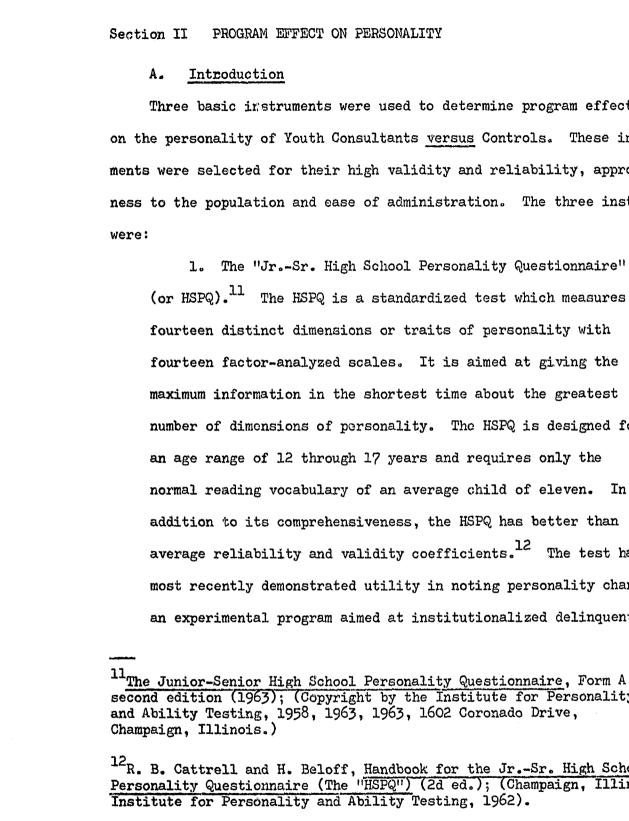
1. Over all, the Youth Consultant Program experience increased alienation of youth rather than decreased it. Looking further, however, it was noted that alienation was greatly increased for Youth Consultants who left before program completion and definitely reduced for those who stayed.

2. The program neither affected the number of delinquent acts committed nor the severity of these acts, and the program was not successful in retaining delinquent Youth Consultants to its completion.

3. Attitudes toward authority in terms of attitudes toward law and order showed some deterioration among Youth Consultants.

4. Only a small effect was noted in terms of educational status.

5. Youth Consultants made more money during the program year than they would have had they not been program participants, but for those who left the program prematurely, the type of job obtainable by them did not appear to be affected by their Youth Consultant experience.



<sup>13</sup>George R. Pierson, Raymond B. Cattrell, and John Pierce, "A Demonstration by the HSPQ of the Nature of the Personality Changes Produced by Institutionalized Delinquents." The Journal of Social Psychology, LXX (1966), pp. 229-239.

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Three basic instruments were used to determine program effect on the personality of Youth Consultants versus Controls. These instruments were selected for their high validity and reliability, appropriateness to the population and ease of administration. The three instruments

1. The "Jr.-Sr. High School Personality Questionnaire" (or HSPQ).<sup>11</sup> The HSPQ is a standardized test which measures fourteen distinct dimensions or traits of personality with fourteen factor-analyzed scales. It is aimed at giving the maximum information in the shortest time about the greatest number of dimensions of personality. The HSPQ is designed for an age range of 12 through 17 years and requires only the normal reading vocabulary of an average child of eleven. In addition to its comprehensiveness, the HSPQ has better than average reliability and validity coefficients.<sup>12</sup> The test has most recently demonstrated utility in noting personality change in an experimental program aimed at institutionalized delinquents.<sup>13</sup>

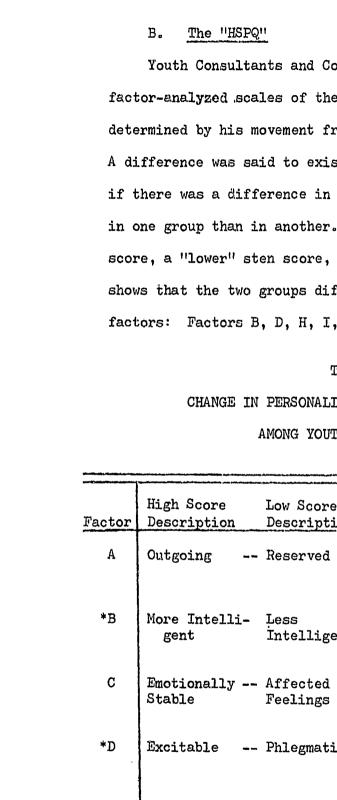
second edition (1963); (Copyright by the Institute for Personality and Ability Testing, 1958, 1963, 1963, 1602 Coronado Drive,

<sup>12</sup>R. B. Cattrell and H. Beloff, <u>Handbook for the Jr.-Sr. High School</u> Personality Questionnaire (The "HSPQ") (2d ed.); (Champaign, Illinois: Institute for Personality and Ability Testing, 1962).

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2. "The Washburne Social Adjustment Inventory" was selected in spite of its antiquity since its emphasis **is** on social and emotional adjustment.<sup>14</sup> The test provides a separate measure of development in each of seven traits which are very slightly correlated with intelligence and are highly correlated with social and emotional adjustment. The Inventory is designed for an age range from 12 years to college age. The Inventory has better than average reliability and validity coefficients.<sup>15</sup> The sound construction of the Inventory deemed it usable even though some of the individual questions have only historical value. The utilization of a test of this age is tempered by the use of the more recent HSPQ and the "Adolescent Self-Image" scale described below.

3. The "S-I" questionnaire which is so labeled herein was used by Morris Rosenberg in his study of adolescent self-image.<sup>16</sup> The questionnaire contains six Guttman scales with good reproducibility and scalability coefficients and four unweighted scores and two indexes. The questionnaire offers ease of administration, economy of time, and a great deal of face validity.



Е

Assertive

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Youth Consultants and Controls were compared on all of the fourteen factor-analyzed scales of the "HSPQ." Change for an individual was determined by his movement from one of the ten sten scores to another. A difference was said to exist between Youth Consultants and Controls if there was a difference in movement of at least three more persons in one group than in another. Movement could be to a "higher" sten score, a "lower" sten score, or absent in terms of "no change." Table 15 shows that the two groups differed on only five of the fourteen factors: Factors B, D, H, I, and  $Q_5$  (marked with an asterisk).

TABLE 15

CHANGE IN PERSONALITY AS DETERMINED BY THE "HSPQ" TEST AMONG YOUTH CONSULTANTS AND CONTROLS

	وجوامي المستحديث الشاليتي وتجاوله البين وجرعت المكالي ورجا المطالب المراجع			ومعارك والمستشرة ومركز فيستع ومستشرة متارية ومتشار ويروها ورويتها	
n	Low Score Description	Direction of Change	Youth Consul- tants	Controls	Total
	Reserved	+ - 0	3 3 5	3 5 3	6 8 8
li-	Less Intelligent	+ - 0	6 1 4	3 3 5	9 4 9
y	Affected by Feelings	+ - 0	5 3 3	4 5 2	9 8 5
	Phlegmatic	+ - 0	2 3 6	7 1 3	9 4 9
	Obedient	+. 0	4 3 4	6 ユ 4	10 4 8

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<sup>&</sup>lt;sup>14</sup>Washburne S-A Inventory (Thaspic Edition); (Copyright 1940 by World Book Company); World Book Company, Yonkers-on-Hudson, New York, and Chicago, Illinois.

<sup>&</sup>lt;sup>15</sup>John N. Washburne, <u>Washburne Social-Adjustment Inventory</u>: <u>Manual</u> for Interpreting; (Harcourt, Brace & World, Inc., New York, 1940).

<sup>&</sup>lt;sup>16</sup>Morris Rosenberg, <u>Society and The Adolescent Self-Image</u>, (Princeton, New Jersey: Princeton University Press, 1965), pp. 305-319.

TABLE 15 (cont.)

Factor	High Score Description	Low Score Description	Direction of Change	Youth Consul- tants	Controls	Total
F	Happy-go-Luck	ySober	+ - 0	4 5 2	3 4 4	7 9 6
G	Conscientious	Expedient	+ - 0	4 5 2	3 5 3	7 10 5
*H	Venturesome	Shy	+ - 0	7 2 2	5 5 1	12 7 3
*I	Tender-minded	Tough-minded	+ - 0	5 5 1	4 3 4	9 8 5
J	Doubting	Vigorous	+ - 0	5 3 3	7 3 1	1 <b>2</b> 6 4
ο	Apprehensi ve	Placid	+ - 0	5 4 2	6 5 0	11 9 2
Q2	Self-sufficien	nt-Group-depen- dent	+ - 0	5 2 4	6 2 3	11 4 7
* <sup>Q</sup> 3	Controlled	Undisciplined Self-Conflict		1 7 3	4 4 3	5 11 6
Q <sub>4</sub>	Tense	Relaxed	+ - 0	4 4 3	3 4 4	7 8 7
	Number of Case	28		11	11	22

An examination of the differences indicates that:

1. Factor B: Youth Consultants are more likely to change in the direction of "more intelligent" than are Controls. This factor has been

equated with scholastic me thinking.

2. Factor D: Controls are more likely than are Youth Consultants to become "excitable" in terms of being impatient, demanding, or overactive <u>versus</u> "phlegmatic" in terms of being deliberate, inactive, and stodgy.

3. Factor H: Controls are more likely than are Youth Consultants to become "shy" in terms of becoming restrained, diffident, and timid rather than "venturesome" in terms of socially bold, uninhibited, and spontaneous.

4. Factor I: Youth Consultants more than Controls are likely to change in either direction between "tender-minded" in terms of dependent, over-protected, and sensitive <u>versus</u> "tough-minded" in terms of self-reliant, realistic, and no-nonsense.

5. Factor Q<sub>3</sub>: Youth Consultants more than Controls are likely to show more undisciplined "self-conflict" in terms of following their own urges and being careless of protocol <u>versus</u> "controlled" in terms of being self-disciplined and compulsive. <u>Summary</u>:

Program effect gleaned from the "HSPQ" would indicate, then, that program involvement has helped the Youth Consultants become more able to think abstractly, has retarded a tendency for them to become more impatient or excitable (as the Controls did), has retarded a tendency for them to become more shy (as Controls did), and has made them less stable in their dependent self-reliant area. It also appears that Youth Consultants have become less controlled in terms of impulse control, less self-disciplined, and more careless of protocol through program involvement.

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equated with scholastic mental capacity and the ability to do abstract

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### C. "The Washburne S-A Inventory"

Youth Consultants and Controls were compared on six of the six traits measured by the test. Each trait falls into either seven or eight levels or percentile ranks. Change for an individual was determined by his movement from one of the seven or eight percentile ranks to another in terms of social adjustment. A difference was said to exist between Youth Consultants and Controls if there was a difference in movement of at least three persons in one group and not in the other. Movement could be "positive" toward greater social adjustment, "negative" toward maladjustment, or "absent" in terms of "no change." Table 16 shows that the two groups differed on only two of the six traits: Happiness and Purpose.

### TABLE 16

CHANGES IN SOCIAL ADJUSTMENT AS MEASURED BY THE WASHBURNE SOCIAL-ADJUSTMENT INVENTORY AMONG

YOUTH CONSULTANTS AND CONTROLS

Traits	Direction of Change		Controls
(t-score) Truthfulness (7 levels)*	+ - 0	3 5 3	3 6 2
(h-score) Happiness (7 levels)	+ - 0	6 1 4	2 7 2
(s-score) Sympathy (8 levels)	+ - 0	<b>3</b> 3 5	5 3 3
(p-score) Purpose (9 levels)	+ - 0	3 5 3	6 4 1
* Levels of adjustment or percentile	ranks		-1-

direction of maladjustment in this area. 2. (p-score) Purpose: Youth Consultants were less likely than were Controls to improve their social adjustment in terms of a sense of "purpose." This term is defined as a desire definitely directed toward a goal involving plan, evaluation, selection, and effort.

similar to differences noted in analysis of the "HSPQ" between Controls and Youth Consultants, examination of them was made even though they did not meet our criterion for a "difference." From Table 16 it can be seen that the traits "i" and "c" do show a tendency (a difference of two persons) for Youth Consultants to be more likely to deteriorate in "impulse-judgment" or deferred gratification and of their ability to make and execute plans.

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### TABLE 16 (cont.)

nunaukar vauneuskonne rava hetasahasar kuna akanaphabbis kas a	an 1 p an i de artes en gra d'ar ben de sen de sen ben per	
Direction of Change	1	Controls
: + - 0	3 4 4	2 2 7
+ - 0	3 5 3	4 3 4
n yn	11	11

An examination of these differences indicates that:

1. (h-score) Happiness: Youth Consultants were more likely than were Controls to improve their social adjustment as revealed in individual "happiness." This term includes contentment, a sense of well-being, and the feeling that life is worthwhile. Conversely, Controls moved in the

Since two of the traits measured by the Washburne test are

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### Summary:

It appears that participation in the program did increase the "happiness" or feeling of well-being of Youth Consultants but made them less able to act with "purpose" in terms of planning and executing a long-term effort. It also appears that the finding from the "HSPQ" may be borne out in that Youth Consultants became less self-disciplined than did Controls.

### D. The "S-I" (Self-Image) Questionnaire

Youth Consultants and Controls were compared on the six Guttman scales, the four scores, and the two indices which make up the "S-I" questionnaire. Each dimension is scored at from three to eleven levels. Change for an individual was determined by his movement from one of the score, scale, or index levels to another. A difference was said to exist between Youth Consultants and Controls if there was a difference in movement of at least three persons in one group <u>versus</u> the other. Movement could show an "increase," "decrease," or be absent in terms of "no change." Table 17 shows that the two groups differed on five of the eleven dimensions.

	CHANGES IN SELF IMAGE
	ON ELEVEN O
Dime	nsion
1.	Self-Esteem (Scale) (feeling of person (7 levels)
2.	Stability of Self (Scal (fluctuation of op (6 levels)
3.	Faith in People (Scale) (trusting in other (6 levels)
4.	Sensitivity to Criticis (disturbed or hurt (4 levels)
5.	Depressive Effect (Scal (unhappiness or lo (7 levels)
6.	Daydreaming (Scale) (preoccupation wit (5 levels)
7.	Psychosomatic Symptoms (awareness of) (ll levels)
8.	Interpersonal Threat (S (reluctance to com (4 levels)
9.	Intensity of Discussion (international mat (3 levels)
10.	Parental Interest (Inde (family response t (8 levels)
11.	Relationship with Fathe (closeness of) (7 levels)

 $\mathbf{O}$ 

SD.

D

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### TABLE 17

### AMONG YOUTH CONSULTANTS AND CONTROLS

### F ROSENBERG'S DIMENSIONS

	د. به به داده این در به این در این در به این در به ای	د د می او د می او د از است و می او د می و می او می و می و می و می و می و می	and the state of the
	Direction of Change	Youth Consultants	Controls
nal worth)	+ - 0	4 1 6	4 5 2
le) pinions)	+ - 0	5 1 5	3 5 3
) rs)	+ - 0	3 4 4	5 3 3
sm (Scale) t)	+ - 0	1 3 7	1 6 4
le) ow spirits)	+ - 0	3 1 7	1 2 8
th)	+ - 0	0 3 7	1 6 4
(Scale)	+ - 0	5 3 3	4 3 4
Scale) nmit self)	+ - 0	3 3 5	2 3 6
n (Index) tters)	+ - 0	1 1 9	1 4 6
ex) to activitie	s) - 0	6 3 2	0 5 6
er (Scale)	÷ - 0	3 3 5	1 5 6
7/16		11	11

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Dimension 1: Controls were more inclined to show a decrease
 in "self-esteem" or feeling of personal worth than were Youth Consultants.

2. Dimension 2: Controls were more inclined to show a decrease in their "stability of self" or to fluctuate more in their opinions than were Youth Consultants.

3. Dimension 4: Controls were more likely to show an increase in their "sensitivity to criticism" in terms of being more likely to be hurt or disturbed by criticism than were Youth Consultants.

4. Dimension 9: Controls were less likely to have a high "intensity of discussion" of international affairs than were Youth Consultants. Except for the change noted for Dimension II, when either the Youth Consultants or the Controls showed significant change, the other group was more likely to show "no change."

5. Dimension 10: Youth Consultants were more likely to show an increase in "parental interest" in terms of their families' interest in their activities than were Controls.

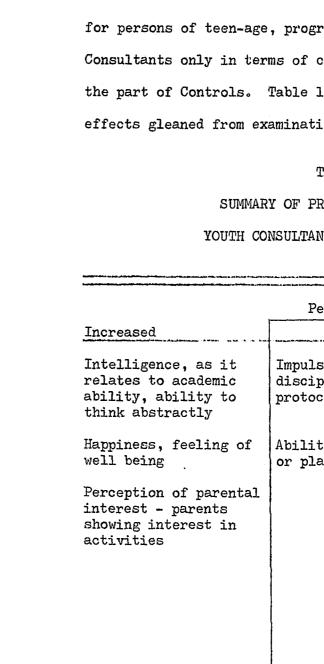
### Summary:

Program effect indicates that Youth Consultants perceive their families as taking more of an interest in their activities than do the Controls. The program also seems to have <u>retarded a tendency</u> for youth who became Youth Consultants toward decreasing in terms of self-esteem, self-stability, intensity of discussion, and the ability to withstand criticism.

### E. Discussion of Program Effect on Personality

By utilizing two personality scales and one social-adjustment inventory, some dissimilarities between the group of Youth Consultants and the Control group were noted on several dimension traits or characteristics. Since maturation might be expected to produce changes

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Youth Consultants show an increased "intelligence" rating in terms of scholastic ability or the ability to think abstractly; an increased feeling of happiness or feeling of well being; and a feeling that their parents show more of an interest in their activities than they did before program participation.

for persons of teen-age, program effect has been considered for Youth Consultants only in terms of comparative change or lack of change on the part of Controls. Table 18 represents a summary of personality effects gleaned from examination of the three instruments.

TABLE 18

SUMMARY OF PROGRAM EFFECT ON

YOUTH CONSULTANTS' PERSONALITIES

مار المارية و المارية المرجع ا	ومواطروا والانتخاذ وبولاد الأنباد والجاج والمحمد والمحمد والمحمد والمحمد والمحمد والمحمد والمحمد والمحمد والمحمد
Personality Dimensions	
Decreased	Retarded
pulse control, self- scìpline - concern with otocol	Impatience Excitability Shyness
ility to act with purpose plan - long-term effort	
	Decrease in self- esteem
	Decrease in stability of self
	Reluctance to discuss international matters
	Increased sensitivity to criticism

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Youth Consultants, however, show a decrease in their ability to control their impulses; a reduction of self-discipline; and a reduced concern with protocol, as well as a reduction in their ability to act purposefully or to plan long-term efforts.

Youth Consultants have been retarded from what otherwise might be a tendency for youngsters with the characteristics described in Part I or deemed "eligible" for employment as Youth Consultants towards increased impatience, excitability, shyness, sensitivity to criticism, reluctance to discuss international matters, or a decrease in self-esteem or self-stability.

It could be that the very nature of the Youth Consultant job had an effect on the ability to think abstractly, since youth were asked to think about youth problems in perhaps a more objective way than they had before, and also were asked to plan strategies in changing the thinking of adults in that area. Since a major concern of the Youth Consultant program was to improve communication between teen-agers and adults (or between parents and their offspring), improvement in parental interest may be related to an increase of communication occurring in the home of the Youth Consultant.

The negative aspects of personality change occurring for Youth Consultants may be related to the permissive work environment they were exposed to. For the most part, while rules did exist pertaining to punctuality, behavior in the office, attendance at training sessions, holding regular working hours, and completing assignments, compliance with the rules was not mandatory and enforcement tended to be sporadic. It is possible that this rather permissive type of supervision could be related to the reduction in impulse control and self-discipline on the part of Youth Consultants.

fully or to plan long-term efforts.

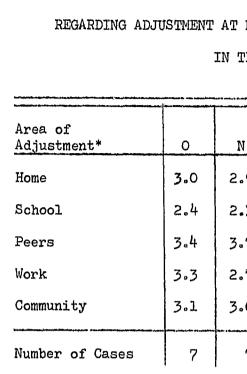
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Many changes were made in the program after its inception. Youth Consultants had the impression at the beginning of their employment that they would be talking to many more groups than they actually did; they were also given areas of specialization which were only partly followed through; in other words, program plans were often outlined but did not materialize. These circumstances may relate to the reduction noted in the ability of Youth Consultants to act purpose-

### Section III SELF-RATINGS

One of the objectives of the program was to improve the effectiveness of the youngster's functioning at home, in school, with peers, at work, and in the community. The possibility of discussing the adjustment of the Youth Consultant with his family was discussed with Youth Consultants. Their feelings were quite strongly against such a plan. and it was dropped lest it have detrimental program effect on the youngsters. The Program Supervisor was asked to keep a monthly report on each Consultant but found this a rather cumbersome task; thus such a record was not maintained. Some indication is available in Chapter II which includes a description of each youth throughout his program participation. The data collected on the effectiveness of functioning are primarily subjective on the part of the Youth Consultants. Each Youth Consultant filled out "monthly progress reports" in which he rated himself on a five-point scale from low to high regarding adjustment at home, in school, with peers, at work, and in the community. These progress reports were completed over an eight-month program period by seven Youth Consultants. The method of filling them out, as well as the criteria for a "low," "high," or "average" rating, was discussed with the group and with each individual in the hope that ratings would be somewhat standardized. Consultants also were asked to write a paragraph each month on their progress in each of the adjustment areas.

Change was said to have occurred if the mean for the group moved one point on the five-point scale. Table 19 shows that for the first month (October) the youngsters had a mean rating of "average" for home, peers, work, and community adjustment, but they rated themselves below average in school adjustment.



\* The low rating was "1," the average rating "3," and the high rating "5" for each area.

Definite change over the months took place in the areas both of home and peer adjustment, with youngsters seeing themselves better adjusted in these areas. In the case of home adjustment, the highest mean noted was for the month of May and for peer adjustment the month of April. Though there was a "tendency" for community adjustment to increase, adjustment at work or in school seemed not to be affected by program participation. Thus, near the beginning of program participation Youth Consultants saw themselves as "average" in their home, peers, work, and community adjustment but "below average" in their school adjustment. Program participation appears to have effected an improvement in home and peer adjustment in that Youth Consultants saw themselves after several months of program participation as having "better than average" adjustment in

these areas. Little change was seen for school, work, or community adjustment. - 1.52 -

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### TABLE 19

MEAN SELF RATINGS OF YOUTH CONSULTANTS ON MONTHLY PROGRESS REGARDING ADJUSTMENT AT HOME, IN SCHOOL, WITH PEERS, AT WORK, AND IN THE COMMUNITY

		Months				
N	D	J	F'	M	A	M
2.9	2.4	4.0	4.1	2.6	3.9	4.4
2.1	3.0	2.1	2.7	2.0	2.4	2.4
3.7	3.6	4.1	4.0	4.3	4.4	4.0
2.7	3.1	3.9	3.7	3.6	3.1	3.3
3.6	3.3	3.1	3.7	3.9	3.7	3.7
7	7	7	7	7	7	7
			7 11	A 1. Ye A	- <b>1 1</b> - <b>2</b> -	

### A. Attitudes Concerning Pro-social Activities

### 1. Introduction

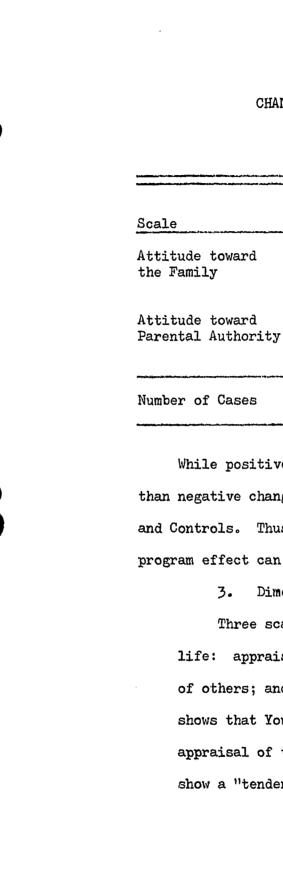
One of the program objectives for the Youth Consultants was to change expressed attitudes, values, and opinions in relation to prosocial activities. In order to obtain information concerning such changes, the same questionnaire was utilized which was used to provide attitude toward authority.<sup>17</sup>

Youth Consultants and Controls were administered the tests during the first month of program operation and again ten to twelve months later. The five scales of the test make up two major dimensions: reaction toward family and outlook on life. Four of the tests were scored on a five-point basis; and one on a fourpoint basis. Change was said to have occurred if an individual moved from one scale position to another. Change was said to exist between groups if a difference of three persons was evidenced.

2. Dimension A: Reaction Toward Family

Two scales were utilized to explore reaction toward the family: one concerned with general attitude toward the family, the other concerned with attitude toward parental authority. From Table 20a it can be seen that for the most part neither Youth Consultants nor Controls tended to change in their general attitude toward the family, though there was a slight movement toward change in a positive direction for the Youth Consultants.

<sup>17</sup><u>Op. cit.</u>, Weeks, et al, pp. 177-192.



### TABLE 20a

### CHANGE IN REACTION TOWARD THE FAMILY OF

### YOUTH CONSULTANTS AND CONTROLS

نیسیاد به امامیر <u>خ</u> روستان در بروی بر مسالیکی اور ورد کار استان استان میرود بر از میان میرود م		و بر <u>محمد بارم می</u> است. بر با بر می این می و با می و با این این این این این این این این این ای
Change	Youth Consultants	Controls
+ - 0	4 1 6	2 2 7
+	6 2 3	5 3 3
	13.	11

While positive change toward parental authority occurred more often than negative change, no real difference existed between Youth Consultants and Controls. Thus, though there is a slight positive change, no definite program effect can be said to have occurred in reaction toward the family. 3. Dimension B: Change in Outlock on Life

Three scales were utilized to explore change in outlook on life: appraisal of self-confidence; attitude toward acceptance of others; and attitude toward certain behavior norms. Table 20b shows that Youth Consultants show more positive change in their appraisal of their own self-confidence than do Controls and also show a "tendency" toward more acceptance of others. TABLE 20b

CHANGE IN OUTLOOK ON LIFE OF

### YOUTH CONSULTANTS AND CONTROLS

<b></b>	ور المراجع المراجع المراجع والمراجع ومعارضه المراجع المراجع والمراجع والمراجع والمراجع والمراجع والم	المحصوف المحصوف المحصوف المشتان والمنافعة والمنافعة والمحاصر ومحاصله والمحاص والمحاص والمحمول والمحمو	
Scale	Change	Youth Consultants	Controls
Appraisal of Self- confidence	+ - 0	5 2 4	2 2 7
Attitude toward Acceptance of Othors	+ - 0	5 2 4	3 4 4
Attitude toward Certain Behavior Norms	+ - 0	3 5 3	5 3 3
Number of Cases		11	11

In terms of behavior norms, while no real difference is noted between the two groups, the "tendency" is for the Youth Consultants to change in a negative direction.

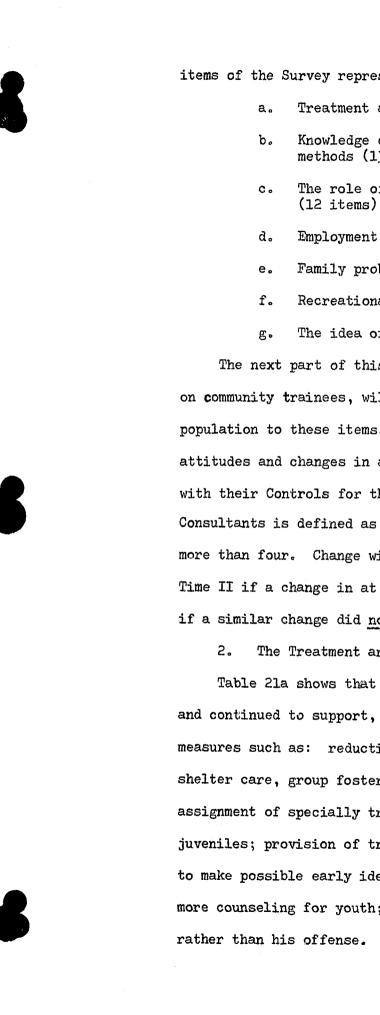
Thus, it would appear that program participation improved the self-confidence of Youth Consultants and tended to improve their attitude toward acceptance of others. Other changes in their outlook were not evident.

### Β. Values and Opinions Concerning Youth Problems

1. Introduction

A number of sources, including the ideas of Youth Consultants about issues to be discussed with community trainees, were used in constructing a "Youth Problems Attitude Survey."<sup>18</sup> The sixty-seven

18 For the questionnaire and the sources of items, refer to Appendix C, "Youth Problems Attitude Survey" and "Sources of Items in the Youth Problems Attitude Survey." - 155 -



items of the Survey represent the following areas:

Treatment and prevention of delinquency (21 items) Knowledge of delinquency and efficacy of treatment methods (13 items) The role of the school in coping with youth problems Employment problems of youth (10 items) Family problems of youth (5 items) Recreational needs of youth (4 items) The idea of the Youth Consultant program (2 items) The next part of this report, an examination of program effects on community trainees, will include the responses of the trainee population to these items. Here the concern will be with majority attitudes and changes in attitude of Youth Consultants as compared with their Controls for these same items. A "majority" of Youth Consultants is defined as eight or more, and a "minority" as no more than four. Change will be said to occur between Time I and Time II if a change in at least three Consultants is evidenced and if a similar change did not occur for the Control group, 2. The Treatment and Prevention of Delinquency Table 21a shows that Youth Consultants initially supported, and continued to support, "treatment-oriented" non-punitive measures such as: reduction of institutional care (through more shelter care, group foster homes, and increased used of probation); assignment of specially trained police officers to work with juveniles; provision of training programs in youth-serving agencies to make possible early identification of delinquents; provision of more counseling for youth; and increased emphasis on the offender

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the general constant of the second of the

### TABLE **21**a

### AGREEMENT WITH STATEMENTS CONCERNING THE

### TREATMENT AND PREVENTION OF DELINQUENCY

Statement	Youth Consultants		Controls	
and an and a second second second and the second	Time I	Time II	Time I	Time II
l. Juveniles should be transported in marked police cars.	5	3	4	3
5. The detention population could be reduced by providing shelter care to children who otherwise would have to remain continuously behind locked doors awaiting court action.	9	9	7	9
5. Police departments should include juvenile units with officers specially trained in juvenile work.	9	9	9	8
7. If slums were abolished and the residents given decent housing, along with aid in adapting themselves to the new environment, we cannot doubt that delinquency would be reduced.	6	8	7	7
B. Physical punishmeni is effective treatment for the juvenile who causes personal injury.	1	2	1	3
9. More kids should be sent to state Institutions such as Ma <b>cLaren</b> School For Boys and Hillcrest School for Hirls.	ı	0	1	3
2. If a group foster home program perated in Lane County, the number f commitments to the state insti- utions could be reduced.	10	10	8	8
3. Programs for increasing the wareness of staffs of schools, relfare, health, and police depart- ents of the early symptoms of elinquency are needed.	9	8	8	9
4. High delinquency rate is largely ue to the baffled aspirations of lower lass youth to rise to middle-class tatus.	6	8	5	6

Statement
15. Most counselors are to with delinquents.
16. More counseling should available to young persons gotten into difficulty.
22. Girls who sexually mis be confined as part of the
29. Public ridicule is an way to handle the "young t
34. A residence house for adults is needed in this c
35. More money should be s community in providing ser troubled youth.

 36. Publishing names of you is necessary to protect the

47. Probation should be us of institutionalization wh possible.

48. Juvenile delinquency corrected by more discipling severe penalties, and more action by the police and the

53. The juvenile courts' constant should be the offender and problems rather than the o

57. The need for juvenile services could be reduced ing more attention on repe

62. The need for juvenile services would be reduced a problems were handled in the school at earlier ages.

Number of Cases

### TABLE 21a (cont.)

	You Consul	th Ltants	Co	ntrols
	Time I	Time II	Time I	Time II
too lenient	5	2	6	3
ld be made ons who have	11	10	9	9
isbehave should heir treatment.		l	2	2
n effective tough."	2	3	2	l
or young s community.	7	10	6	8
e spent in this services for	3	11	9	10
young hoodlums the public.	lı	ı	0	3
used instead whenever	11	10	10	10
y can be pline, more pre vigorous l the courts.	0	3	4	о
concern and his offense.	10	9	8	8
e court ed by focus- epeaters.	6	8	8	7
e court ed if 1 the	11	11	5	7
	11	11	11	11

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Youth Consultants rejected at both points in time such punitive measures as physical punishment, institutionalization, public ridicule, and publication of names of delinquents in the newspapers.

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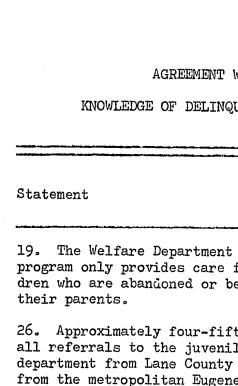
• •

Change occurred in four of the 21 items. Consultants were less likely at Time II to feel that girls who misbehave sexually should be confined than they had initially been (5 versus 1); however, they were more likely at Time II to feel that more discipline and more vigorous court action would reduce delinquency than they had been at Time I (0 versus 3). Youth Consultants showed a greater commitment to a residence house for young adults in the community at Time II than they had at Time I (7 versus 10) and were also more likely to believe that more money should be spent in the community to provide services for troubled youth (3 versus 11).

Thus, Youth Consultants show a definite "treatment-oriented" nonpunitive attitude at both points in time toward treatment of youthful offenders and prevention of delinquency. They show, at Time II, an increased commitment to expansion of programs for troubled youth, including a residence house and an increased community effort in dealing with youth problems.

3. Knowledge of Delinquency and the Efficacy of Treatment Methods

Table 21b shows that the majority of Youth Consultants were aware at both points in time that the major sources of referrals to the Lane County Juvenile Department were in the metropolitan area of Eugene-Springfield, and that probably not more than ten per cent of all apprehended delinquents need detention.



32. About one out of every boys in Lane County is refe the juvenile court before h eighteen years old.

Springfield area.

39. The number of delinque dren is nearly proportionat increase in the child popul

*l*:1. The volume of delinque upper-class youth is relati greater than the statistics indicate.

43. Most delinquents are f minded.

46. Nearly one-half of Lan County referrals to the juv court were for juvenile mis such as runaway, truancy, as parent-child conflict.

49. Most delinquents are su in intelligence.

52. Thefts, including shop were referred to the juveni department more frequently any other kind of offense.

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### TABLE 21b

### AGREEMENT WITH STATEMENTS CONCERNING THE

### KNOWLEDGE OF DELINQUENCY AND EFFICACY OF TREATMENT METHODS

	You Consu	th ltants	Cont	rols
······	Time I	Time II	Time I	Time II
t shelter for chil- beaten by	6	4	2	2
fths of ile y come ne-	8	8	8	F
y five erred to	U	U	0	5
he is	8	7	8	8
ent chil- te to the lation.	7	7	8	5
ency among ively s				
	7	10	7	6
feeble-	о	4	3	1
ne venile sbehavior and				
	11	7	10	6
superior	4	5	7	6
olifting, ile than				
	6	8	9	9

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### TABLE 21b (cont.)

### AGREEMENT WITH STATEMENTS CONCERNING THE

### KNOWLEDGE OF DELINQUENCY AND EFFICACY OF TREATMENT METHODS

Statement	Youth Consultants		Controls	
	Time I	Time II	Time I	Time II
54. Most delinquents are seriously maladjusted emotionally.	4	4	6	4
58. Probably not more than 10 per cent of all children apprehended for delinquency need detention.	8	10	9	8
59. The children of some races and nationality groups are "naturally" delinquent.	4	2	3	2
64. Punishing parents of delinquents would reduce delinquency.	5	4	5	4
Number of Cases	11	11	11	11

Only a minority of Youth Consultants, at both points in time, agreed that some "racial and nationality groups are naturally delinquent." Two changes occurred among the Youth Consultants from Time I to Time II. At Time II Youth Consultants were more likely to believe that delinquents are feeble minded (O versus 4); and more Youth Consultants came to believe that the volume of delinquency of upper-class youth is relatively greater than the statistics indicate (7 versus 10).

On six of the fourteen items no majority opinion was evident, which suggests that while Youth Consultants were somewhat knowledgeable about delinquency and the efficacy of treatment methods, there was slight increase in such knowledge during the program year.

4. time. Statement 3. To be accepted by other kids is more important in school than getting good grades. 10. Kids and teachers don't really have a good chance to communicate with each other. 17. More vocational training is needed in the high schools. 24. Most teachers don't care enough about the students' problems. 31. Everything is geared for the college-bound students, and offers little to the non-college bound. 38. More attention should be paid to individual students. 45. High schools should teach kids how to go about getting a job. 55. Kids who feel left out of the social life at school are more apt to drop out. 60. More emphasis in the schools should be placed on letting kids go at their own rate of ability.

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The Role of the School in Coping with Youth Problems Table 21c indicates that the majority of Youth Consultants agreed to all but one of the twelve statements at both points in

TABLE 21c

OF THE SCHOOL IN COPING WITH YOUTH PROBLEMS

AGREEMENT WITH STATEMENTS CONCERNING THE ROLE

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### TABLE 21c (cont.)

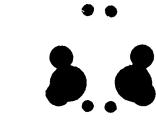
AGREEMENT WITH STATEMENTS CONCERNING THE ROLE

### OF THE SCHOOL IN COPING WITH YOUTH PROBLEMS

Statement	You Consu	th ltants	Controls		
	Time I	Time II	Time I	Time II	
63. Many youngsters could be kept in school if more trade and related skill training was offered.	10	10	10	10	
65. The subject matter in school bores most teen-agers.	9	8	7	7	
67. Teachers need to understand the problems of teen-agers more.	11	10	9	9	
Number of Cases	11	11	11	11	

The majority did not agree that peer acceptance in school is more important than getting good grades. The majority did agree, however: that more preparation for the world of work is needed in the schools (more emphasis on vocational training and less on the college-bound student); that teachers need to understand youngsters better and to be more concerned with their problems; and, that kids who feel "left out" of the school social life are most apt to "drog sout" of school.

Thus, the Youth Consultants feel that the schools could cope more effectively with youth problems if more job-skill training was provided and if teachers showed a greater understanding and concern for youth. Program participation apparently did not modify these views.



5. Employment Problems of Youth

The majority of Youth Consultants agreed at both Time I and

Time II with all but one of the statements shown in Table 21d.

Statement

4. Many employers are pre against kids with certain ki hairdos, clothing, and speed

20. Training programs and assistance for youth in fin employment are adequate in County.

23. Adequate vocational tr the high schools could help youth problems.

27. More vocational guidan work choice and work adjust is needed in our schools.

33. Employers should give chance, in spite of their b or whether or not they have juvenile delinquent.

40. Lane County needs a tr school that could be attend high school dropouts.

51. The ability to do a part lar job should be more impo than whether or not a kid h high school diploma.

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TABLE 21d

AGREEMENT WITH STATEMENTS CONCERNING

EMPLOYMENT PROBLEMS OF YOUTH

92.92.97.12.79.79.72.19.32.07.1.02.497	Youth Consultants		Controls				
	Time I	Time II	Time I	Time II			
judiced cinds of ech.	11	10	10	9			
special Iding Lane	1	3	5	2			
caining in prevent	11	11	9	8			
nce for ment	10	11	10	10			
kids a background been a	10	10	11	10			
rade led by	11	9	10	9			
articu- ortant nas a	10	בנ	9	10			

TABLE 21d (cont.)

### AGREEMENT WITH STATEMENTS CONCERNING

### EMPLOYMENT PROBLEMS OF YOUTH

Statement	•	uth ltants	Controls		
	Time I	Time II	Time I	Time II	
56. There are not enough jobs available for teen-agers who want to work in Lane County.	11:	10	10	6	
61. Special jobs should be created in the community for young people.	10	8	10	7	
66. Employers should be encour- aged to hire and train young people without experience.	11	10	10	. 8	
Number of Cases	11	11	11	11	

The majority did not feel training and employment programs to be adequate in Lane County. The majority tended to feel that youngsters have problems in obtaining employment due to a reluctance of employers to hire youth of certain appearances, or with juvenile department records, or lacking a high school diploma, or lacking experience; and that more programs such as vocational training in high school, training for dropouts, vocational guidance, and specially created jobs for young persons are necessary in the community because there are not enough jobs available in Lane County for those who would like to work.

Thus, it appears that Youth Consultants see the employment problems of youth to be the result of a shortage of jobs plus

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FAMILY PROBLEMS OF YOUTH

### Statement

30. Most kids are unable t their parents about persona

37. If kids were allowed t decisions at home, they wou so rebellious against their

44. Most teen-agers feel t parents are completely igno the world in which teen-age

50. Home problems are larg responsible for youth probl

Number of Cases

The Youth Consultants feel that problems in the home are

related to youth problems, that kids are for the most part unable to talk to their parents, that most parents are completely unaware of the

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an inability to qualify for available jobs due to lack of training, experience, or employer prejudice. They feel that more training opportunities are needed and that jobs should be created for youth. Program participation does not appear to have modified these views on youth employment problems. 6. Family Problems of Youth

The majority of Youth Consultants agreed at both Time I and Time II with all four of the statements shown in Table 21e.

TABLE 21e

AGREEMENT WITH STATEMENTS CONCERNING

	Youth Consultants		Controls			
	Time I	Time II	Time I	Time II		
to talk to al problems	11	9	10	8		
to make more uldn't be r parents.	8	8	10	8		
that their orant of ers live.	10	10	8	6		
gely lems.	8	8	9	5		
	11	11	11	11		

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teen-age world, and that rebellion against parents would be decreased if parents would allow teen-agers to participate more in a family decision-making process. Thus, it appears that an inter-

generational gap exists, in the view of the Youth Consultants, and that it is typified by a lack of communication between teen-agers and parents.

7. Recreational Needs of Youth

The majority of Youth Consultants agree with three of the statements at both Time I and Time II, and an actual majority (lower than our criterion of 8 out of 11) agree with the fourth statement at both points in time, shown in Table 21f.

### TABLE 21f

AGREEMENT WITH STATEMENTS CONCERNING

RECREATIONAL NEEDS OF YOUTH

Statement	Youth Consultants		Controls	
	Time I	Time II	Time I	Time II
2. More recreational opportunities, such as playgrounds, etc., are needed for youth in our community.	8	6	9	10
11. There are adequate recreational opportunities for middle-class kids but not for the lower economic group.	8	8	6	5
18. Eugene should have a community youth center which would provide activities that interest teen-agers.	11	10	9	7
25. More opportunity to engage in sports activities should be made available to youngsters in the community.	8	11	9	9
Number of Cases	11	11	11	11

# CONTINUED 2 OF 9

The Youth Consultants felt that more recreational facilities are needed for youth, that recreational opportunities are adequate for middle-class youth but not for lower-class youth, and that a common youth center is needed in Eugene. Change occurred on one statement, with Youth Consultants more likely to agree at Time II that more opportunities to engage in sports should be made available to youngsters in the community.

Thus, it appears that while Youth Consultants felt recreational opportunities to be adequate for middle-class youngsters, they felt that more facilities and opportunities are needed for lowerclass youth, and they were more likely at Time II to feel that opportunity for participation was important than they had at program inception.

8. The Idea of the Youth Consultant Program

Table 21g indicates program impact in a growing acceptance by Youth Consultants from Time I to Time II of the idea that youth should communicate with adults about youth problems.

### TABLE 21g

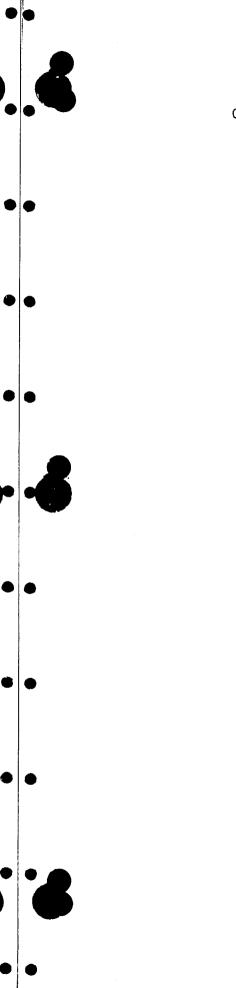
### AGREEMENT WITH STATEMENTS CONCERNING

### THE IDEA OF THE YOUTH CONSULTANT PROGRAM

Statement	Youth Consultants		Controls	
	Time I	Time II	Time I	Time II
21. More opportunity should be pro- vided for youth to express their ideas concerning solutions to youth problems	1	10	10	9
28. The community needs to pay more attention to youths' point of view in planning programs for troubled youngsters.	4	10	10	10
42. Teen-agers should be encouraged to speak frankly to adults about their gripes relating to school, home, and employment.	7	10	11	9
Number of Cases	11	11	11	11

At Time I the majority of Youth Consultants were not committed to the concept that more opportunity should be given to youth to express their ideas concerning solutions to youth problems but a definite commitment emerges at Time II (4 versus 10); along with this, the Youth Consultants were not sure that the community needed to pay more attention to youth's point of view in planning programs for troubled youth, but at Time II a definite commitment to this concept is evidenced (4 versus 10). While an actual majority of Youth Consultants felt teen-agers should be encouraged to speak frankly to adults about their gripes at Time I, a definite majority felt this at Time II (7 versus 10).

It would appear, then, that program participation increased the Youth Consultants' support of the idea of the Youth Consultant program, i.e., to provide an opportunity for teen-agers to present their own ideas and to contribute to the welfare of youth in the community.



Summary 9. youth. program year. not appear to modify these views. employment problems.

e. Youth Consultants felt that an intergenerational gap exists and that it is typified by a lack of communication between teen-agers and parents.

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From our examination of various values and opinions of Youth Consultants concerning youth problems, it appears that: a. Youth Consultants definitely show an original and continuing "treatment-oriented" non-punitive attitude toward youthful offenders and the prevention of delinquency, and an increasing commitment to expanded programs for troubled

b. Youth Consultants were originally somewhat knowledgeable about delinquency and the efficacy of treatment methods and showed a slight increase in such knowledge during the

c. Youth Consultants originally felt that schools could cope more effectively with youth problems by providing more job-skill training and a greater understanding and concern for youth on the part of teachers. Program participation did

d. Youth Consultants saw employment problems of youth to be the result of a shortage of available jobs, plus an inability to qualify for available jobs due to a lack of training and experience, or employer prejudice; they felt that more training opportunities are needed and that jobs should be created specifically for youth. Program participa-

tion does not appear to have modified these views of youth

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f. While Youth Consultants felt recreational opportunities to be adequate for middle-class youngsters, they felt that more facilities and opportunities are needed for lowerclass youth. They were also more likely, after program participation, to feel that increased opportunities to engage in sports activities should be made available.

Introduction Α. personal lives. the Youth Consultants themselves had to say.

Section V

### THE YOUTH CONSULTANTS SPEAK

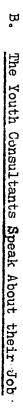
The Youth Consultants were interviewed by the Program Analyst at five points in time to determine their feelings about the program, both positive and negative, their suggestions for program change and, at their last interview, their feelings about the effects of the program on their

The purpose of these interviews was to utilize the youth as Consultants in directing program modification and in evaluating program progress. The results of the interviews were reported both to the Program Supervisor and to the Youth Consultants as a group. Individual

responses were not identified. While these interviews were undertaken as part of the process of the evaluator supplying means for continual program improvement, a glance at them suggests that little program modification appeared to take place. The reader will note that for the most part things liked were: the opportunity to speak freely

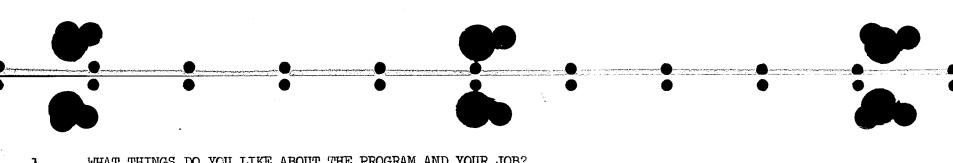
(to express the self), and the people one worked with. The things disliked were: the lack of anything to do much of the time; personal conflicts between Youth Consultants; a feeling that not enough trainees were talked to or that the program moved too slowly. Suggestions for improvement were centered around having more to do and talking to more groups. A specific analysis is not made of the responses as the Program Analyst believes the reader will benefit most from reading what

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sultants. who questions were H October, present during most of the program period responded to three pertaining Their responses are reported in the next few pages. 1966, February, and May, of ő their feelings about their 1967, six Youth Consultants job as Youth Con-

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February

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1 173

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WHAT THINGS DO YOU LIKE ABOUT THE PROGRAM AND YOUR JOB?

### October

### Youth Consultant A:

"Well, here on this job I have a chance to speak and be listened to and my thoughts are counted to some extent. I like this job because when I come to this office I feel at home so to speak - more or less relaxed."

"Well, it gives the kids at work here the opportunity to speak what they really feel, and you know, just to speak and to know that they won't get kicked out of school or something like that. It gives them a chance to really know what the teachers and things really think about. And it gives them a lot of experience that a lot of kids don't get."

"Oh, that you get the experience to talk to different people talk to adults on an equal basis and you don't have to be afraid of what you're going to say. And, let's see, just that you get the opportunity to do it."

May

### Youth Consultant B:

"The Project has many things that I like, but I don't know what they are. I just can't wait till I get here because I enjoy the surroundings and the atmosphere. I enjoy the money too. I like to get out and interview people. I think this is very good training."

"Well, I like the money - and good working atmosphere. And it's lots better than doing something besides pushing a pencil."

"The money. I like the office. I like the working conditions - that's all. Nothing to do - I don't like to work."

### Youth Consultant C:

"I like it because we get to go to different agencies to see what they do and why `they do it. I like my job because we will have a chance to help and talk to kids and adults about the problems the community has."

"Well, it gives different experiences such as you learn how to speak in front of groups and students, different agencies, and talk to different kids and learn just different things - how other people feel about, you know, like juvenile delinquents or recreation. And you can see other people's points and you learn how to do different things in offices."

"Well, you just learn about things and you are able to talk to people better. You get to know how different people feel about things - different things."

### (QUESTION 1. Continued)

### October

### Youth Consultant D:

"I really enjoy my work and I feel that this is the kind of job that I can put a lot into and then sit back and see what I get out of it. I've learned to keep the reins here at work on a business basis. It has opened my eyes a lot to the problems that kids have. And .it has helped me to understand adults and how they work and how they feel about some of the things that kids do and why they feel that they do these things."

### Youth Consultant E:

"This program to me is a self-revealing dictionary. I have found out, and am finding out, things about myself. It has opened a complete new world to me. I think I have found my niche. I enjoy working with people and finding out how they react to different things. I enjoy seeing myself in a way that I am being a help to my community and peers (which I never thought I would do) and helping adults."

### Youth Consultant F:

"I like everything about it! I like the people I work for and with, but would like to do more - I feel like I don't do enough."

### February

"Everything in general - the people I work with, the challenge of the job, the challenge of more or less working myself and the knowledge I get out of the people in the community."

"The idea of helping teen-agers in the community - the betterment of communication between adults and teen-agers. The flexibility of the hours, budgeting your own time and not having someone stand over you and tell you what to do. It gives teen-agers more self-confidence." "I like the idea. The ideal purpose is fine - I like the hours. I like meeting with other people and having the opportunity to express my ideas on an equal round with adults."

"The people I work with, the hours."

"Everything - the people I work with; the things I did; the people I met; the things I learned; hours."

2. WHAT THINGS DO YOU DISLIKE ABOUT THE PROGRAM AND YOUR JOB?

February

May

### October

### Youth Consultant A:

"I dislike the idea of us having personal feelings that interfere with what we are here for. Also, us fooling around when we are finished with work and disturbing the ones that are not completed." "The fact that most of the time there's not enough to do to keep you busy, really, and oh, that's really about it." "The fact that at times there's nothing to do and at times there's quite a bit to do and then I kind of wish that it would be equal... something to do every day - not very much - just something to do every day."

Youth Consultant B:

"Not enough to do. Bad Super-

"There isn't anything to do it isn't challenging. Also, the people I work with." ł

### May

"Oh, the people I work with, and oh, being able to say things that I feel and not told to be quiet or something like that, and I guess that's all."

"Cne of the bad things about this program is that there is not enough things to do. There is also too much disagreement in the group discussions. The Project is moving too slow. We should be analyzing old interviews and finding things that we did right and things we did wrong for future interviews - but we're not."

### Youth Consultant C:

"The only thing that I don't like about my job and the Youth Consultants and that is **b**hat we need more work and our hours could be longer for the parttimers." vision. Feel I'll get fired if I don't do something but there is nothing to do."

"One thing, we don't talk to enough agencies and individuals. We haven't talked to any people out in the town or society - we just talk to agencies, and I think we should talk to people outside of agencies."

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"Well, we don't really get to do too much. I mean, we used to, but now it's just kind of nothing to do you sit for about 2 1/2 hours doing nothing. You know, not much to do."

### (QUESTION 2. Continued)

### October

### Youth Consultant D:

"I hate to come to work and not have anything to do. It's depressing to me to come to work and be looking forward to do something and then there isn't anything to do. There are some people here that I don't like. This job puts a lot of mental pressure on me to think of all the things that we are supposed to do and the things we want to do."

### Youth Consultant E:

"I feel like I am holding this program from its full capability because of my tendency to defend myself even when I am wrong. I feel totally incapable for this work, but I try to present myself as capable so the others won't disregard my ideas as "hog wash."

### Youth Consultant F:

"Not doing enough."

February

"Not knowing the job itself, not knowing what direction we should go and how we should go about it. The community not giving us a chance to show them what we can do."

"The non-refunding. Sometimes it

gets a little boring or it did -

it's not so much now. But there

was time in there that you really

didn't know if it was going to do

any good. I mean it was just lax."

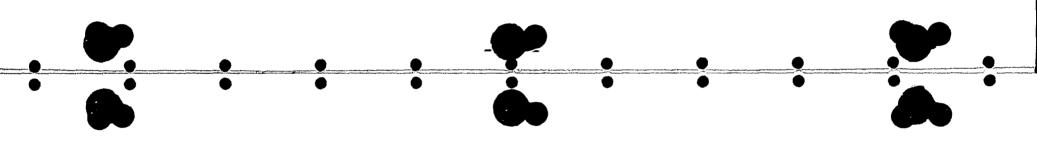
May

"Sometimes it was hard to get people together. I hated that including myself...not everyone was reliable. Sometimes the supervision was terrible - it could have been done differently. We don't work hard enough. That it is ending."

"I think there was a little unstructuredness there's a lot of little things that have come out because this is an experimental program - a lax time, boredom, the need for more stimulating work."

"Not enough to do. That's about it. Not enough to do."

"Not enough to do, at times. That's all. Just not enough to do is the only thing that was bad."



3. HOW CCULD THE PROGRAM AND THE JOB BE IMPROVED?

### October

### February

May

### Youth Consultant A:

"If there were more punishments for the ones that play and goof off. Also, if we could get rid of the personal feelings." "By having more places to go and more people to talk to and exclude some of these meetings we go to like the Poverty Conference, because I don't think they have anything to do with our program. And if we would have stopped putting off things and really say we're going to do - instead of putting them off." "That we could have got on the ball instead of putting things off. We should have got out and met more people and gone back and met them again. And some groups were too big."

"We should have more group discussions and less writing. The group discussions should be on related subjects to the project. We should make a timetable so we know what we will be doing. We should also get more interviews to collect information for the project. We should have more contact with other branches of LCYP, especially COAP and VISTA. We should get a VISTA volunteer for about 2-3 weeks. We should be able to listen to old tapes of ours."

### "More to do, better pay, better supervision. That's all."

"More to do, that's all."

### Youth Consultant C:

"The only thing we need to improve on is if we could get down to work - then our program would be good."

"Having more assignments or different writing things to do and talk to more groups."

"By having the Program Supervisor or somebody else tell us what to do, instead of just letting us sit there and trying to find out something to do by yourself."

(QUESTION 3. Continued)

## October

# Consultant D: Youth

try a re was some-ದ f there was so o and keep it would be a all could r. If "I think that we could little bit harder. If thing that we could do everyone busy I think i lot better." go

# ы Youth Consultant

we are to accorplish our goals. We are all more interested in the feelings of each other than in the feelings of the peers we serve. I feel with the limited time we have trat to be open two nights a week would compensate for the time we have lost and together with a planned schedule we could progress at a rapid way on the attitudes our change pIncm In rate.

# Youth Consultant F:

30 "I don't think the program can be improved in any sbort time, but as we go on, we will progress and become a better program."

February

do, program and things to "We should have more but then it is a new going pretty good."

"By staffing different and by knowing what we wanted to do and getting down and doing things we only talked about; and putting down the mighty foot when it should have been put down and wasn't."

far of playing each other and just seeing what each other is; how fa we can get; how much we can loat. We should have done more speaking instead more organize should sooner." ЧVe

at you're working on something I the time. I don't think we uld have had the termination oblems that we did." been more structured pur-pose in what we did. There should have been things like the book that we could have had something to do - so that you're working on someth should have there would have had problems that thinkall th would Ы

"We could work closer together and do more things, more inter-views, and talk to groups of people more often."

"I don't think it could have, considering it was a new program, experimental type and there wasn't any list or anything that could follow - it was our own proposal and we didn't follow that."

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C. participation. HOW HAS THE JOB AFFECTED YOU PERSONALLY: 1. Youth Consultant A: Youth Consultant B: Youth Consultant C: Youth Consultant D:

May

## The Youth Consultants Evaluate Program Effects on their Personal Lives

During the last month of the program, the Program Analyst interviewed five Youth Consultants then employed in the program and one Youth Consultant who had recently terminated his employment to determine their feelings about the effects of the program on their personal lives. These six Youth Consultants had been present during most of the program period. The five questions asked during this final interview and verbatim answers to these questions are found on the following few pages, in order that the reader may get a firsthand notion of what six of the most involved youngstors felt happened to them as a result of their program

"It's just changed a lot of my ideas about things for instance, dropouts. I didn't really know much about them. I just would hear that they were no good and all this stuff and well, when I met some of them that worked here, well it was just completely different, and well, another thing it has helped is it's brought my family in closer together, I think, and it's made me less scared to talk to teachers and stuff now that I've learned to just have a better understanding with teachers and all adults. I think it's helped quite a bit."

"Well, for one thing, I can talk better. I'm a little smarter than I was before. I don't know just the atmosphere."

"Oh, changed ideas about dropouts, you know. I used to think they were kind of difficult or dumb or something, but working with some of them changed my mind. I can talk to a group of people too, cause I used to couldn't do that."

"Just working with the different people that we have on the staff has given me a completely different outlook on life and it's changed my outlook toward myself knowing that I can do a variety of things and do them well which has helped me and will help me in later years. It's given me a lot of satisfaction as far as knowing what I can do and just being able to cope with different types of people and get along with them."

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Youth Consultant E: "It's stimulated an interest. I would like to continue working in sociology - working with people and also get my law degree. I'd like to work with people for who knows how long. I'd like to keep a desk job."

Youth Consultant F: "Just meeting people - communication between adults and other kids, I have more respect for some adults than I did before, even school officials, cops, and things like that to some extent. That's about all just learned how to get along with people."

## 2. HOW HAS IT (THE PROGRAM) AFFECTED YOUR LIFE AT HOME?

Youth Consultant A: "I used to be kind of scared to talk about certain things, you know, personal things, and now it's more open with the family. My sisters and brothers have come more closer and we all have come closer together. My mother listens more to what I have to say to her and seems to listen with an open mind."

Youth Consultant B: "None whatsoever except in the way that I have transportation (a car) now and I didn't before."

Youth Consultant C: "My job? None - I mean, you know, it's the same as before."

Youth Consultant D: "It's more pleasant now that I'm holding up my end. I'm supporting myself. I pay for everything that I have, you know, and this makes it more pleasant, and I'm not at home all the time which I was before I started working, and this makes it a lot better for everyone, because I am working and helping out."

Youth Consultant E: "Well, things possibly may have gotten a little worse. I stand on my own two feet more than I did before. I mean if I don't think something is right I stand up and say that I don't think it's right and sometimes this causes little problems. But then I sit around and we try to look at the given problem at hand and see if we can evaluate it and find out exactly where the problem lies, what would be an adequate solution or solutions, and this seems to help a little more, I mean, just throwing a tantrum and, you know, pretty much trying to have your own way until you move out; and then you find that what you learn here really doesn't matter anyway. The problem at home is more or less just financial, it's not so much the problems that are social."

Youth Consultant.F: "I don't know, it made me grow up more, I guess."

3. HC	ow has	THE I	PROGE	AM AFFEC
Youth	Consu	ltant	A:	"Oh, rea talk mon much wit
Youth	Consu	ltant	в:	"I have things,
Youth	Consu	ltant	C:	"It has
Youth	Consu	ltant	D:	"Oh, I o any effe not at a
Youth	Consu	ltant	E:	"I don't along pi better i and what stand of way that
Youth	Consu	ltant	F:	"Well, : higher a Eugene, running care for
4. ]	HOW HA	S THIS	5 JOH	3 AFFECTI
Youth	Consu	ltant	A:	"It has after i It gave I have kids in
Youth	Consu	ltant	B:	"Oh, I couldn' someplac that I my atti- anything
Youth	Consu	ltant	C:	"It hely some jo when I I would about i

### CTED YOUR LIFE WITH FRIENDS?

ally not much of an effect, just that we can ore - but it's really not affected it that th friends."

the same type of friends. Do different though, because of transportation."

m't."

don't know. I don't think it's really had ect on any of the friends that I do have, all."

t think it's really any different. I got pretty good before and I get along a little now. I'm able to understand myself more, t makes me tick, and therefore I can underthers pretty good, so that's about the only t's changed my relations with peers."

it doesn't seem much. I ran around with a sort of snobbish group. I was living in working here, had more money, and just around with that type. I don't really or them."

### ED YOUR FUTURE?

shown me that if I want something to go t. you know, instead of just sitting back. me a better understanding to my kids when them that I can cope better with them and general when I enter into the adult world."

think it has. But I'm not going to say it t have been affected the same way by being ice else. Just shaped different attitudes have about things. I know it has changed tudes in general, but I can't pinpoint ng specific."

ps like when we're in for an interview about b and I wouldn't be too shaky like I was first came here and didn't know what to do. be able to talk more readily, and that's t, you know."

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Youth Consultant D: "Well, just the experience itself has opened a lot of doors for me and working out at the Court has opened a lot of doors for me too - or I'm hoping it will later on. Just being able to not be nervous around people as much as I was and being able to express myself and the way I feel, and just experience in general that I've gotten from working here."

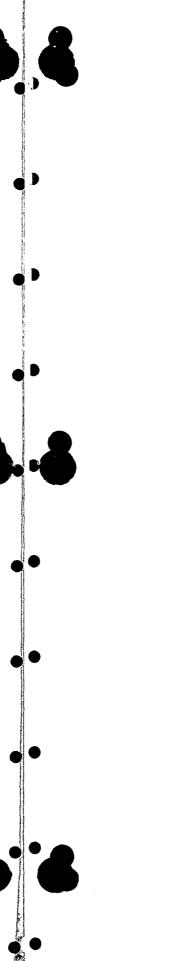
Youth Consultant E: "Oh, I think in the fact that social work is something that I really never thought about before but it's now something that I feel that I would want to carry on through and become a juvenile court judge."

Youth Consultant F: "Quite a bit - it made me realize how important an education was. I knew that, sort of, and how you can go about getting one - and employers' views on kids without an education - that's about it."

WOULD YOU WANT YOUR KID TO BE A YOUTH CONSULTANT? IF YES, WHY? 5.

- Youth Consultant A: "Sure. I think it would be a good experience for him - I think he should get involved in the system and in his community instead of just sitting back. He should get in and know what's going on and know what type of society he's living in, cause he's a part of it and so he should be in."
- Youth Consultant B: "Yes, I think it would be good for him. At least you get out in the world a little bit and a person has to leave home some time - got to find out what it's like."
- Youth Consultant C: "If he could. Because then they can be able to tell other people how they feel about relationships between teen-agers and adults."
- Youth Consultant D: "Very definitely. Because I think it helps every individual - I think it's helped everyone that's been in contact with the program at all, because teen-agers kind of live in their own little world, and in this program you get out and see what's going on and that's what I'd want my child to do - to see everything - each side of it."

Youth Consultant E: "Yes, I think that this gives a kid an insight upon himself, not only about the community and what adults expect of kids, but in my case what I should expect of myself. It's helped me to understand the problems that I am going to face in life, and I think this is something that would help a lot of kids. You're working with other groups and gaining ideas of the outside world."



Discussion

For the most part, Youth Consultants felt what they personally got out of the program experience was a greater ability to talk to and a greater understanding of other people, particularly adults. Also mentioned was an increased understanding of dropouts and a different attitude toward youngsters who were dropouts. One Youth Consultant mentioned the program provided a career interest, and another felt he received an increased feeling of his own abilities.

As far as the "home situation" goes, a feeling of ambivalence seems apparent in the responses. Most frequently mentioned were an increased ability to talk to family members and the financial aspect of employment -- one Consultant suggesting that having independent means improved family relationships. Also mentioned were an increase in family closeness, and "nothing."

The Youth Consultants did not feel that the program had much effect on their peer relationships. One mentioned doing different things with the same friends since he had a car as a result of his job with the program; another mentioned running around with higherclass youngsters since he had money; and a third felt he understood himself and others better. For the most part, though, they felt the program had little effect on their friendship patterns.

The youngsters did not seem to be sure how the experience as a Youth Consultant might affect them in the future. They mentioned such things as knowing how to get ahead, having a better understanding of teen-agers .when they become adults, being more comfortable and able

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Youth Consultant F: "Yeah, cause he'd learn that much more about growing up, speaking, and things that you don't learn every other day - you don't learn them at school, at home, or anything."

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to talk to people, providing a career plan, and learning the importance of education.

The Youth Consultants all felt if they had a youngster themselves that they would like him to have the opportunity to be involved in a "Youth Consultant Program." The benefit mentioned most frequently was that of learning about what is going on in the "outside" world. Also mentioned were the facts that a person could learn how to be in, rather than out of, "the system," be helped to grow up, understand himself better, and be helped to leave home.

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In general, then, what the Youth Consultants saw as major program benefits were the ability to talk to and understand better other people and to learn about the outside world. Ambivalence was noted in the home situation, and little effect seemed apparent in their selection of friends.

### D. The Youth Consultants Evaluate the Success of the Program in Reaching its Goals

At the final interview, the six Youth Consultants who were present during most of the program period were asked: "How well do you feel the Youth Consultant program reached its goals?" Their responses are quoted:

Youth Consultant A: "I think that as far as it got that it opened up a lot of people's minds and well, like a lot of them didn't know how teen-agers felt about things. As far as solutions went, I don't think it made any it did get a few people thinking."

Youth Consultant B: "Oh, fairly well - but there's always success and failure."

Youth Consultant C: "Not very well. We didn't have nothing to do just sat there and looked at each other. We did talk to groups of people about communication between teen-agers and adults and just told them how we felt about certain things."

Youth Consultant D: "I don't. I feel like we have to an extent maybe what was down on paper, but I don't know if we individually feel like we have. I know I don't. We've wasted too much time." "I think that it's done a pretty good job even . Youth Consultant E: if it's changed my ideas. I know it has and changed some of the ideas of the other Youth Consultants, and this is part of the goal of the Youth Consultant program because it is touching youth. I think that we have put the idea in the minds; of adults that the situation could be better. It could have been better, but no matter how many times we do it, it could have been better." Youth Consultant F: "For as much time as we had and as much as we did, I think we did real good." Though some Youth Consultants felt the program did stimulate some adults to thinking about teen-age problems, for the most part they did not seem to feel the program was very successful in reaching its goals. They responded with such answers as "as far as it got," "not very well," "pretty good," "real good," and "I don't (think it reached its goals)." 186 -

#### Section I INTRODUCTION

Both general and specific program objectives for trainees included increasing their awareness of the problems of delinquent and disadvantaged youth; changing their attitudes toward this kind of youth; increasing their knowledge and support of existing programs in the community; increasing their support of new community approaches to youth problems; and stimulating their behavior toward expanding opportunities for youth in the community.

Two major instruments were used to measure the degree of program sugcess: (a) the "Presentation Evaluation Form"; and (b) the "Youth Problems Attitude Survey."<sup>19</sup> The "Presentation Evaluation Form" was designed for use primarily as a tool in program modification or in implementing a major goal of evaluation which was to provide a continuous means for program improvement. It was also found to be useful in measuring impact of program objectives on trainees in terms of the kinds of things that happen to trainees as a result of their experience; what things they describe as happening in a training session; and what they have gained from the training session, be it new insights, motivation to act, or new knowledge about teen-age problems.

The "Youth Problems Attitude Survey," which includes items relating to general and specific program objectives, was the instrument designed primarily for measuring program impact on trainees. It includes a number of items in the areas of delinquency, school problems, employment and vocational training problems, family,

<sup>19</sup>Both of these instruments may be found in Appendix C.

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and recreational needs of youth. In addition, the instrument contains items designed to measure attitudes toward the Youth Consultant program. This analysis begins with an examination of the more comprehensive measure of trainee impact derived from the "Presentation Evaluation Form" and then analyzes the data derived from the "Youth Problems Attitude Survey."



#### Section II THE "PRESENTATION EVALUATION FORM"

A. Introduction

The "Presentation Evaluation Form" is based on a series of questions developed to elicit answers which would be useful in program modification. The questionnaire was pre-tested on persons who provided orientation to Youth Consultants during the first months of the Youth Consultant program. It was originally planned to replace this open-ended questionnaire with a standardized check sheet, but after the first few training sessions it became apparent that the type of response varied according to the group of trainees. Sufficient insight into areas of fruitful program modification were gleaned to justify the maintenance of the open-ended questionnaire and the time spent in categorizing responses. This questionnaire was the sole instrument used for the evaluative reports found in Appendix A and the evaluation summaries for each training session in Chapter IV.

This instrument was also used in part for the interviews and questionnaires given to orientation persons. The evaluative report of the orientation sessions and its summary on the training of the Youth Consultants were derived from this same questionnaire and may be found in Chapter III. It has been the major instrument for determing how the training was carried out (in terms of Youth Consultant responses) and how the training was received (according to trainee responses). Questionnaires or interviews were given to 512 trainees and were completed by 378 respondents, or 74 per cent. During the beginning stages of program, the Program Analyst provided daily observations to the Program Supervisor and to the Youth Consultants. As the program developed, however, the responses of the Analyst were

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solicited less frequently by the Supervisor or the Youth Consultants. Recommendations were made by the Program Analyst to retain aspects of training sessions which had been well received, interpreted, and utilized by the trainees. Suggestions for modifying programs or omitting certain aspects of presentations were also made to the Program Supervisor and/or the Youth Consultants. Thus, on the basis of tested techniques, training materials, and methods of presentation, suggestions were made for program modification and new methods of program implementation.

The "Presentation Evaluation Form" was used with little or no modification for training sessions between Youth Consultants and trainees throughout the program period. While the bulk of the evaluation of Training Sessions appears in Chapter IV and in Appendix A, here the characteristics of the various types of trainees are examined and a summary of combined responses of trainees to the "Presentation Evaluation Form" is presented for the twenty-two sessions which took place between Youth Consultants and Trainees.

## B. The Types of Trainees

Table 22 shows the percentage of trainees in each type of group, as well as the percentage of questionnaire respondents in each group.

It can be seen immediately that Public School Teachers and College Students are over-represented in our respondent population and that this is definitely a function of the unrepresentation of only one group - the Church/Parent group.<sup>20</sup>

One other group, the Volunteer Youth Workers, is not represented proportionately in our respondents, though this small proportion would not create an over-representativeness of other groups to any measurable degree.21

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 $^{20}$  For an explanation of the unresponsiveness of this one group, see Appendix A.3 (1).

<sup>21</sup>For an explanation of the unresponsiveness of the Volunteer Youth Worker group, see Appendix A.2 (1).

Type of Trainee Group College Students Church/Parent Group Y-Teen Groups VISTA Trainees Personnel Managers Total Number of Cases

Public School Teachers

Recreation Management Graduate Counseling Juvenile Delinquency

(mostly college students)

Juvenile Court Counselors

High School Students of Modern

Youth in State Training School

Volunteer Youth Workers

Youth Correctional Workers

Juvenile Court Detention Staff

\* Five hundred and twelve trainees were involved in the 22 training sessions. Since five of the 22 sessions involved a second session with a group, a total of 17 different community groups were met with which included a total of 404 different individuals.

#### TABLE 22

#### PERCENTAGE OF TRAINEES AND RESPONDENTS BY

#### TYPE OF TRAINEE GROUP

	(Reported i Trainees	n Percentages) Respondents
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	TTATHEED	Respondents
	24	31
	17	22
(10) (04) (03)		(13) (05) (04)
)	19	04
	06	06
	08	10
	05	04
n Problems	05	06
ls	04	05
	04	01
	04	06
f	03	04
	01	Ol
- Things the of a sampling program for a program of	1.00	100
	512*	378

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For the most part, Table 22 indicates that except for a slight overpresentativeness of Public School Teachers and College Students the respondents can be said to be representative of the trainee population, and that conclusions drawn from this analysis can be said to be sufficiently representative of the total number of trainees involved in sessions with the Youth Consultants.

Table 22 also shows that the major target groups of the program were Public School Teachers and College Students.<sup>22</sup> Each of the following trainee groups involved less than ten per cent of the total number of trainees: Y-Teens, VISTA Trainees, Juvenile Court Counselors, High School Students, Youths in State Training Schools, Volunteer Youth Workers, Youth Correctional Workers, Juvenile Court Detention Staffs, and Personnel Managers. All the above-named groups represent the total number of trainees exposed to the Youth Consultants.

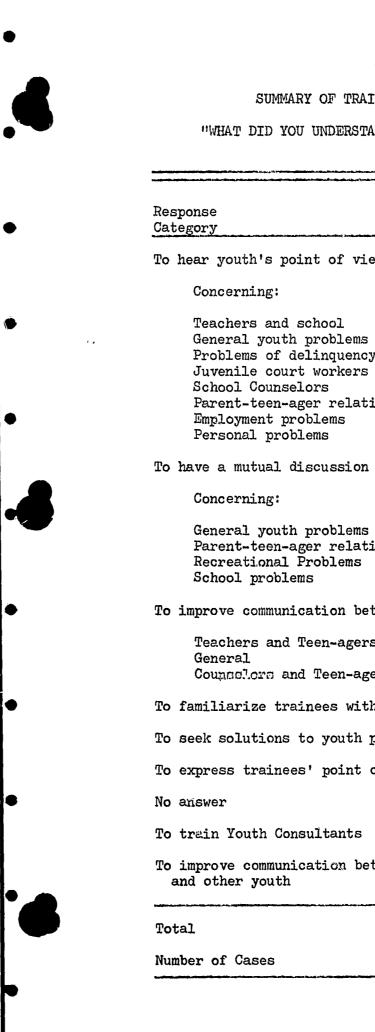
C. <u>Summary of Trainees' Response to the "Presentation Evaluation</u> Form"

1. The Purpose of the Sessions

Table 23a shows that the most frequent response of trainees when asked about the purpose of their getting together with the Youth Consultants was "to hear youth's point of view" (42 per cent).

Expectations were primarily to hear the point of view of youth concerning teachers and school and general youth problems, though a minority of trainees expected to hear how youth felt about delinquency, juvenile court workers, school counselors, parentteen-agerrelationships, employment problems of youth, and personal problems of youth.

<sup>22</sup>The vast majority of the Church/Parent Group was made up of College Students. The somewhat misleading title of the group was maintained in order to conform to the descriptions of individual training sessions found in Chapter IV.



#### TABLE 23a

#### SUMMARY OF TRAINEE RESPONSE TO THE QUESTION:

#### "WHAT DID YOU UNDERSTAND WAS THE PURPOSE OF YOUR GETTING TOGETHER?"

مذرب المراكدة مرهوها المركام الم		
		tage of Trainees Responding
ew		42
У	(24) (09) (03) (02) (01)	
ionships	(01) (01) (01)	
of youth	n problems	18
ionships	(10) (04) (03) (01)	
tween tee	en-agers and adults	16
s ers	(08) (07) (01)	
h the You	th Consultant progr	ram 13
problems		05
of view		02
		02
		Ol
tween You	ith Consultants	01
		100
		378
····		

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The second most frequent expectation of trainees was "to have a mutual discussion on youth problems" (18 per cent). For the most part expectations here were for a general discussion of youth problems, though a minority of trainees anticipated discussion on parent-teen-ager relationships, recreational problems of youth, and school problems.

The third most frequent understanding of the purpose of the session for trainees was "to improve communication between teen-agers and adults." The major emphasis was on teen-ager-teacher communication and communication generally between adults and teen-agers.

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The fourth and fifth most frequent responses to an understanding of the purpose of the session was "to familiarize trainees with the Youth Consultant program" (13 per cent) and "to seek solutions to youth problems" (5 per cent).

A small minority mentioned the purpose as "to express trainees" point of view," "to train Youth Consultants," or "to improve communication between Youth Consultants and other youth." A negligible percentage of respondents did not respond to the question of purpose.

Thus it can be noted that trainees most frequently approached the session with a belief that its purpose was for them to hear youth's point of view and somewhat less frequently to have a mutual discussion with the Youth Consultants on youth problems or to improve communication between teen-agers and adults.

2. The Content of the Session

Table 23b shows that the most frequent response when trainees were asked about what happened in the session was "a discussion" (46 per cent).

TABLE 23b		
SUMMARY OF TRAINEE RESPONS	E TO THE QUESTIO	N :
WHAT HAPPENED (IN	THE SESSION)?"	
Response Category		ntage of Trainee Responding
A discussion		47
A good discussion A general discussion A superficial discussion Of recreational problems A frank discussion Of general youth problems Of parent-teen-ager problems Of the role of the school counselor Of personal problems of youth Of delinquency Of problems of the Youth Consultant program Of youth-adult communication problems The Youth Consultants expressed their About teachers and schools In general	(07) (05)	47
Concerning school counselors	(01)	
An exchange of views between Youth Con	sultants and Adu	lts ll
Youth Consultants described the Youth	Consultant progra	am 10
No answer		7
A question-and-answer period		5
Arrived at some solutions		.2
Other: Trainees expressed their view Not much	(02) (02)	6
Trainees got defensive Youth Consultants got defensive	(01) (01)	
Total		101
Number of Cases		378

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The "discussion" was described in order of Srequency as "good," "general,""concerning the recreational problems of youth," "frank," "about youth problems generally," "concerning parent-teen-ager problems," "as a discussion of the role of the counselor," "personal problems of youngsters," "the problems of the Youth Consultant program," and "the communication problem of youth and adults."

The second most frequent response in terms of what occurred in the session was "the Youth Consultants expressed their views" (13 per cont). Most frequently mentioned views concerned teachers.

The third and fourth most frequent responses in terms of what happened during the session wore "an exchange of views between Youth Consultants and adults" (11 per cent), and "the Youth Consultants described their program" (10 per cent).

A small minority of the trainees answered what happened was "a question-and-answer period," "some solutions were arrived at," "trainees expressed their view," and "trainees or Youth Consultants got defensive." A negligible percentage of respondents did not respond to the question.

Thus it has been noted that trainees more frequently described the CONSIGN OF a rather general discussion and much less frequently described it as a presentation by Youth Consultants either of their views or about their program.

3. The Value of the Secsions to the Trainees

Perhaps more important than what happened during the session was what trainees felt they got out of the session. Table 23c shows that the most frequent response to the question: "What did you get out of it?" was "a better understanding of youth problems" (40 per cent). SUMMARY OF TRAINER "WHAT DID YOU GET Response Category A better understanding of yout

9

.

School problems Problems generally Recreational problems Communication problems of youth and adults Parent-teenager problems Personal problems

Benefited as a trainee

Stimulated Insight into own role Increased motivation to d with problems Insight into other traine Reinforcement of own idea

Little or negative benefit

Nothing Frustrated at the lack of specificity Not much Chance to observe youth's of understanding

No answer

Familiarization with the Youth

A better understanding of yout

Generally Of delinquency Of counselors

A feeling of support or enthus Consultant Program

Other

Total

Number of Cases

- 196 -

#### TABLE 23c

SUMMARY OF TRAINEE RESPONSE TO THE QUESTION:

"WHAT DID YOU GET OUT OF IT (THE SESSION)?"

		Percentage of Trainees Responding
th problems	5	40
	(16) (11) (07)	
f	(02) (02) (02)	
		15
2-01	(05) (03)	
deal ees' views as	(03) (02) (02)	
		11
e	(04)	
f s lack	(03) (03)	
	(01)	
		11
h Consultar	nt program	09
th's view		06
	(03) (02) (01)	
siasm for t	the Youth	05
		02
	-	
		99
		378
- 197 -	•	•

- 197 -

Problems about which trainees derived a better understanding, listed in order of frequency, were school problems; general youth problems; recreational problems; communication problems between youth and adults; parent-teen-ager problems; and personal problems of teen-agers.

The second most frequent thing mentioned was "benefited as a trainee" (15 per cent) which involved being stimulated, receiving insight into one's own professional role, receiving increased motivation to deal with youth problems, receiving insight into other trainees' views, and a reinforcement of one's own ideas.

The third most frequent response related to a feeling of trainees receiving "little or negative benefit" (ll per cent) from attendance at the session. Trainees felt they received nothing, felt frustrated at the lack of specificity, received little, or received only a chance to observe youths' lack of understanding of their own problems.

The fourth and fifth most frequently mentioned responses were "no answer" and "a familiarization with the Youth Consultant program." A small minority of the trainees felt they received "a better understanding of youth's view of things" and "a feeling of support or enthusiasm for the Youth Consultant program."

In summary, the trainees most frequently felt that the benefit of the session to them was an increased understanding of youth problems and less frequently insight into their own role as a professional. A small minority felt they did not personally benefit from the session and the same proportion did not respond to the question.

4. Trainees' Suggestions for Improvement

Table 23d shows that the most frequently mentioned response to the question: "How could the Youth Consultants have done better?" was that "they couldn't have" (26 per cent).

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# SUMMARY OF TRAINEE RESPONSE TO THE QUESTION: "HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?"

#### Response Category

They couldn't have - did good No answer By all Youth Consultants parti By being better prepared (more By being more specific By becoming better informed By mentioning more personal ex By having more experience in r By providing a better explanat Consultant program By being less defensive By suggesting solutions to you By having more Youth Consultar By speaking louder By giving a less brief present Be showing more appreciation f By being more frank Other: By being better organized By talking more about del rather than school By discussing youth's

Total

Number of Cases

#### TABLE 23d

onse gory	Percentage of Trainees Responding
couldn't have - did good	26
nswer	13
11 Youth Consultants participating equally	08
eing better prepared (more pre-planning)	08
eing more specific	07
ecoming better informed	07
entioning more personal experiences	05
aving more experience in presentation	04
roviding a better explanation of the Youth Consultant program	03
eing less defensive	03
uggesting solutions to youth problems	03
aving more Youth Consultants present	03
peaking louder	02
iving a less brief presentation	02
howing more appreciation for trainees' view	ws Ol
eing more frank	Ol
r:	05
By being better organized (01) By talking more about delinquency rather than school (01) By discussing youth's	
responsibility (01) By showing more enthusiasm (01) In general (01)	
1	101
er of Cases	378

- 199 -

The second most frequent category was "no answer." The remaining suggestions were mentioned by less than ten per cent of the trainees and are in order of frequency the following ideas: more equal participation of Youth Consultants; better preparation (more pre-planning) on the part of Youth Consultants; greater specificity in the presentation; have the Youth Consultants become better informed about youth problems; make more mention of personal experiences; have the Youth Consultants acquire more experience presenting; provide a more adequate explanation of the program; for the Youth Consultants to show less defensiveness; for solutions to be suggested; have more Youth Consultants present at a session; provide for longer sessions; the Youth Consultants should appreciate more the views of trainees; the Youth Consultants should speak louder; the presentation should be more frank; that it be better organized; that more talk be of delinquency rather than of school; that the responsibility of youth be considered; and that the Youth Consultants show more enthusiasm for their own program.

Thus, when asked for suggestions trainees' most frequent response indicated that they did not think the Youth Consultants could have done better. Though a number of suggestions were made by trainees, no single one typifies anything but a small proportion of the trainee group, suggesting variability either in trainee groups or in the manner of Youth Consultant presentation.

5. What the Trainees Liked the Most

Table 23e shows that nearly one-third pf the trainees felt that the "best thing" about the sessions was "the frankness, honesty, and openness of the Youth Consultants" (31 per cent).

TABLE 23e SUMMARY OF TRAINEE RESPONSE TO THE QUESTION: "WHAT WAS THE BEST THING ABOUT IT (THE SESSION)?" Response Category The frankness, openness, and h Consultants The willingness of both sides Youth Consultants' expressions No answer The subject matter Parent-teen-ager relation Suggested solutions School Delinquency Civil rights Recreation Counselors The idea of the program - that That it helped the Youth Consu youth problems

General The informal atmosphere Stimulated trainees Provided insight into youth problems Showed youth's concern wi Other trainees' views

Total

Other:

Number of Cases

- 200 -

Percentage of Trainees Responding			
honesty of	Youth	31	
to exchan	ge views	18	
s of how t	hey feel	14	
		13	
		09	
nships	(02) (02) (01) (01) (01) (01) (01)		
t somethin	g is being d <b>on</b> e	04	
ultants un	derstand	02	
		10	
	(04) (02) (01)		
ith youth	(01) (01) (01)		
المراجع والمراجع وال	, a di kana kana ang ang kana di kanang kang ang ang ang ang ang ang ang ang ang	100	
		378	
	n - Marana ay alfart Brasis ayy hilita ya tabahir a haray yayin P - Yami	1. at 1. 1. 1. 1. at	

- 201 -

The second most frequent response to the question "What was the best thing about it?(the session)" was "the willingness of both sides to exchange views" (18 per cent).

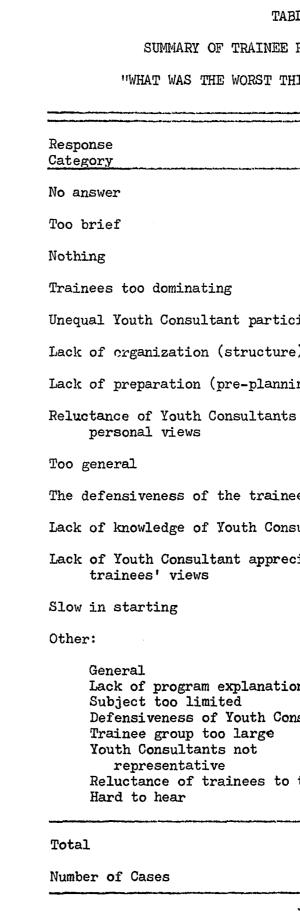
The third most frequently mentioned "best thing" was the "Youth Consultants' expressions of how they feel" (14 per cent).

A small minority (under ten per cent) mentioned best things as the subject matter (such as parent-teen-ager relationships, suggested solutions), the idea of the program and that something is being done, the fact that the session gave the Youth Consultants a chance to understand their own problems, that it stimulated the trainees, the informal atmosphere, the insight provided into youth problems, the fact that youth were concerned with youth, and the opportunity to hear other trainees' views. Thirteen per cent of the trainees did not respond to the question.

Thus it has been noted that what the trainees liked most about their session with the Youth Consultants was the frankness, honesty and openness of the Consultants; somewhat less frequently mentioned as best about the session were that both sides were willing to exchange views and that it brought out the Youth Consultants' expression of their own views.

6. What the Trainees Disliked

Table 23f shows that one-fourth of the trainees did not respond to the question "What was the worst thing about it (the session)?" and less than ten per cent gave any one response.



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#### TABLE 23f

## SUMMARY OF TRAINEE RESPONSE TO THE QUESTION:

"WHAT WAS THE WORST THING ABOUT IT (THE SESSION)?"

	Percentage of Trainees Responding
	25
	08
	08
	06
icipation	06
re)	06
ning)	06
ts to express the	ir 04 \
	04
nees	03
nsultants	03
eciation of	03
	03
	14
(04) ion (02) (02) onsultants (02) (01)	
(01) o talk (01) (01)	
an a	99
	378
- 203 -	

Things disliked, mentioned in order of frequency were: the shortness of the session; nothing; the domination of the trainees; the unequal participation of the Youth Consultants; the lack of organization; the lack of preparation; the reluctance of Youth Consultants to express their personal views; the notion that the session topics were too general; the defensiveness of the trainees; the lack of knowledge of the Youth Consultants; the notion that the Youth Consultants did not sufficiently appreciate the trainees' point of view; and the slow start of the sessions.

Thus no particular criticism seems applicable to this summary of the twenty-two training sessions, though as seen in Chapter IV and in Appendix A, definite criticisms emerge for some individual training sessions.

7. An Understanding of the Youth Consultant Program

The responses to the question: "How much did the session help you understand the Youth Consultant Program" are reported in Table 23g.

#### TABLE 23g

SUMMARY OF TRAINEE RESPONSE TO THE QUESTION: "HOW MUCH DID THE SESSION HELP YOU UNDERSTAND THE YOUTH CONSULTANT PROGRAM?"

Response Category	Percentage of Trainees Responding
Somewhat	33
Quite a lot	28
Very little, not much	23
No answer	13
Not at all	03
Total	100
Number of Cases	378

to understand the program (3 per cent). 8. Something New about Teen-age Problems "Did you learn anything new about teen-age problems?" Response Category Yes No No answer Total Number of Cases

One-third of the trainees reported receiving somewhat of an understanding of the program and over one-fourth reported the sessions helped them understand the program a great deal (28 per cent). Slightly under one-fourth felt it helped them very little (23 per cent).

Thirteen per cent did not respond to the question, and only a small minority of the trainees felt that the session did not help them at all

Thus, while less than one-third of the trainees felt they received a complete understanding of the Youth Consultant program, approximately 60 per cent received at least somewhat of an understanding.

Table 23h reports the responses of the trainees to the question

TABLE 23h

SUMMARY OF TRAINEE RESPONSE TO THE QUESTION:

"DID YOU LEARN ANYTHING NEW ABOUT TEEN-AGE PROBLEMS?"

Percentage of Trainees Responding
37
36
27
 100
378

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Before examining the responses to this item, it must be remembered that most of the trainees were either professionals or professionals in training and could not be said to be representative of the kind of response the lay public might have had to an encounter with the Youth Consultants.

Approximately the same number of trainees felt they did learn something new about teen-age problems (37 per cent) as those who felt they did not learn anything new (36 per cent). Over one-fourth of the trainees did not respond to this question (27 per cent).

Individual training session summaries in Chapter IV and reports in Appendix A should be examined by the reader for the specific things learned by the trainees and for comments relating to a "no answer" to this item. The diversity of the responses made an attempt to categorize them not feasible.

Thus in terms of whether or not the trainees learned something new, over one-third of them felt they had learned something new and over one-third felt they hadn't learned anything new. It must be kept in mind that the majority of trainees were professionals or professionals in training and highly sensitized to youth problems.

9. Summary of Responses to the "Presentation Evaluation Form"

a. Trainees most frequently approached the session with a belief that the purpose of meeting with the Youth Consultants was for them to hear youth's point of view and somewhat less frequently to have a mutual discussion with the Youth Consultants on youth problems and to improve communication between teen-agers and adults.

b. Trainees more frequently described the session as a rather general discussion and much less frequently described it

as a presentation by Youth Consultants either of their views or about their program.

c. Trainees most frequently felt that the benefit of the session to them was an increased understanding of youth problems and less frequently an insight into their own role as professionals. Only a small minority felt they did not personally benefit from the session.

d. Trainees when asked for suggestions most frequently responded they did not think the Youth Consultants could have done better.

e. What trainees most liked about their session with the
Youth Consultants was the frankness, honesty, and openness of the
Youth Consultants and somewhat less frequently mentioned were that
both sides were willing to exchange views and that the session
brought out the Youth Consultants' expression of their own views.
f. While specific criticisms were made for individual

training sessions, no particular criticism seems applicable in summarizing the 22 sessions. g. Less than one-third of the trainees felt they received a complete understanding of the Youth Consultant program, though approximately 60 per cont received at least somewhat of an understanding.

h. Over one-third of the trainecs felt they had learned something new and over one-third felt they hadn't learned anything new. The fact that most of the trainees were professionals or professionals in training may indicate high sensitivity to youth problems.

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#### Section III THE YOUTH PROBLEMS ATTITUDE SURVEY.

#### A. Introduction

The "Youth Problems Attitude Survey" questionnaire was designed to be administered to trainees and controls on the basis of a "before and after" exposure to the Youth Consultants.\* It was hoped that a classical experimental design could be implemented, but it was realized that limitations on such a design might occur to the extent that obvious interference with program goals could occur. It was found impractical to administer a research type questionnaire to many of the trainee groups with whom the Youth Consultants met, partly because of the voluntary nature of filling out questionnaires and partly due to insufficient pre-scheduling of some groups. The originally planned classical design would have required the scheduling of Youth Consultant presentations weeks before they were to occur, in order that arrangements could be made to administer the questionnaire to the trainee group. Modifications of the classical design, however, did allow administration to three of the twenty-two groups of trainees and to three comparable control groups at two points in time.

The questionnaire was constructed from a number of sources, including the writings of Youth Consultants, which dealt with issues the Consultants wished to discuss with community trainees.\*\* Sixtyseven items made up the survey and represented the following areas:

- (a) Treatment and prevention of delinquency (21 items)
- (b) Knowledge of delinquency and efficacy of treatment methods (13 items)

**() ()** 

- (12 items)

(c) The role of the school in coping with youth problems (d) Euployment problems of youth (10 items) (e) Family problems of youth (4 items) (f) Recreational needs of youth (4 items) (g) The idea of the Youth Consultant program (3 items) The trainee population included in this analysis was made up of

approximately one-half juvenile court counselors and one-half college students enrolled in evening classes relating to youth corrections, many of whom dealt with youth problems on a professional basis. The The questionnaire was given to trainees just before their session

controls for the trainees were similar to the trainees in occupational composition. An adjoining county was used to make up the juvenile court counselor weighting of our trainee population. The trainees tended to have a slightly larger number of females than males. The vast majority of trainees and controls were between the ages of 20-40. with the Youth Consultants and again one-and-one-half to two months later. The questionnaire was administered to the controls at approximately the same two time periods.

A "majority" is spoken of as "supporting" an item if at least 75 per cent of the trainees agree with a given item and as "rejecting" an item if 25 per cent or less agree with an item both at Time I and Time II. Differences were said to exist between trainees at Time I and Time II if one-directional change occurred for at least 5 persons or 12 per cent and if such a difference did not occur in the Control population.

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<sup>\*</sup>This questionnaire was also administered to Youth Consultants and the Controls and the results were reported in an earlier section on Pages 156 to 171.

<sup>\*\*</sup>The source of items, as well as the questionnaire, may be found in Appendix C. - 208 -

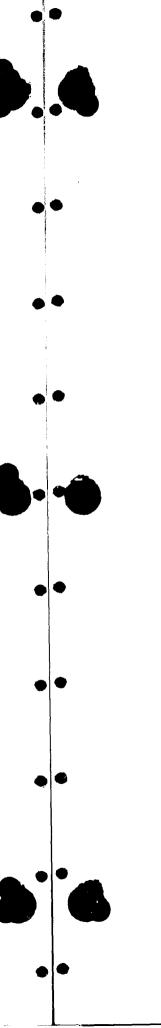
#### Β. The Treatment and Prevention of Delinquency

Table 24a shows that the trainees initially supported and continued to support treatment-oriented or non-punitive measures such as: increasing available shelter care; including specially trained juvenile officers in police departments; greater utilization of group foster homes; programs for sensitizing persons dealing with youth at early ages; spending more money on programs for youth; increasing counseling services for youth; greater use of probation; emphasis on the offender rather than his offense; handling problems in school at an earlier age; and spending more money for troubled youth services.

This table also shows that the trainees initially rejected such punitive measures in dealing with juvenile offenders as: physical punishment; greater use of institutionalization; the notion that counselors are too lenient; publishing the names of delinquents; and more vigorous use of police and court action.

Change did occur on two of the twenty-one items where a similar change did not occur for the control group. At Time II trainees were less likely to believe that abolishing slums and assisting people to live in the new environment will reduce delinquency than they were at Time I (50 versus 72 per cent) and they were also less likely at Time II to feel that a resident house for young adults is needed in the community than they were initially (60 versus 75 per cent).

Thus, it appears that trainees were initially and continued to be treatment-oriented and non-punitive in their opinions concerning the treatment of delinquency. They became less likely to look to slum clearance or the establishment of a residence house for young adults for the reduction of delinquency.



#### Statement

Juveniles should be tran 1. in marked police cars.

5. The detention population reduced by providing shelter children who otherwise would remain continuously behind lo doors awaiting court action.

6. Police departments shoul juvenile units with officers trained in juvenile work.

7. If slums were abolished residents given decent housin along with aid in adapting th to the new environment, we ca doubt that delinquency would reduced.

8. Physical punishment is e: treatment for the juvenile wh personal injury.

9. More kids should be sent state institutions such as Bo and Girls State Training Scho

12. If a group foster home p operated in Lane County, the of commitments to the state in tions could be reduced.

13. Programs for increasing awareness of staffs of schools health, and police departments early symptoms of delinquency needed.

14. High delinquency rate is due to the baffled aspirations lower-class youth to rise to m class status.

#### TABLE 24a

## PERCENTAGE OF TRAINEES AGREEING WITH STATEMENTS CONCERNING THE

#### TREATMENT AND PREVENTION OF DELINQUENCY

			· · · · · · · · · · · · · · · · · · ·		
	Trai	nees	Controls		
	Time I	Time II	Time I	Time II	
nsported	26	08	38	22	
n could be care to have to ocked	68	68	80	100	
ld include specially	60	60	00	100	
-1-1-10	98	98	95	90	
and the ng, nemselves annot					
be	72	50	70	75	
effective no causes	05	05	08	00	
to bys bols.	00	00	02	02	
program number nstitu-	95	82	92	90	
the s, welfare s of the are	<b>,</b> 100	98	95	100	
largely s of middle-	38	40	48	45	
	•	1	1.		

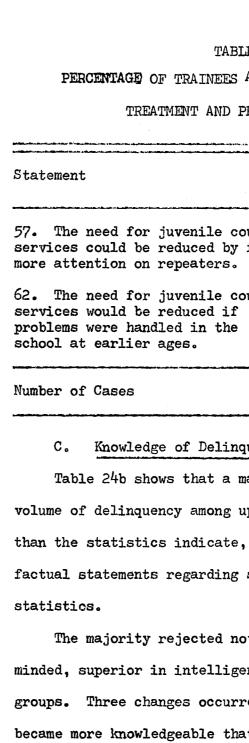
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#### TABLE 24a (Continued)

## PERCENTAGE OF TRAINEES AGREEING WITH STATEMENTS CONCERNING THE

## TREATMENT AND PREVENTION OF DELINQUENCY

Statement	Trainees		Controls	
	Time I	Time II	Time I	Time II
15. Most counselors are too lenient with delinquents.	18	15	30	38
16. More counseling should be made available to young persons who have gotten into difficulty.	100	100	100	100
22. Girls who sexually misbehave should be confined as part of their treatment.	10	10	11	08
29. Public ridicule is an effective way to fandle the "young tough."	05	00	05	05
34. A residence house for young adults is needed in this community.	75	60	85	92
35. More money should be spent in this community in providing services for troubled youth.	82	95	92	95
36. Publishing names of young hoodlums is necessary to protect the public.	02	02	10	08
47. Probation should be used instead of institutionalization whenever possible.	98	92	100	100
48. Juvenile delinquency can be corrected by more discipline, more severe penalties, and more vigorous action by the police and the courts.	10	08	10	10
53. The juvenile court's concern should be the offender and his problems rather than the offense.	82	95	95	92



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## TABLE 24a (Continued)

## PERCENTAGE OF TRAINEES AGREEING WITH-STATEMENTS GONCERNING THE

TREATMENT AND PREVENTION OF DELINQUENCY

	Trai	nees	Controls		
	Time I	Time II	Time I	Time II	
ourt focusing ourt	50	50	45	48	
	90	92	100	100	
	40	40	40	40	

Knowledge of Delinquency and the Efficacy of Treatment Methods Table 24b shows that a majority of the trainees agreed that the volume of delinquency among upper-class youth is relatively greater than the statistics indicate, but failed to agree with seven other factual statements regarding shelter care provisions or referral

The majority rejected notions that most delinquents are feebleminded, superior in intelligence, or likely to come from certain racial groups. Three changes occurred at Time II from Time I: The trainees became more knowledgeable that thefts are the most frequent offense referred to the juvenile department; (55 versus 40 per cent); that probably not more than 10 per cent of apprehended children require detention (88 versus 60 per cent); and became more certain that most delinquents are seriously maladjusted emotionally (65 versus 45 per cent).

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#### TABLE 24b

#### PERCENTAGE OF TRAILEES AGREEING. WITH STATEMENTS CONCERNING THE

KNOWLEDGE OF DELINQUENCY AND EFFICACY OF TREATMENT METHODS

Statement	Trainees		Controls	
	Time I	Time II	Time I	Time II
19. The Welfare Department shelter program only provides care for children who are abandened or beaten by their parents.	32	30	15	30
26. Approximately four-fifths of all referrals to the juvenile department from Lane County come from the metropolitan Eugene- Springfield area.	55	50	*	*
32. About one out of every five boys in Lane County is referred to the juvenile court before he is eighteen years old.	45	45	<b>*</b>	*
39. The number of delinquent children is nearly proportionate to the increase in the child population.	35	45	62	62
41. The volume of delinquency among upper-class youth is relatively greater than the statistics indicate.	95	95	92	95
43. Most delinquents are feeble- minded.	00	00	00	05
46. Nearly one-half of Lane County referrals to the juvenile court were for juvenile misbehavior such as runaway, truancy, and parent-child conflict.	75	68	*	•
49. Most delinquents are superior in intelligence.	08	05	36	45
52. Thefts, including shoplifting, were referred to the juvenile department more frequently than any other kind of offense.	40	55	*	*

\* This question was not administered to the control groups, as it was not applicable to out-of-county persons.

PERCENTAGE OF TRAINERS AGREEING WITH STATEMENTS CONCERNING THE

Statement

54. Most delinquents are set maladjusted emotionally.

58. Probably not more than cent of all children appreher for delinquency need detention

59. The children of some rac nationality groups are "natur delinquent.

64. Punishing parents of del quents would reduce delinquen

Number of Cases

In general, then, while trainees were initially aware and continued to be aware of the fact that the volume of delinquency among upper-class youth is greater than the statistics would indicate, they did not show a general knowledge of referral statistics for Lane County. While they rejected the notion that delinquents are more intelligent, less intelligent, or different racially from other youngsters, they increased their feeling that delinquents tend to be seriously emotionally maladjusted. They also were more likely to feel that only a few apprehended delinquents require detention.

D. The Role of the School in Coping with Youth Problems From Table 24c it can be seen that the majority of trainees agreed to eight of the twelve statements at both points in time and rejected none of the tabled items.

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TABLE 24b (Continued)

KNOWLEDGE OF DELINQUENCY AND EFFICACY OF TREAIMENT METHODS

	كمكابي ومنقد بمنة متزوج الأمكان الأب				
			-ndug , Stight fridag		
	Trai	nees	Controls		
	Time I	Time II	Time I	Time II	
eriously	45	65	55	52	
10 per nded .on.	60	88	90	92	
ces and rally"	00	02	00	07	
lin- ncy.	<i>1</i> ,8	20	18	10	
	40	40	40	40	

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#### TABLE 24c

#### PERCENTAGE OF TRAINEES AGREEING WITH STATEMENTS CONCERNING THE

#### ROLE OF THE SCHOOL IN COPING WITH YOUTH PROBLEMS

Statement	Trainees		Cont	rols
	Time I	Time II	Time I	Time II
3. To be accepted by other kids is more important in school than getting good grades.	65	80	78	80
10. Kids and teachers don't really have a good chance to communicate with each other.	60	72	60	90
17. More vocational training is needed in the high schools.	92	92	100	100
24. Most teachers don't care enough about the students' problems.	45	38	60	48
31. Everything is geared for the college-bound students, and offers little to the non-college bound.	75	88	70	75
38. More attention should be paid to individual students.	92	98	100	100
45. High schools should teach kids how to go about getting a job.	95	98	100	100
55. Kids who feel left out of the social life at school are more apt to drop out.	92	95	80	95
50. More emphasis in the schools should be placed on letting kids go at their own rate of ability.	82	85	85	92
63. Many youngsters could be kept in school if more trade and related skill training was offered.	92	100	100	100
55. The subject matter in school bores most teen-agers.	50	55	55	70
57. Teachers need to understand the problems of teen-agers more.	98	100	90	92
Number of Cases	40	40	40	40

The majority agreed that: more emphasis on vocational training and orientation to the world of work and less emphasis on the college-bound student are needed in high school; that individual students should receive more attention and understanding and be allowed to go at their own rate of ability; and that there would be fewer dropouts both if more skill training were provided and if youngsters could be made to feel a part of the school social life. A majority neither supported nor rejected the notion that the subject matter in school bores most teen-agers.

Different responses were noted for two items for Time II than had been noted at Time I: Trainees became more aware that peer acceptance is more important to teen-agers than good grades (80 versus 65 per cent), and that there is a lack of opportunity for teacher-youth communication (72 versus 60 per cent).

Thus, it is seen that Trainees were initially and continued to be supportive of the need for more vocational work-oriented programs which provide individual attention in the school, noting that too much emphasis is placed on college-bound students. There are indications that contact with Youth Consultants made them more aware of the importance of peer acceptance to teen-agers and the fact that insufficient opportunity is available for teen-agers and teachers to communicate with each other.

Ε. Employment Problems of Youth all but one of the statements shown in Table 24d.

The majority of trainees agreed at both Time I and Time II with

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#### TABLE 24d

#### PERCENTAGE OF TRAINEES AGREEING WITH STATEMENTS CONCERNING THE

#### EMPLOYMENT PROBLEMS OF YOUTH

tatement	Trai	nees	Controls		
<u> </u>	Time I	Time II	Time I	Time II	
Many employers are prejudiced against kids with certain kinds of airdos, clothing, and speech.	98	100	92	100	
D. Training programs and special ssistance for youth in finding mployment are adequate in Lane ounty.	02	00	15	05	
3. Adequate vocational training n the high schools could help revent youth problems.	90	90	90	95	
7. More vocational guidance for ork choice and work adjustment is eeded in our schools.	92	95	95	95	
5. Employers should give kids a mance, in spite of their background whether or not they have been a avenile delinquent.	90	98	90	92	
. Lane County needs a trade hool that could be attended by gh school dropouts.	90	75	92	80	
• The ability to do a particular b should be more important than ether or not a kid has a high hool diploma.	80	90	80	78	
. There are not enough jobs wailable for teen-agers who want work in Lane County.	68	78	*	*	
. Special jobs should be created the community for young people.	78	80	92	92	
• Employers should be encouraged hire and train young people thout experience.	88	95	92	92	
mber of Cases	40	40	40	40	

This question was not administered to the control groups, as it was not applicable to out-of-county persons.

They rejected the notion that training and employment problems are adequate in Lane County. The majority felt that youngsters have problems in obtaining employment due to some reluctance on the part of employers to hire youth with certain appearances, with juvenile department records, lacking a high school diploma, or without experience; and that more programs are needed in the community, such as vocational training in high school and for dropouts, vocational guidance, and specially created jobs for young persons. A near majority felt that there are not enough jobs available for teen-agers who want to work in the County and that special jobs should be created. Modification of opinion occurred on only one point, with fewer trainees supporting the need for a trade school for high school dropouts at Time II than had initially supported the idea (75 versus

90 per cent).

Thus it appears that trainees saw the employment problems of youth as resulting from an insufficient availability of jobs, as well as from their inability to qualify for available jobs due to lack of training experience or employer prejudice, and felt that more training opportunities are needed. They were less likely to support the establishment of a trade school for dropout youth, however.

F. Family Problems of Youth The majority of trainees agreed or nearly agreed with three of the four statements shown in Table 24e. Trainees agreed that kids are unable to talk to their parents about personal problems, and a near majority felt that most parents are completely unaware of the teen-age world and that home problems are largely responsible for youth problems.

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#### TABLE 24e

## PERCENTAGES OF TRAINEES AGREEING WITH STATEMENTS CONCERNING

#### FAMILY PROBLEMS OF YOUTH

Statement	Trai	nees	Controls		
and the second state of the second state of the second states and the second state of the second state of the second states and the second states	Time I	Time II	Time I	Time II	
30. Most kids are unable to talk to their parents about personal problems.	, 75	80	75	70	
37. If kids were allowed to make more decisions at home, they wouldn't be so rebellious against their parents.		62	75	55	
44. Most teen-agers feel that their parents are completely ignorant of the world in which teen-agers live.	72	85	75	80	
50. Home problems are largely responsible for youth problems.	78	78	92	85	
Number of Cases	40	40	40	40	

Trainees were more likely at Time II than they were at Time .I to support the notion that kids would be less rebellious at home if they had more decision-making opportunity (62 versus 50 per cent). Thus it appears that trainees believed a communicative gap does exist between parents and teen-agers and that home problems bear a large responsibility for youth problems. At Time II trainees were more supportive of increasing the home decision-making opportunities for youth.

Recreational Needs of Youth G.

From Table 24f it can be seen that the majority of trainees felt more recreational opportunities, such as playgrounds and opportunity to engage in sports, should be made available to youngsters in the community.

## PERCENTAGES OF TRAINEES AGREEING WITH STATEMENTS CONCERNING

Statement

2. More recreational opport such as playgrounds, etc., ar needed for youth in our community.

11. There are adequate recre opportunities for middle-clas but not for the lower economi group

18. Eugene should have a com youth center which would prov. activities that interest teen

25. More opportunity to enga sports activities should be m available to youngsters in the community.

Number of Cases

Not applicable to out-of-county control group.

A near majority felt that recreational opportunities are adequate Thus it would appear that while trainees felt more recreational

for middle-class but not for lower-class youth. Only about one-third of the trainees felt that a local youth center is needed. opportunities for youth are needed in the community they did not support the idea of a community center. Exposure to the Youth Consultants does not appear to have altered any of their views regarding the recreational needs of youth.

H. The Idea of the Youth Consultant Program From Table 24g it can be seen that the program impact is not evidenced in terms of trainee change from Time I to Time II.

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#### TABLE 24f

RECREATIONAL NEEDS OF YOUTH

	Tra	inees	Con	trols
	Time I	Time II	Time I	Time II
tunities re				
	95	95	85	85
eational ss kids ic				
LO	75	65	60	60
nmunity vide 1-agers.	35	34	sir.	*
age in nade				
10 	88	90	90	90
	40	40	40	40

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### TABLE 24g

PERCENTAGES OF TRAINEES AGREEING WITH STATEMENTS CONCERNING

#### THE IDEA OF THE YOUTH CONSULTANT PROGRAM

Statement	ent Trainees		Controls	
	Time I	Time II	Time I	Time II
21. More opportunity should be provided for youth to express their ideas concerning solutions to youth problems.	68	68	92	95
28. The community needs to pay more attention to youth's point of view in planning programs for troubled youngsters.	90	90	62	92
42. Teen-agers should be encouraged to speak frankly to adults about their gripes relating to school, home, and employment.	100	100	100	95
Number of Cases	40	40	40	40

Trainees initially supported and continued to support the notion that teen-agers should be encouraged to speak frankly to adults about their gripes relating to school, home, and employment, and that the community needs to pay more attention to youth's point of view in planning programs for troubled youngsters. Approximately two-thirds of the trainees felt that more opportunity should be provided for youth to express their ideas concerning solutions to youth problems.

It would appear that exposure to the Youth Consultants did not affect trainees' views on the idea of the Youth Consultant program. Initial and continuing support of the idea was evidenced.

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#### I. Summary

From examination of various values and opinions of trainees concerning youth problems, it appears that: 1. Trainees were initially and continued to be treatmentoriented and non-punitive in their opinions concerning the treatment and prevention of delinquency. They became less likely to look to slum clearance or the establishment of a residence house for young adults for the reduction of delinquency.

2. While trainees showed a knowledge of delinquency and the efficacy of treatment methods, they did not show a knowledge of referral statistics for Lane County. They became more likely to see that detention is needed for only a small number of delinquent youth, but they were more likely than they had been to see delin-quent youth as seriously maladjusted.

3. Trainees were initially and continued to be supportive of the need for more vocational and work-oriented programs which also provide individual attention in the high school. There are indications that contact with the Youth Consultants made them more aware of the importance of peer acceptance to teen-agers and of the fact that insufficient opportunity is available

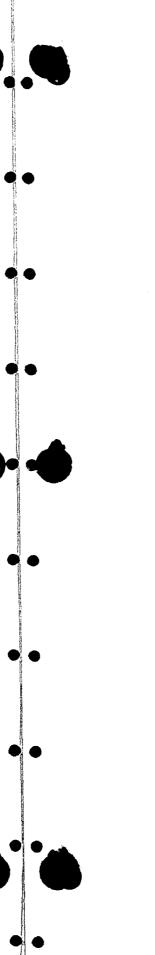
for teen-agers and teachers to communicate. 4. Trainees saw the employment problems of youth as resulting from an insufficient availability of jobs, as well as their inability to qualify for available jobs due to lack of training, experience, or employer prejudice. While they felt that more training opportunities are needed, they were less likely to support the establishment of a trade school for dropout youth.

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5. Trainees believed a communicative gap does exist between parents and teen-agers and that home problems bear a large responsibility for youth problems. Trainees became more supportive of increasing the opportunity for teen-agers to make decisions in the home.

6. Trainees felt more recreational opportunities for youth are needed in the community but did not support the idea of a community youth center. Exposure to the Youth Consultants does not appear to have altered any of their views regarding the recreational needs of youth.

7. Exposure to the Youth Consultants did not affect trainees views on the idea of the program. Initial and continuing support of the idea was evidenced.



Section I

#### Introduction Α.

The Youth Consultant program proposed to train persons in community agencies and organizations to have a greater understanding of Lane County youths' problems and needs. With an increased comprehension and awareness of the problem, it was felt the community would be better able to meet the needs of all people in the county. Alienated young people were to be employed as Youth Consultants to service agencies, civic organizations, business and industry, school boards and administrators, and Lane County Youth Project staff, all of whom had need to be informed about youth problems. Consultants were to be representative of youth with delinquency records, minority groups, school dropouts, or in-school but alienated youth. These training experiences were to enable community institutions and organizations to relate more readily to youth and their problems.

#### Recruitment and Selection Β.

Peer nominations, agency referrals, and newspaper advertisements were the major sources of applicants for the Youth Consultant program. The relatively small total number of applicants (86 youths) could have been due to increased military recruitment, and to local Neighborhood Youth Corps activities for both in-and out-of-school young people. The Program Supervisor gave considerable responsibility to the Youth Consultants for the recruitment of new applicants; however, the Supervisor continued to be the major screening agent.

#### EVALUATION SUMMARY

#### THE YOUTH WHO WANTED TO BE YOUTH CONSULTANTS

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It appears that the Program Supervisor did screen out applicants who were successful in school and that he instead selected those with school problems related to a lack of challenge, rather than a lack of ability in academic work. It also seems to be the case that he screened out youngsters who were highly alienated or openly hostile to authority, for the reason that they would be unable to work with adults and might be too rebellious against authority.

A randomized experimental procedure was used in the selection of Youth Consultants and Control group members. Applicants who were acceptable were matched in pairs and one person of each pair was hired as a Youth Consultant. The remaining member of each pair was assigned to the Control group.

## C. Characteristics of the Applicants

Applicants for the Youth Consultant jobs were mostly 16 and 17 years of age. Age as a factor in selection appeared to operate positively for 15-year-olds and negatively for 16-year-olds. The majority of applicants had completed either the tenth or eleventh grade, with few completing only ninth grade or graduating from high school. Differences in grade completed were not reflected in the selection process. Less than one-third of the applicants were school dropouts. "Dropoutcy" did not appear to be a factor in selection. The majority of applicants were born outside Lane County, but an even greater majority show residential stability during the past year.

Differences between eligible and ineligible applicants:

School mobility was evidenced at all educational levels. Eligibles were more likely than ineligibles to have born in Lane County and to have had greater school stability at the elementary level. There was little difference in residential stability. Only a small number of fathers' employment fell into the lowest semi-skilled and unskilled occupational categories among both groups. Of the total number of applicants, one-fifth of their fathers had terminated their schooling at 8th grade, and one-fifth had some college. In selection, the occurrence of less formal education was more prevalent among fathers of eligibles than among ineligibles, and while mothers did not differ in the college category, more mothers of the first group terminated at the 8th grade than did mothers of the others. Approximately one-half of the applicants came from broken homes; both groups were alike on this factor. The majority of applicants did not have siblings who were dropouts, and eligibles were somewhat less likely to have dropout siblings than were eineligibles.

One-half of the eligibles and about one-third of the ineligibles had juvenile court referrals, suggesting that delinquency was a criterion of selection. While the former were more delinquent than the latter, this difference was greater regarding children's offenses than more serious offenses.

Eligible and ineligible applicants were compared in terms of their attachment to normal societal goals, feeling of opportunity to achieve normal societal goals, and degree of alienation regarding societal goals.

The majority of all applicants to the Youth Consultant Program placed "importance" on only a fraction of the "normal societal goals" as these were operationally defined in the "Inventory of Goals Orientation." Further, a majority of neither group placed "importance" on any of the "lower-class orientations." A success orientation and a willingness to

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#### D. Goal Orientations of Eligible and Ineligible Applicants

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work hard and learn, plus the ability to help and to get along with others were important to all applicants.

Ineligibles were more likely to place importance on conformity, patriotism, defense of their own typal groups, and avoidance of open hostility and physical combat. Eligibles were more likely to place importance on "fun and excitement" and the ability to outsmart others, but less likely to give significance to being tough or avoiding conflict.

Insofar as chances for achievement are concerned, both groups felt they could be successful, be industrious, and acquire certain knowledge and skills necessary to their own advancement, assist others, and practice good manners. Eligibles believed they could make good use of free time and stay one jump ahead of others, while ineligibles felt they had a better chance of fitting into society.

Youth chosen by the Program Supervisor were neither less nor more alienated than those not selected.

#### Section II PROGRAM IMPACT ON THE YOUTH CONSULTANTS

#### A. A Test of a Basic Assumption

A basic assumption underlying the Youth Consultant Program was: if alienated, delinquent, pre-delinquent, and jobless youth receive training and employment as Youth Consultants, they will learn skills which result in less alienation, less unemployment, and less problem behavior in school. This assumption was examined in the areas of alienation, delinquency, attitude toward authority, employment, and education. The findings were:

In general, Youth Consultant experience increased alienation as measured by the index based on achievable goals rather than decreased the feeling of ability to attain these ends. Further analysis demonstrated

however, that alienation definitely was reduced for participants who remained until program completion although greatly increased for those who left prior to the end of the year.

The program affected neither the number of delinquent acts committed nor the severity of these acts and was unsuccessful in retaining the more delinquent Consultants to program's completion. Disposition toward authority, in terms of attitudes anent law and order, showed some deterioration among Youth Consultants. Educational behavior seemed to be relatively unaffected by program participation. Youth Consultants earned more money during the program year than they would have, had they not been participants, but for those who left before completion, the type of work next available was not influenced by their experience here.

B. Personality Effects

Youth Consultants showed an increased "intelligence" rating in terms of scholastic ability or the ability to think abstractly; and increased sense of happiness or well being; and a feeling that their parents showed more interest in their activities than they did before program participation.

Youth Consultants, however, showed a decrease in their ability to control their impulses; a reduction of self-discipline; a reduced concern with protocol; and a diminished ability to act purposefully or to plan a long-term effort.

Based on changes noted for the control group, Youth Consultants have been retarded in the tendency toward impatience, excitability, shyness, sensitivity to criticism, reluctance to discuss international matters, and decreased self-esteem or self-stability. It may be that the very nature of the Consultant job had an effect on the ability to think

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abstractly, since the participants were asked to consider youth problems in a more objective manner than they had previously. Also, they were asked to plan strategies for changing adult thinking in the area of youth problems. Since a major concern of the Youth Consultant Program was to improve communication between teenagers and adults (or between children and their parents), the perceived improvement in parental interest may be related to increased communication in the homes of the participants.

The negative aspects of personality change may be related to the permissive work environment to which Consultants were exposed and involvement in planning program modifications that were not always implemented as outlined.

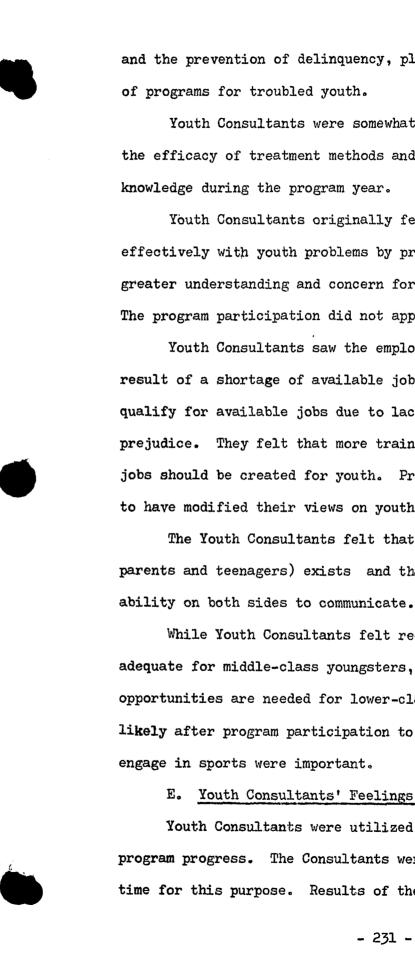
#### C. Self Ratings

Near the beginning of program participation Youth Consultants saw themselves as "average" in their home, peer, work, and community adjustment but "below average" in their school adjustment. Program participation appears to have effected an improvement in home and peer adjustment in that after several months Youth Consultants noted in themselves "better than average" adaptation in these areas, although little change was seen in school, work, or community.

#### D. Attitude Change

As mentioned earlier, the Youth Consultants perceived greater parental interest in their activities although their general attitudes toward family showed little modification. Improvement in the selfconfidence of the Youth Consultants as well as in their acceptance of others was noted.

Youth Consultants definitely showed an original and continuing "treatment-oriented," non-punitive attitude toward youthful offenders



and the prevention of delinquency, plus an increased commitment to expansion

Youth Consultants were somewhat knowledgeable about delinquency and the efficacy of treatment methods and showed a slight increase in such

Youth Consultants originally felt that the school could cope more effectively with youth problems by providing more job-skill training and greater understanding and concern for youth on the part of the teachers. The program participation did not appear to modify these views.

Youth Consultants saw the employment problems of youth to be a result of a shortage of available jobs, in addition to an inability to qualify for available jobs due to lack of training, experience, or employer prejudice. They felt that more training opportunities are needed and that jobs should be created for youth. Program participation does not appear to have modified their views on youth employment problems.

The Youth Consultants felt that an intergenerational gap (between parents and teenagers) exists and that it is typified by the lack of

While Youth Consultants felt recreational opportunities to be adequate for middle-class youngsters, they felt that more facilities and opportunities are needed for lower-class youth. They also were more likely after program participation to feel that increased occasions to

#### E. Youth Consultants' Feelings About Their Job

Youth Consultants were utilized both in modifying and evaluating program progress. The Consultants were interviewed at several points in time for this purpose. Results of the interviews were reported to the

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Program Supervisor as well as to the group. Individual responses, of course, were not identified. These interviews were conducted as part of the evaluation process and were intended to supply information for continual program improvement, but a glance at them suggests that few of the outlined modifications occurred. The reader will find that the Consultants liked most the opportunity to speak freely (to express the self) and their work companions. They disliked the lack of things to do and personal conflict among themselves. They also expressed a feeling that not enough trainees were involved and that the program moved too slowly. Suggestions for improvement centered around planned activity and consultation with more community groups.

## F. Youth Consultants' Feeling About Program Effect On Their Personal Lives

The Youth Consultants saw as major program benefits the opportunity to talk to and better understand other people, and to learn about the outside world. Ambivelance was noted in the home situations, and little effect seemed apparent in the selection of friends.

#### G. Youth Consultants' Feeling About Program Success

Although some Youth Consultants felt the program did stimulate some adults to think about teenage problems, they did not feel, for the most part, that the program was completely successful in reaching its original goals.

Section III PROGRAM IMPACT ON THE TRAINEES

#### A. Introduction

Program objectives for trainees were both general and specific. They included: increasing trainees' awareness of the problems of delinquent and disadvantaged youth; changing their attitudes toward these youth;

increasing their knowledge and support of existing youth programs in the community: increasing their support of new community approaches to youth problems: stimulating them to expand opportunities for youth in the community. The underlying basic assumption was that when trainees are exposed to a cross section of alienated young people, a "sensitization" of these trainees will occur, which will lead to attitudinal changes and behavior aimed at the expansion of educational, employment, and other opportunities for alienated youth.

B. Trainees Response to the Youth Consultants

An instrument designed primarily as a tool for program modification. the "Presentation Evaluation Form," was found to be useful in measuring impact of program on trainees. That form records the kinds of things that happen to trainees as a result of their experience with Youth Consultants, and their description of what occurred in a training session, be it new insights, motivation to act, or new knowledge gained about teen age problems.

Trainees most frequently approached the session with the belief that the purpose of the meeting with Youth Consultants was to hear youth's point of view and, somewhat less frequently, to hold a mutual discussion on the problems of young people in order to improve communication between teen-agers and adults.

Trainees describe the session more frequently as a rather general discussion and much less frequently as a presentation by Youth Consultants of either their views or their program. Trainees most frequently felt that they derived an increased understanding of youth problems; they less frequently felt the benefit to be insight into their own roles as professionals. Only a small minority felt they did not benefit personally from the sessions.

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Trainees, when asked for suggestions, most frequently indicated that the Youth Consultants could not have done better.

What trainees most liked about their sessions with the Youth Consultants were the frankness, honestly, and openness of the Consultants. Somewhat less frequently observations were that both sides had willingly exchanged views, and that the Youth Consultants had revealed their personal attitudes.

Less than one-third of the trainees felt they received a complete understanding of the Youth Consultant Program, although approximately sixty percent received at least some understanding.

Over one-third of the trainess felt they had learned something new, while another third felt they had not. The fact that most of the trainees were professionals or professionals-in-training may indicate a high sensitivity to youth problems among these groups.

#### C. Attitude Change Among The Trainees

The "Youth Problems Attitude Survey," which included items relating to general and specific program objectives, was the instrument designed primarily for measuring program impact on trainees. It includes a number of items in the areas of delinquency, school problems, employment and vocational training, as well as family and recreational needs of youth. In addition, the instrument contains items designed to measure attitudes toward the Youth Consultant Program itself.

From our examination of various values and opinions of trainees concerning youth problems, it appeared that:

Trainces were initially, and continued to be, treatment priented and non-punitive in their opinions concerning the treatment and prevention of delinquency. They became less likely to look to slum clearance or

to the establishment of a resid of delinquency.

While trainees showed a knowledge of delinquency and the efficacy of treatment methods, they did not show a knowledge of juvenile delinquency referral statistics for Lane County. They became more likely to see that only a small number of delinquent youth require detention and they were more apt to see delinquent youth as seriously maladjusted.

Trainees were initially, and continued to be, supportive of the need in the high school for more vocational and work-oriented programs which would provide individual attention. These are indications that contact with the Youth Consultants made trainees more aware of the importance of peer acceptance to teen-agers and that sufficient communication between teen-agers and teachers is not available.

Trainees saw the employment problems of youth to be the result of an insufficient number of jobs, plus an inability to qualify for available jobs due to lack of training, experience, or employer prejudice. While they felt that more training opportunities are needed, they were loss likely to support the establishment of a trade school for dropouts.

Trainees believed a communication gap exists between parents and teen-agers and that home problems are largely responsible for youth problems. They became more supportive of increased opportunity for teenagers to make decisions in the home. Trainees felt more recreational opportunities are needed but do not support the idea of a community youth center. Exposure to the Youth Consultants did not appear to have altered any of their views regarding the recreational needs of youth.

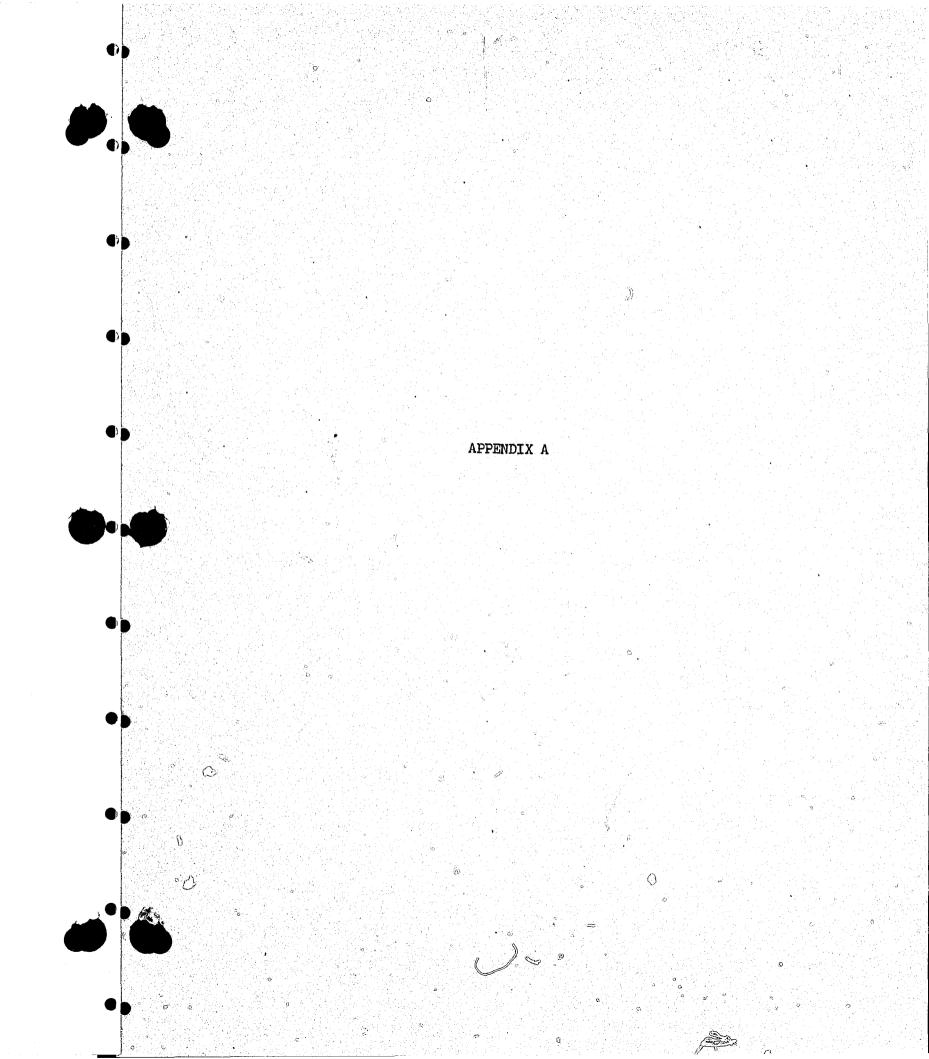
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to the establishment of a residence house for young adults for the reduction

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Exposure to the Youth Consultants did not alter trainees' views of the basic idea of the program; initial and continuing support of the idea was evidenced.

It has been demonstrated, therefore, that the Youth Consultant program did have effect, in varying degrees, on both the Youth Consultants and the trainees. In addition, a contribution has been made to the exploration of the underlying assumptions and implementation of the purposes of the program.



#### APPENDIX A

#### INTRODUCTION

The evaluative reports for Youth Consultant presentations from July 1, 1966 through June, 1967 make up this Appendix. These reports are based on feedback from both trainees and Youth Consultants. The open-ended questionnaire, "Presentation Evaluation Form," (Appendix C) was the sole instrument used for these evaluative reports. The instrument is based on a series of questions developed to elicit answers which would be useful in program modification; it was pre-tested with outside persons involved in the training of the Youth Consultants. Trainee responses were only categorized by the Program Analyst, and Youth Consultant responses are reported verbatim. Originally it was planned to replace the open-ended questionnaire with a standardized check sheet, but after the first few training sessions it became apparent that the types of responses varied according to the group of trainees.

The simple expediency of saving time in evaluating questionnaires seemed to be not worth the sacrifice of insight which could be utilized towards program modification. The questionnaires were given the trainees at the close of the training sessions and collected ten or fifteen minutes later. Trainees were advised that only the Program Analyst would see their individual questionnaires and that their responses would be helpful in providing guidelines for program change. In order to remain as objective as possible, the Program Analyst did not attend any of the 22 training sessions.

EVALUATIVE REPORT TRAINING SESSION I VISTA TRAINEES NOVEMBER 8, 1966 TRAINEES: 40 **RESPONDENTS: 40** 

QUESTION 1: WHAT DID YOU UNDERSTAND WAS THE PURPOSE OF YOUR GETTING TOGETHER?

Trainee Responses	Number
To familiarize trainees with the Youth	
Consultant Program	22
To discuss youth problems	16
To train Youth Consultants	02
Total	40

Over one-half of the trainees understood the purpose of the session was for the Youth Consultants to familiarize them with the Youth Consultant Program. Over one-third of the trainees felt the purpose was to discuss youth problems. Two of the trainees felt they were to teach the Youth Consultants.

One-half of the Youth Consultants felt also that the purpose of the session was to tell the trainees about the Youth Consultant Program. Two of the six Youth Consultants felt the purpose was to talk about youth problems, and one mentioned getting ideas from them about their program.

Thus two purposes are mentioned by approximately the same proportion of Youth Consultants and trainees with a small majority feeling the purpose was to familiarize trainees with the Youth Consultant Program and a large minority noting the purpose was to discuss youth problems.

- A 🛃 -

APPENDIX A.1

Youth Consultant Responses

- -To explain to them what we are, do and give them some of our ideas. -So they could understand the Youth Consultants, and what they are trying to do. -To get new ideas from them about their program and talk together about both programs. -To talk to them about recreation, employment, etc. and tell them how we felt.
- -To inform them about our program.

#### QUESTION 2: WHAT HAPPENED?

Number
17
10
05
04
04
40

Youth Consultant Responses -We each gave a short presentation and then there was a question and answer period. -No response. -Well, everyone got the wrong idea about why we were there. -They acted as though they wanted to fight. Kept their mouth shut about VISTA. -They badgered us all night long. They seemed to think that we didn't know what we were talking about or how we were going to do this. -Just what I expected (i.e., explain the program).

Well over one-third of the trainees reported that the Youth Consultants described their program, and one-fourth of the trainers described the session as an interesting discussion. Other responses of trainees included describing the session as a question-and-answer period or as a discussion of the problems of the Youth Consultant Program.

The majority of Youth Consultants described what happened in emotional terms (which was not the case with trainees), with three of the six feeling somewhat attacked by the trainees. One Youth Consultant reported that the Youth Consultants explained the program, another described the session as a short presentation with a question-and-answer period, and one did not respond.

One could assume that the lack of an emotional reaction on the part of the trainees could be due to their greater sophistication, although one would expect fairly candid responses from VISTA trainees. The insecurity and hostility toward the trainees by the Youth Consultants should be noted here.

QUESTION 3: WHAT DID	YOU GET OUT
Trainee Responses	Number
A notion of Youth Consultant plans	11
Saw <b>y</b> outh attempting to solve their own and oth youths' problems	
That the Youth Consul- tants had problems of their own	06
That the Program is goo or helpful to the Youth	
Consultants	05
That youth and adults	
have communication problems	05
Not much	01
Problems of the Youth Consultant Program	02
Total	40

About one-fourth of the trainees reported getting a notion of Youth Consultant Program plans, and another fourth saw youth attempting to solve their own and other youths' problems. The second response might be said to be a specific of the first.

Other responses included the following: that the Youth Consultants had problems of their own; that the program is good or is helping the Youth Consultants; that youth and adults have communication problems; and that the Youth Consultant Program has problems.

One-half of the Youth Consultants felt they got a lot out of the session, mostly in terms of experience with a group and with the other Youth Consultants.

One Youth Consultant felt the session pointed out a need for the Youth Consultants to examine their own program and another got to test the idea of a "community center." One Youth Consultant felt he (she) got nothing other than a bad opinion of the trainees.

#### OF IT?

#### Youth Consultant Responses

- -Nothing other than a bad opinion of most of the VISTAs.
- -A lot, that all of the Consultants will fight for our program. And now I know I can talk.
- -Not a thing except that they think the community center is a great idea. -I got a lot out of it.
- -I found out that we ourselves aren't real sure about our future plans and that we should probably have a better understanding of our own program if possible.
- -I got the experience of meeting with a large group even though I didn't say very much.

## QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Trainee Responses	Number
More study of problems	14
More experience presenting	g 09
Better definition of goals	s 05
Good job as it was	05
Less brief	02
Use more personal experiences	02
Improve appearance (gestur gum)	es, 02
No answer	<u>01</u>
Total	40

Youth Consultant Responses
-Could have been more prepared and less giggly.
-They could have not contradicted each other so much and put so much blame on the Program Supervisor and Program Analyst. We also weren't very consistent about our ideas.
-No response.
-I think we did great for the first time talking with a large group.
-We did great, more experience.
-We did good, considering the people of VISTA.

Approximately one-third of the trainees felt the Youth Consultants should become more knowledgeable about the problems of youth, and approximately one-fifth felt they needed more experience presenting to groups.

Minor responses included: defining goals; good job as it was; making the session longer; using more personal examples; and improving personal appearances.

One-half of the Youth Consultants felt they did a good job, though one of these felt more experience was necessary. One Youth Consultant felt more preparation would help and another felt more unity in presentation would improve the program. One Youth Consultant did not respond to this item.

The trainees' feeling that the Youth Consultants need more knowledge and experience seems to be not shared by the Youth Consultants. This may stem from the latters' tendency to "blame" the trainees for problems in the session. It may be that as Youth Consultants have successful experiences in presenting, they may be better able to criticize themselves.

A REAL PROPERTY AND A REAL PROPERTY OF A REAL PROPE	-
QUESTION 5: WHAT WAS THE	BEST
Trainee Responses N	umber
Frankness and honesty of Youth Consultants	13
Question-and-answer period got ideas out	05
Helped the Youth Consultants	03
Gave Youth Consultants a chance to test themselves	04
Presented youths' point of view	02
Good impression given by Youth Consultants	02
Bad impression given by Youth Consultants	02
Alice	01
No answer	08
Total	40

The only response involving any substantial number of trainees was regarding the frankness and honesty of the Youth Consultants; approximately one-third of the responses fell into this category.

Others mentioned the following: the question-and-answer period got the ideas out; the session helped the Youth Consultants; giving the Youth Consultants a chance to test themselves; the presentation of youths' point of view; the good impression given by the Youth Consultants; the bad impression given by the Youth Consultants; Alice; and no answer.

Half of the Youth Consultants in essence did not respond to this item; the other half responded in terms of the experience and the ideas about their own program derived from the session.

#### T THING ABOUT THE DISCUSSION?

#### Youth Consultant Responses

- -The end, and us.
- -The experience for the Youth Consultants.
- -No response.
- -We learned a lot about our own program because we were made to think about it.
- -Got to see what VISTA people are like and how they act. They also had some good ideas.

-No response.

- A.1 (5) -

## QUESTION 6:.. WHAT WAS THE WORST THING ABOUT IT?

Trainee Responses	Number
Lack of preparation	07
Lack of specific plans	07
Disorganization	04
Too few talked	03
Too brief a presentation	1 03
Other	01
No answer	15
Total	40

Youth Consultant Responses -Going in the first place. -The Youth Consultants not knowing more of our own program to answer VISTA's questions. -Is when everyone got mixed up in what we were doing. -No answer. -Some members of the audience seemed to be badgering us (however, when we talked to them after the meeting they said that they were giving us the same treatment we gave them). -Everybody didn't get to talk; Al took most of the questions.

Over one-third of the trainees did not list a "worst thing." This may suggest a general positive response, since only one-fifth did not respond to the "best thing."

The two most typical responses (though these were made by less than one-fifth of the trainees) were lack of preparation and lack of specific plans on the part of the Youth Consultants. Other criticisms included the following: too disorganized; too few Youth Consultants talked; and the briefness of the presentation.

Two of the Youth Consultants felt they were not sufficiently prepared and one felt they should not have gone in the first place. One felt the audience was hostile, another felt that everybody didn't talk, and one did not respond.

Some agreement is noted here between the trainees and the trainers in terms of criticism of the presentation.

Anneling Berthan Bes fer Ber Bert Berthernite alle alle alle alle der Berthernite Berther Berther Berther Ber	ille Bar Barb i'd an Barb a Barb
QUESTION 7: HOW MUCH YOUTH CON	
Trainee Responses	Number
Quite a bit, a great deal	20
Fairly well	08
Very little	05
Not at all	02
No answer	05
Total	40

Over two-thirds of the trainees felt the session helped them understand the Youth Consultant Program at least fairly well, with one-half of the trainees reporting it helped quite a bit.

One-half of the Youth Consultants felt that the trainees understood the program quite a bit. One thought they might be confused because of lack of unity among Youth Consultants, and two didn't respond.

The Youth Consultants' perception of the trainees' understanding seems quite accurate.

- A.1 (6) -

SESSION HELP YOU (THEM) UNDERSTAND THE PROGRAM?

## Youth Consultant Responses

-Quite a bit; we went into all the areas that we are working with, so if they didn't get anything out of it, they were laughing at us.
-Quite a bit.
-I wouldn't know.
-No answer.
-Very much. There were a lot of questions and quite a few good answers; the purposes of our program were brought out very well.
-I think they were very confused

because we each had different ideas about things.

## - A.1 (7) -

## QUESTION 8: HOW MUCH DID THE SESSION HELP YOU (THEM) UNDERSTAND THE VISTA PROGRAM?

Trainee Responses	Number	Youth Consultant Responses
Not at all, none	23	-None. -Not very much except that they
Very little	09	have some interest in people. -No answer.
Quite a bit	03	-None. -It didn't and I'd love another
No answer	05	chance to talk to them. -We didn't go into any discussion
Total	40	with VISTA.

Over half of the trainees felt the session did not help the Youth Consultants understand VISTA, and slightly over one-fifth felt it helped them very little. Only three trainees felt it helped quite a bit.

Four out of the six Youth Consultants felt the session did not help them understand the VISTA program; one thought it helped a little; and one did not respond to this item.

Trainees and Youth Consultants seemed to be in agreement that the session did not promote an understanding of VISTA.

	QUESTION 9: DID YOU	LEARN AN
	Trainee Responses	Number
	No	27
	Yes (Their own awareness and ability to solve their problems with a	
	little help)	10
	No answer	<u>03</u>
	Total	40
	#1, \$1,14±80=#1:81,#1:41,181,181,181,181,181,181,181,181,181,1	
	Approximately thr not learn anything new they learned something with some assistance.	about y
	Four of the six Y new about youth proble he (she) did learn som	ems, and
•		
,		

NYTHING NEW ABOUT TEEN-AGE PROBLEMS? Youth Consultant Responses -Yes; we don't look enough like juvenile delinquents to suit them. -No. -No. -No response. -No. -Kids have something to say. -No.

ths of the trainees responded that they did youth problems. One-fourth, however, stated the capacity of youth to solve youth problems

nsultants felt they didn't learn anything one Consultant did not respond; one felt new -- that kids **do** have something to say.

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EVALUATIVE REPORT TRAINING SESSION II CASE AIDES DECEMBER 6, 1966 TRAINEES: 20 RESPONDENTS: NONE

The evaluation of this se Youth Consultants who attended The Case Aides did not respond

QUESTION 1: WHAT DID YOU UND TOGETHER?

## Supervisor's Response

They understood the purpose of getting together with the Youth Consultants was to expose lay people who are functioning as Case Aides and working with delinquent children to some of the feelings, attitudes, and expectations of children who have been in trouble.

According to the Supervisor, the Case Aides understood the purpose of getting together with the Youth Consultants was to expose lay people who are functioning as Case Aides and working with delinquent children to some of the feelings, attitudes, and expectations of youth who have been in trouble.

The Youth Consultants' expectation seemed to be mixed between talking about the Youth Consultant Program and talking about the Case Aide Program. They were not explicit in their expectations.

## APPENDIX A.2

the	is limited to responses from the four session and the Case Aide Supervisor. he questionnaires.
ERSTA	ND WAS THE PURPOSE OF YOUR GETTING
	Youth Consultant Responses
h	-At first we were to talk about Case Aides but we talked more about Youth Consultants. -No answer listed. -To talk about our program and talk
I	about teen-age problems. -Talk over different ideas.

- A.2 (1) -

#### QUESTION 2: WHAT HAPPENED?

#### Supervisor's Response

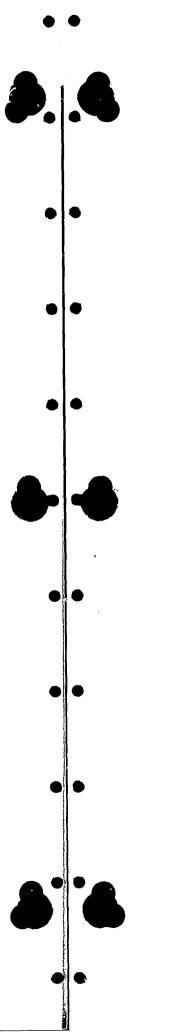
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The interaction between the Case Aides and the Youth Consultants, although lively, depicted the lack of understanding on the part of Case Aides to some of the ramifications of problem behavior and also depicted the attitude of children who themselves have at one time reacted. or are still reacting, to their environment. This interchange of ideas seemed to be most stimulating for both sides.

#### Youth Consultant Responses

- -We had a pretty good discussion but we didn't talk about the Case Aides too much.
- -Talked about a lot of different problems between teensers and school. delinquency, recreation, and employment. -We got our points across and it helped some of the adults. So it went across pretty good.
- -Quite a bit.

A stimulating interchange of ideas took place, though there seemed to be a lack of understanding on the part of the Case Aides as to the Youth Consultants' behavior in terms of the problems they themselves seem to be having. Youth Consultants suggest that they had a good and lively discussion.



#### QUESTION 3: WHAT DID YOU GET OUT OF IT?

#### Supervisor's Response

I felt the Case Aide group as a whole got a great deal out the session inasmuch as it was probably the first opportuni they had had to talk at some length on a neutral ground wi young people who have had dit culties in the past about som of youths' problems and attitudes toward adults in general and systems in particular.

The Case Aides as a whole got a great deal out of the session in that it was their first opportunity to speak to youth at any length on neutral ground, particularly youth with the background of the Youth Consultants.

Two of the Youth Consultants got out of it that people were hard to talk to. A third Youth Consultant reported not getting much out of it, and a fourth found that some people tend to understand youth problems and some people seemed unwilling to try to understand.

#### Youth Consultant Responses

s	-Not much.
of	-I found out that some people do
ias	understand the problems and want
ty	to help and others will always be
	blind sheep.
ith	-People are hard to talk to.
ffi-	-It's going to be tough a lot of
me	times.

- A.2 (3) -

#### QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

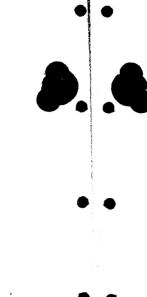
#### Supervisor's Response

It was quite apparent that the Youth Consultants could have been better instructed in the systems that they were objecting to their opinions of them were pretty much a reaction to their own experiences with them and they were not knowledgeable about the bureaucracy under which the people in the system must function. There were a couple of the Consultants who, I felt, had a lot to say and who when they did say something, were quite astute in presenting their material. However. their interaction was much too infrequent.

Youth Consultant Responses

-We couldn't have. -I think we did an excellent job although we could have gotten off to a better start. -I think everything was good.

-Talked more.



QUESTION 5:

#### Supervisor's Response

It was my feeling that the group -They were very interested. really began to understand and -The two adults sticking up for us get a feeling for the Consultants and what we thought. and some of the problems that -I think everything was good. they were presenting to them. -No answer.

Aides got toward the youth.

Two of the Youth Consultants reported as the best thing the fact that the Case Aides seemed interested. One thought that everything was very good, and another didn't respond.

The Youth Consultants, in the view of the Program Supervisor, could have been better instructed, had more facts and knowledge of the systems they were criticizing, rather than just reacting to their own experience. Three of the four Youth Consultants felt that they couldn't have done better; one felt that they could have talked more.

#### WHAT WAS THE BEST THING ABOUT THE DISCUSSION?

#### Youth Consultant Responses

The best thing about the discussion seemed to be the feeling the Case

- A.2 (5) -

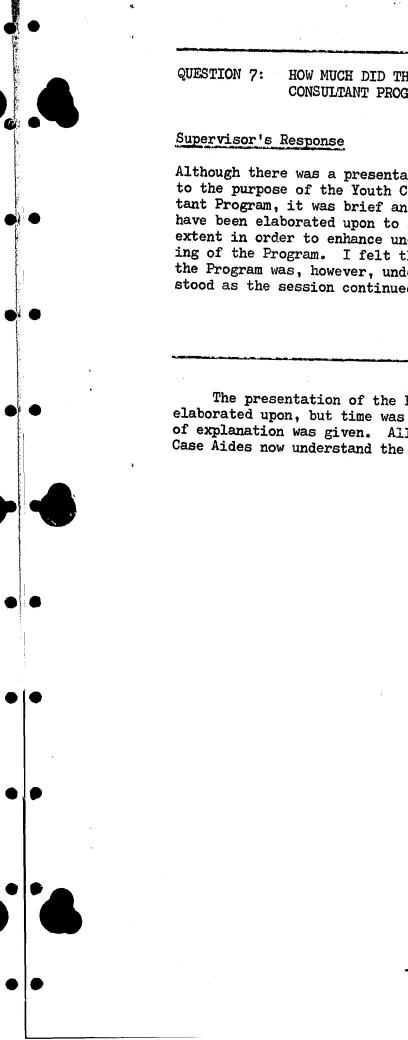
#### QUESTION 6: WHAT WAS THE WORST THING ABOUT IT?

#### Supervisor's Response

The worst thing about the discussion was probably the fact that a number of people who have contributed a great deal - that is, Youth Consultants - were not as verbal as they should have been or could have been. Youth Consultant Responses

-We didn't talk enough about Case Aides. -The lady in blue. -Nothing. -My speech slowed the start, and some of the Case Aides.

Worst things mentioned were the unequal participation of Youth Consultants, and the lack of time to talk about the Case Aide Program. One of the Youth Consultants mentioned not enough talk about the Case Aide Program. Two found nothing wrong with the session, and one criticized himself and some of the Case Aides.



HOW MUCH DID THE SESSION HELP YOU (THEM) UNDERSTAND THE YOUTH CONSULTANT PROGRAM?

## Youth Consultant Responses

ation as	-Quite a bit.
Consul	-I think it helped them a lot, but
nd could	some of them couldn't be less
some	interested.
nderstand-	-Quite a bit because we went into
that	a lot of different areas and they
der-	know pretty much how we feel.
ed.	-I think they understood about
	what we do.

The presentation of the Program was too brief and could have been elaborated upon, but time was limited and only a brief sentence or two of explanation was given. All the Youth Consultants, however, felt the Case Aides now understand the program quite well.

- A.2 (7) -

QUESTION 8: HOW MUCH DO YOU THINK THE SESSION HELPED THE YOUTH CONSULTANTS UNDERSTAND YOUR (THEIR) PROGRAM?

#### Supervisor's Response

Unfortunately, the opportunity for the Youth Consultants to talk to the Aides about the Program was limited by time, and only a brief sentence or two of explanation was given. This, however, has been covered in a previous meeting by me with the Consultants. Youth Consultant Responses

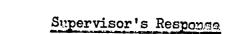
-It didn't. -Not any more than I already did. -It didn't help me understand at all. -Not much.

There wasn't much time. Youth Consultants responded with "not much" or "not at all."





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QUESTION 9:

I think the group learned a great deal about teenage problems that they might have known about prior to the meeting buwere not really as aware of until after the meeting.

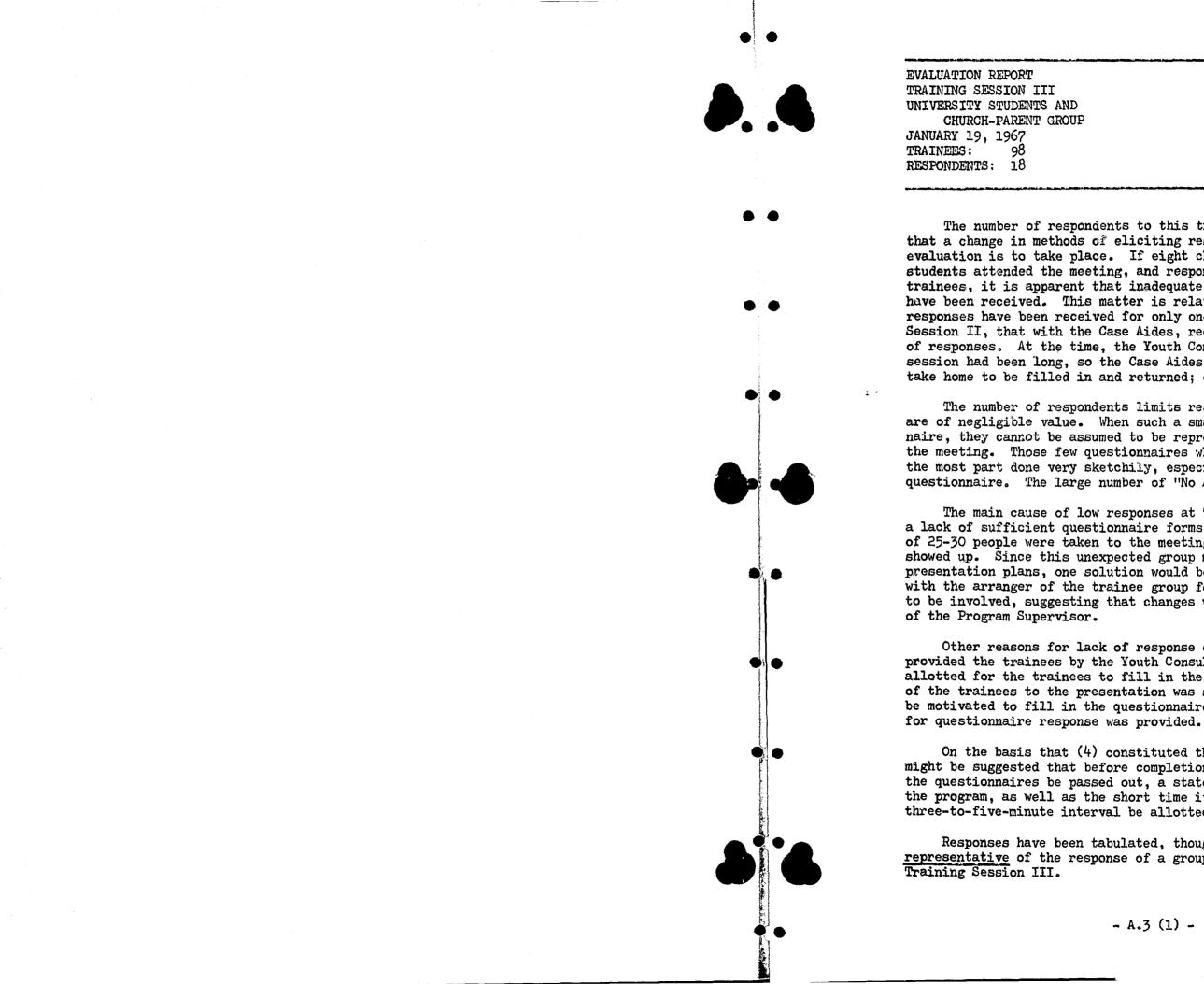
The Case Aides most likely obtained reinforcement of what they already knew, along with an increased awareness of problems. Two of the Youth Consultants said they didn't learn anything new and two didn't answer this item.

DID YOU LEARN ANYTHING NEW ABOUT TEENAGE PROBLEMS?

Youth Consultant Responses

-No answer
-No answer
-No!!
-No.

#### - A.2 (9) -



APPENDIX A.3

The number of respondents to this training session questionnaire suggests that a change in methods of eliciting responses is necessary if program evaluation is to take place. If eight church members and ninety college

students attended the meeting, and responses were obtained from only eighteen trainees, it is apparent that inadequate responses for evaluative purposes have been received. This matter is relatively serious, since adequate responses have been received for only one training session. Training Session II, that with the Case Aides, received less than one-twentieth of responses. At the time, the Youth Consultant staff felt that the session had been long, so the Case Aides were given questionnaires to take home to be filled in and returned: only two were received.

The number of respondents limits results to such a degree that they are of negligible value. When such a small number fill in the questionnaire, they cannot be assumed to be representative of the trainees at the meeting. Those few questionnaires which were filled in were for the most part done very sketchily, especially toward the end of the questionnaire. The large number of "No Answer" responses is notable.

The main cause of low responses at Training Session III was due to a lack of sufficient questionnaire forms; forms for an expected audience of 25-30 people were taken to the meeting, but ninety-eight persons showed up. Since this unexpected group may have interfered with program presentation plans, one solution would be to make specific arrangements with the arranger of the trainee group for the number and type of trainees to be involved, suggesting that changes would necessitate a notification

Other reasons for lack of response could be (1) insufficient motivation provided the trainees by the Youth Consultant staff; (2) not enough time allotted for the trainees to fill in the questionnaire; (3) the response of the trainees to the presentation was so apathetic that they could not be motivated to fill in the questionnaire; and (4) an inadequate "setting"

On the basis that (4) constituted the major cause of non-response, it might be suggested that before completion of the question-and-answer period. the questionnaires be passed out, a statement be made about their value to the program, as well as the short time it will take to complete them, and a three-to-five-minute interval be allotted for filling them in.

Responses have been tabulated, though they cannot be assumed to be representative of the response of a group of ninety-eight persons to

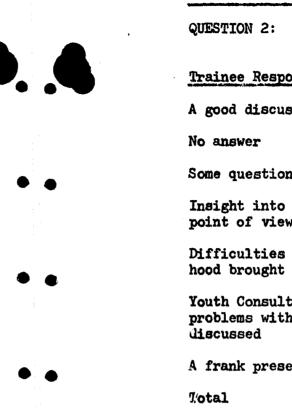
- A.3 (1) -

QUESTION 1: WHAT DID YOU UNDERSTAND WAS THE PURPOSE OF YOUR GETTING TOGETHER?

Trainee Responses	Number
To discuss parent- teacher relationships	13
To present youth's point of view	4
No answer	1
Total	18

-To	talk a	bout	parer	nts a	nd ch	ild	
	ations		-				
	as los						
-To	let th	e par	ents	know	the	feel	ings
	how te						
	hought						
	lerly p						
-To	discus	s son	ne of	the	probl	Lems	that
te	nagers	have	e witle	h adu	lts.		
-To	talk t	o 25	adul	ts ab	out 1	[amil]	У
m	blems.						

Nearly three-fourths of the respondents felt that the purpose in the meeting was to discuss parent-teen-ager relationships, and nearly one-fourth felt it was to be presented with youth's point of view. This suggests that the expectations of the group were related to program goals. The statements of four of the Youth Consultants seem to relate to parent-child relations; one Youth Consultant suggested expressing youth's point of view and one "was lost."



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Trainee Responses Number A good discussion 7 No answer 5 Some questions answered 2 Insight into youth's point of view 1 Difficulties of parenthood brought up 1 Youth Consultants' own problems with parents discussed 1 A frank presentation 1 18 Total

WHAT HAPPENED?

It is questionable whether this question should be retained on another set of forms, as it seems not to be overly fruitful. An additional comment section at the bottom of the page might yield more beneficial results.

Over one-fourth of the trainees did not respond to this question. Nearly forty percent reported a good discussion took place, slightly over onefifth mentioned the subject matter discussed, and a minority suggested that some questions were answered.

The Youth Consultant responses to this item are (and have been) more useful than the trainee responses as evaluative statements.

One-half of the Youth Consultants expressed their surprise over the group of college students who unexpectedly attended the meeting. One Youth Consultant mentioned the skit, two mentioned the question-and-answer period.

- A.3 (2) -

# Youth Consultant Responses

There were adults plus 90 freshman college students -- we made fools of ourselves.
We put on a skit and answered some of the questions they asked.
Well, we talked to college kids but it turned out pretty good.
They asked us questions about what we felt about certain situations.
No answer.
There were people, college kids, there we didn't expect.

- A.3 (3) -

### WHAT DID YOU GET OUT OF IT? QUESTION 3:

Trainee Responses	Number	Youth Consultant Responses
New insights into parent-child		-It's pretty tough to talk about parents and kids.
relationships	7	-Not very much at all. -I found that it was easier than
No answer	6	what I expected it to be like talking to teenagers.
Insights into youth's	E	-I learned that we need more training. -I learned that we don't really know
view	_5	how to do what we're supposed to be
Total	18	doing, we aren't helping anyone solve any problems. We are just bringing the same problems in the open over and over. -Embarrassed.

Nearly forty percent of the trainees felt they derived new insights into parent-child relationships and over one-fourth felt they had new insights into youth's point of view. Over one-third of the trainees, however, did not respond to the question.

Four of the Youth Consultants mentioned self or program criticisms in response to this item. These criticisms generally reflect a feeling of unpreparedness. One Youth Consultant found that it was easier than he (she) had expected it to be to talk to teenagers, and one felt that he (she) got not very much at all out of it.

It might appear that with two-thirds of the trainees feeling they got something out of it and only one Youth Consultant feeling that he (she) got something out of it, Youth Consultants are overly critical of their own performance or feel that they could accomplish more.

# CONTINUED **OF** 9

QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Trainee Responses	Number	Youth Consultant Responses
No answer	6	-We did pretty well considering the group.
Speak louder	3	-Under the circumstances, they couldn't have.
Did good	3	-Everyone been more responsive. -By being prepared to talk to anybody,
More participation by		elderly and teenagers.
all Youth Consultants	3	-We have a lot to learn and I guess the only way is by experience. Other
Give more direct answers	2	than that, we did O.K., considering the group wasn't what we had planned on.
Understand audiences' concerns	1	-Been prepared for a larger group.
Total	18	

Cne-third of the trainees did not respond to this item. One-sixth of the respondents felt the Youth Consultants could not have done better, should have spoken louder, or all should have participated more. An even smaller minority felt more direct answers should have been provided the trainees.

Two Youth Consultants felt that the presentation was adequate as it was and another two felt that the group needs more preparation for large trainee groups. One Youth Consultant felt that more experience in general is needed, and another that the Youth Consultants should be more responsive to the audience.

### WHAT WAS THE BEST THING ABOUT THE DISCUSSION? QUESTION 5:

Trainee Responses	Number
Openness and frankness of Youth Consultants	6
Exchange of views	4
No answer	4
Provided insights into youths' problems	3
Skit	1
Total	18

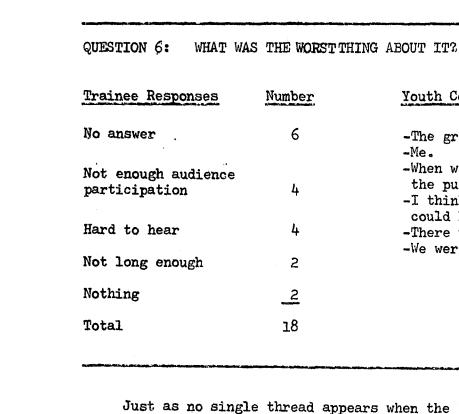
-No answer. -No answer. -The humor of it. -I think everything was good. -We got experience with such a large group. -They were willing to listen to us.

Youth Consultant Responses

The most frequently mentioned item by the trainees was the openness and frankness of the Youth Consultants, though this was mentioned by only onethird of them. Over one-fifth mentioned the exchange of views between youth and the audience. Some trainees said the best thing about the discussion was the insight it provided into youths' problems; an equal number of trainees did not answer this question. Only one of the 18 trainees mentioned the skit as the best thing.

Four of the six Youth Consultants did answer this item, mentioning everything, the humor of it, the chance to get experience with such a large group, and the fact that people were willing to listen. Two Youth Consultants did not respond.

This item particularly points to the lack of a major emphasis or theme in the discussion.



Just as no single thread appears when the "best thing" is asked for, a similar thing happens when the "worst thing" is asked for.

Again, one-third of the trainess did not respond to this item. Over one-fifth suggest there was not enough audience participation, and a similar proportion mentioned that the Youth Consultants were hard to hear. A minority mentioned the presentation not being long enough.

The responses of the Youth Consultants reflect the lack of preparation for a large group (or a group of college students). One suggests the worst thing was himself (herself) and another suggests it was the group that showed up. Lack of preparation was mentioned by two.

Youth Consultant Responses

-The group that showed up. -Me. -When we didn't quite understand the purpose. -I think more of the Youth Consultants could have talked more. -There were quite a few of them. -We weren't prepared.

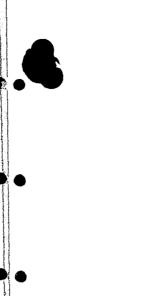
- A.3 (7) -

### QUESTION 7: HOW MUCH DID THE SESSION HELP YOU (THEM) UNDERSTAND THE YOUTH CONSULTANT PROGRAM?

Trainee Responses	Number	Youth Consultant Responses
No answer	12	-None.
Not much	3	-They learned that we are interested in teens and the relationship between
Some	3	them and adults. -They didn't talk about our program that much.
Total	18	-No answer. -I think it helped them understand us a lot. -Not too much.

Over one-half of the trainees did not respond to this item; the remaining replied "not much" or 'some." It would appear that the trainees did not leave the meeting with a clear-cut notion of the Youth Consultant Program.

One-half of the Youth Consultants, however, felt that the trainees got an understanding of their program; the other half, however, felt they did not. The latter group appears to be more accurate in their assessment of trainee understanding. The Youth Consultants who felt they had adequately communicated about the program seem somewhat in error. This does not suggest a criticism of the presentation, since program goals may not have been concerned with giving the trainees an understanding of the Youth Consultant Program.

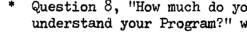


# QUESTION 9:\* DID YOU LEARN ANYTHING NEW ABOUT TEENAGE PROBLEMS?

Trainee Responses	Number
No answer	11
Yes	6
No	1
Total	18

Nearly two-thirds of the trainees did not respond to this item, onethird reported that they did learn something new about teenage problems. Problems in communication was the item most frequently mentioned.

teenage problems.



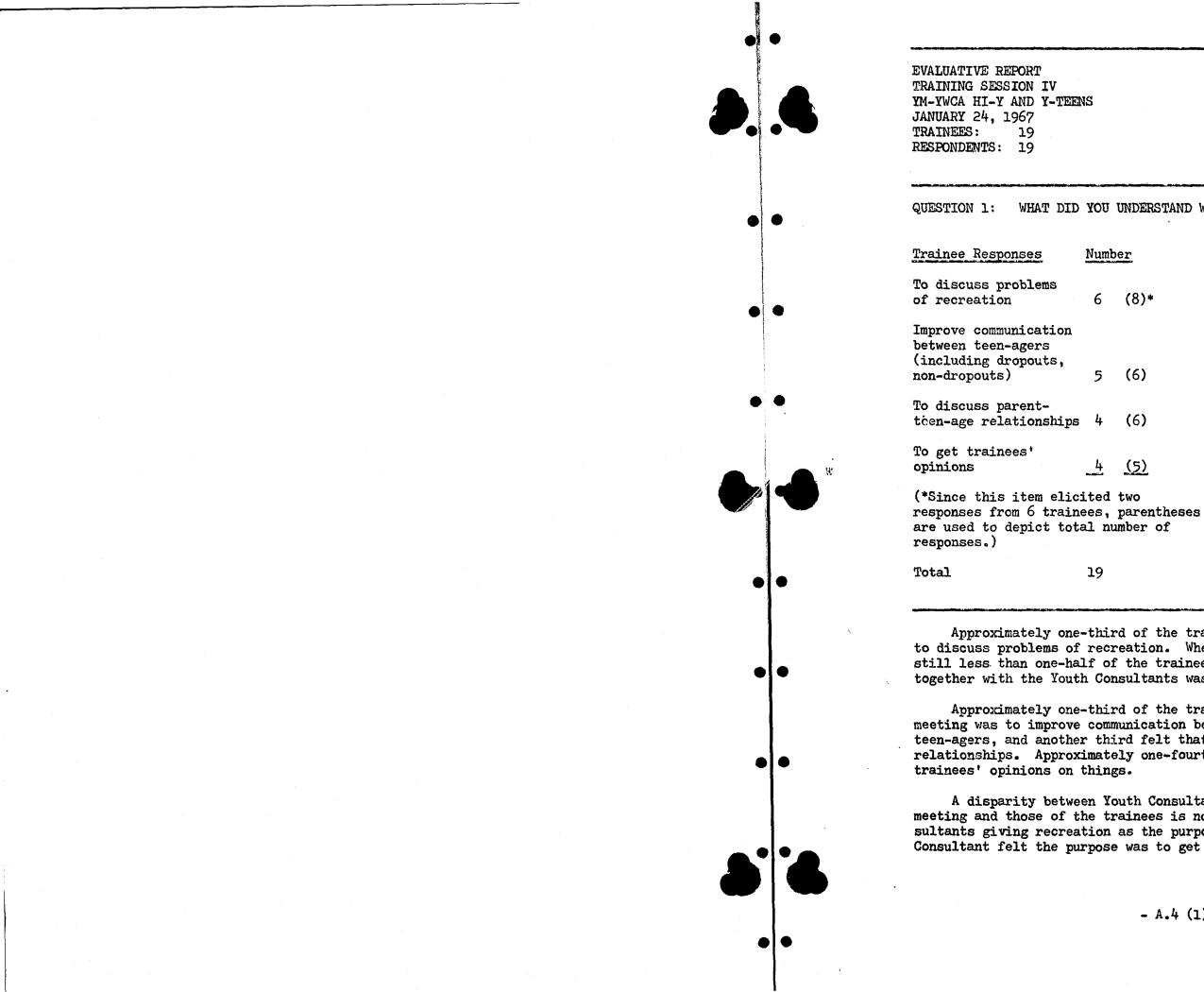
- A.3 (8) -

Youth Consultant Responses

-No. -No. -No--No answer. -No.

None of the Youth Consultants felt they had learned anything new about

Question 8, "How much do you think the session helped the Youth Consultants understand your Program?" was not applicable for this heterogeneous group.



APPENDIX A.4

WHAT DID YOU UNDERSTAND WAS THE PURPOSE OF YOUR GETTING TOGETHER?

Youth Consultant Responses

	-To talk over problems in recreation
8)*	in this area and to try to get a
	better idea of what is needed.
	-To sort of get acquainted with
	these kids.
	-To discuss recreation with some
6)	sophomores.
	-To discuss the lack of recreation
	in Lane County and some solutions.
6)	-To talk about recreation.
<u>5)</u>	
0	

Approximately one-third of the trainees felt the session was primarily to discuss problems of recreation. When double responses are considered, still less than one-half of the trainees felt that the purpose of getting together with the Youth Consultants was to discuss recreation.

Approximately one-third of the trainees felt that a purpose of the meeting was to improve communication between certain teen-agers and other teen-agers, and another third felt that it was to discuss parent-teenage relationships. Approximately one-fourth felt a purpose was to get the

A disparity between Youth Consultants' perceptions of the purpose of the meeting and those of the trainees is noted, with four out of five Youth Consultants giving recreation as the purpose of the meeting. One Youth Consultant felt the purpose was to get acquainted with the "Y" group.

- A.4 (1) -

### QUESTION 2: WHAT HAPPENED?

Trainee Responses	Number
Discussed recreational problems and opportunities	10
oppor curreres	10
General discussion	4
Discussed teen-age	
problems	3
No answer	2
Total	19

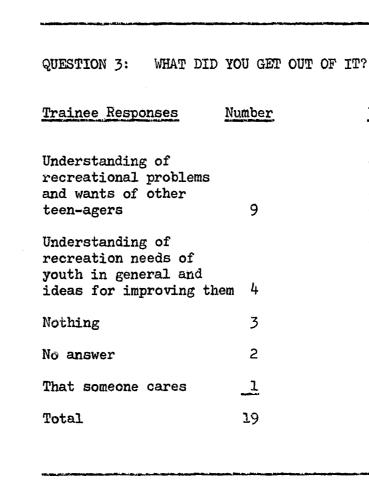
Youth Consultant Responses

-The group was a little too young, but warmed up. -The kids talked about nothing. -At first it sort of dragged, but toward the end it picked up. -Well, it was kind of hard to communicate with them because of their age. -We had a rough time trying to communicate.

While this item did not seem fruitful in the previous session, responses for the present session were elicited from all but two of the trainees.

Slightly over one-half of the trainees said that a discussion of recreational problems and opportunities took place. The remaining trainees described the session as a general discussion or a discussion of teen-age problems.

The Youth Consultants responded to this item judgmentally rather than descriptively, with the majority mentioning difficulties in communicating with the trainees.



Approximately one-half of the trainees felt they derived an understanding of the recreational problems and wants of "other" (other than themselves) teen-agers, and approximately one-fifth felt they derived an understanding of the recreational needs of youth in general and ideas for improving those needs.

Two out of the five Youth Consultants were made aware of recreational needs of "other" teenagers (i.e., Pleasant Hill teen-agers). One Youth Consultant mentioned the session was a good experience, and the remaining two felt they got nothing from the session.

- A.4 (2) -

### Youth Consultant Responses

-I didn't know that Pleasant Hill was so isolated. -Nothing. -That Pleasant Hill offers nothing for the kids. -Just a feeling of lack of interest of most. -Quite a bit - a good experience.

- A.4 (3) -

# QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Trainee Responses	Number
Couldn't have, did good	11
More Youth Consultant participation	4
No answer	2
Having more Youth Consultants there	l
Providing more content for discussion	1
Total	19

-We did real well (trie consider their age.	
-We could have led into definite track.	more of a
-I think we all did fir	e.
-We couldn't have done	better
-I feel we did a very s	ufficient job.

- -

teen-age problems	5
No answer	4
Hearing other teen- agers' point of view (to compare with own)	3
Possible solutions mentioned	3
Frankness and openness	2
Better understanding	2
Total	19

Number

QUESTION 5:

Trainee Responses

Discussion of parent-

A measure of success in terms of trainees' receptivity can be noted in this item, with over one-half of the trainees mentioning that the Youth Consultants couldn't have done better, that they "did good."

Approximately one-fifth of the trainees felt there should have been more Youth Consultant participation. Having more Youth Consultants there and providing more content for discussion were also mentioned.

Four-fifths of the Youth Consultants felt they did very well, with only one suggesting a more definite track would have been desirable.

This suggests that the Youth Consultants were even more satisfied with themselves than was the audience.

In past sessions, there is some indication that the Youth Consultants have been more self-critical than the audience has been of them; the same overreaction seems apparent in that here they seem more self-praising than the audience is of them. Approximately one-fourth of the trainees felt that the discussion of parent-teen-ager problems was the best part of the discussion. One-fifth of the trainees did not respond. The remaining trainees mentioned hearing other teenagers' points of view, possible solutions mentioned, the frankness and openness of the discussion, and arriving at a better understanding as the best thing about the discussion.

The Youth Consultants responded quite generally to the discussion. There is some indication in their responses that the session was slow in starting and then picked up toward the last half.

### WHAT WAS THE BEST THING ABOUT THE DISCUSSION?

### Youth Consultant Responses

- -The last half.
- -The discussion of communication. -That it picked up so well at the
- end.
- -When we got on the subject of
- -Just getting together with another group.

- A.4 (5) -

# QUESTION 6: WHAT WAS THE WORST THING ABOUT IT?

Trainee Responses	Number
Subject of recreation not broad enough	4
No answer	4
Age differentiation	3
Nothing	2
Not long enough	2
Not enough people	1
Too long	1
Inter-school conflict	1
Hard to get started	1
Total	19

Youth Consultant Responses

-The talk on recreation -- we beat around the bush. -How they acted at first, and didn't have respect for the person speaking. -We couldn't communicate. -They were too young. QUESTION 7: HOW MUCH DID THE SECONSULTANT PROGRAM?

Trainee Responses	Number
Quite a bit	9
Somewhat	8
Not at all	l
No answer	_1
Total	19

The vast majority felt that the discussion had helped them understand the Youth Consultant program to some degree, with nearly one-half responding that the session helped them quite a bit to understand it.

Four out of the five Youth Consultants felt that the trainees got a pretty good picture of the program. Only one Youth Consultant suggested not being sure that they understood the whole program.

One area does not stand out when criticisms are examined. Approximately one-fifth of the trainees felt the subject of recreation was not broad enough, gave no answer. A small percentage felt that the age differentiation mentioned was the worst feature, the session wasn't long enough, nothing was wrong, too long, not enough people, inter-school conflict, and that the discussion was hard to get started.

Two of the Youth Consultants felt the age differential was negative. Others mentioned lack of direction, lack of respect for the person speaking, and simply the inability of the Youth Consultants to communicate. HOW MUCH DID THE SESSION HELP YOU (THEM) UNDERSTAND THE YOUTH CONSULTANT PROGRAM?

# Youth Consultant Responses

- -I think they understood us pretty good, what we do and why we are doing it.
- -I think that they received a better understanding of our purposes.
- -Quite a lot.
- -I'm not sure they understand the complete program.
- -Before all they knew was our name. Now they understand what we do and know that we are interested.

- A.4 (7) -

# QUESTION 8: HOW MUCH DO YOU THINK THE SESSION HELPED THE YOUTH CONSULTANTS UNDERSTAND YOUR (THEIR) PROGRAM?

Trainee Responses	Number	
Somewhat	8	
Not at all or (not much)	7	
Quite a bit	3	
No answer	1	
Total	19	
		,

-Not much. -I don't understand their program, but I understand that they are interested in discussing the lack of recreation in their community and how it can be helped. -I don't know the whole program, but some of it. -We got a better understanding of the problems of the teen-agers, and what they want and need. -Not much, but I got a pretty good picture about it.

Youth Consultant Responses

Over one-half of the trainees felt that the Youth Consultants understood their program at least somewhat. Over one-third, however, felt that their program was not at all or not much understood.

The Youth Consultants seem not to have gotten a picture of the "Y" program, but rather reported getting an understanding of the problems of recreation in their communities.

QUESTION 9:DID YOU LEARN ANTrainee ResponsesNumberNo10Yes7No answer2Total19

1

- T

Slightly over one-half of the trainees said they did not learn anything new about teen-age problems, but these no answers were typified by the following response: "Nothing that I didn't know - as a teen-ager I face the same problems." Slightly over one-third of the trainees said they did learn something new, particularly hearing other people's views and getting the feelings of young persons of different ages about things.

Two of the Youth Consultants learned about the lack of recreational facilities in Pleasant Hill, one suggested he (she) learned nothing new, and the remaining two learned that "these kids were immature," and that "we would like to meet again."

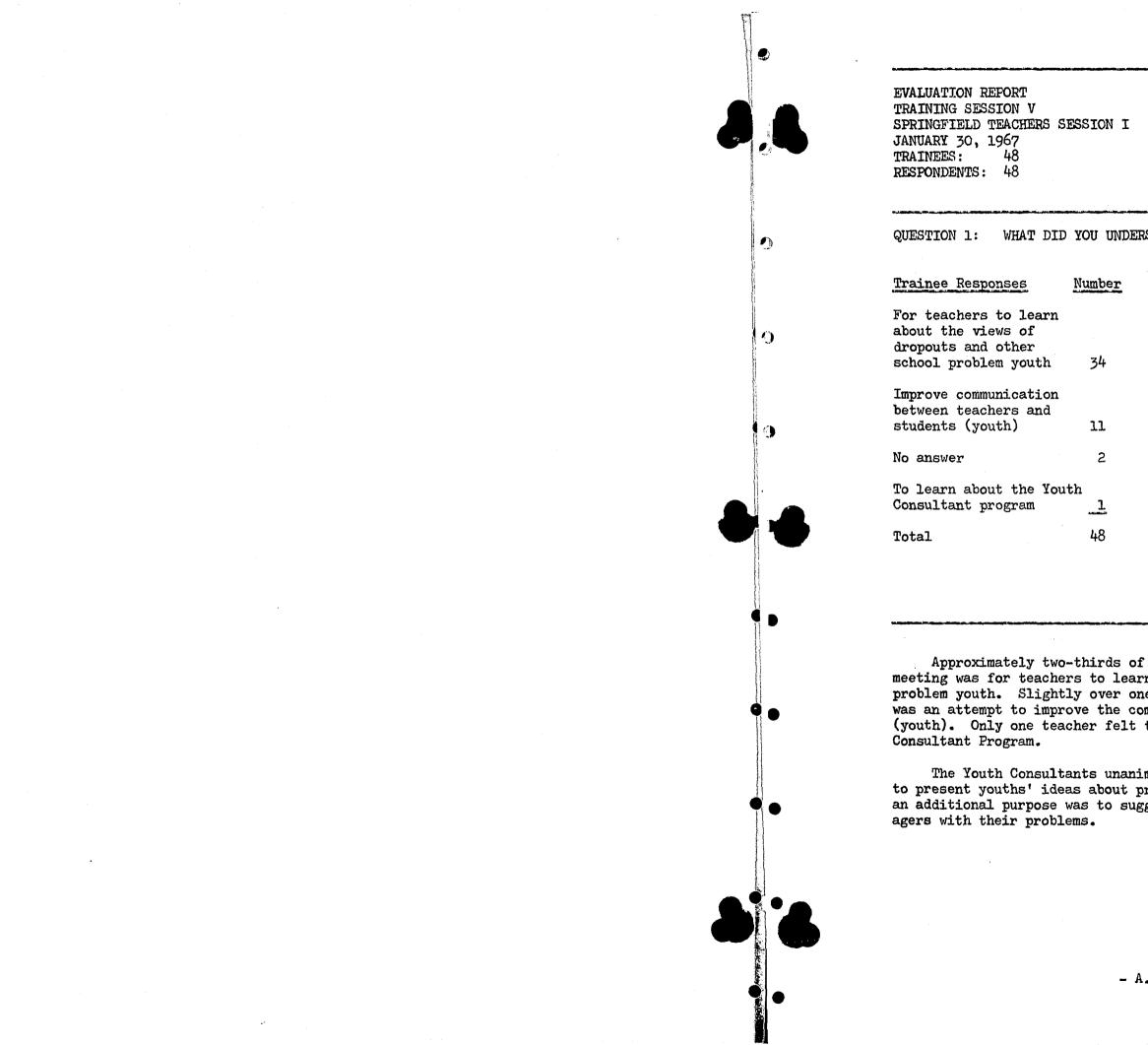
- A.4 (8) -

DID YOU LEARN ANYTHING NEW ABOUT TEENAGE PROBLEMS?

Youth Consultant Responses

-No. -Only that these kids were immature. -Only that we were older and would like to meet them again. -Just about Pleasant Hill's lack of activities. -Yes, that Pleasant Hill is dead.

- A.4 (9) -



APPENDIX A.5

WHAT DID YOU UNDERSTAND WAS THE PURPOSE OF YOUR GETTING TOGETHER?

Youth Consultant Responses

والمراجعة بالعادة

- To talk to the teachers about administration and their problems.
  We were there to give our ideas in the problems in school.
  To go over or discuss the gripes teen-agers have in school and go over some of our own experiences that we have had in school.
  To help them or to try and help them
- -To help them or to try and help them understand teen-age problems and what they, as teachers, could do to help teen-agers with their problems.
- -To give them our viewpoints on the school system.
- -To talk to teachers and let them know how we feel about teachers. -To let them know our feelings toward school and teachers.

Approximately two-thirds of the trainees felt that the purpose of the meeting was for teachers to learn about the views of dropout and other schoolproblem youth. Slightly over one-fifth of the teachers felt that the session was an attempt to improve the communication between teachers and students (youth). Only one teacher felt the purpose was to learn about the Youth

The Youth Consultants unanimously felt the purpose of the meeting was to present youths' ideas about problems in school. One also mentioned that an additional purpose was to suggest what teachers could do to help teen-

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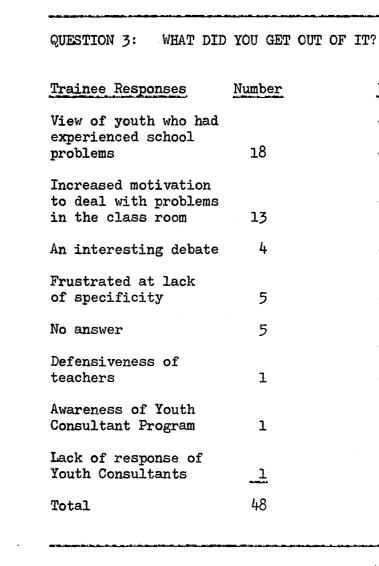
- A.5 (1) -

### QUESTION 2: WHAT HAPPENED?

Trainee Responses	Number	Youth Consultant Responses
Youth and teachers exchanged views	21	-We talked about testimonials. -Everything went fine except for a couple of times we just argued.
Superficial discussion did not get to the	1;	-We argued back and forth right from the beginning.
core of the problem	15	-We had one of the best discussions we've had in a long time. There
Youth Consultants expressed feelings		was a lot of interaction among the teachers.
about school, teachers administrators, etc.	8	-The discussion started slow but ended up great. -Well, some teachers didn't really
No answer	4	think that kids were bored with some of their teaching.
Total	48	-One teacher in the audience was all for us and a lot of the others were convinced on some points.

In describing what took place, slightly less than one-half of the trainees describe the session as an exchange of views between youth and teachers. Nearly one-third of the trainees suggest that the discussion did not get to the core of the problem, suggesting superficial problems and solutions were discussed. The remaining teachers describe the session in terms of the Youth Consultants' expression of their own feelings about school, teachers, administrators, etc.

Two of the Youth Consultants mention arguments between Youth Consultants and teachers; four of the Youth Consultants felt that the discussion between teachers and students went very well, with one of them suggesting it started off rather slowly. Two Youth Consultants mentioned that some teachers' point of view seemed unsympathetic to theirs (the Youth Consultants), and one describes the session as the Youth Consultants giving testimonials.



Over one-third of the teachers suggested that what they got out of the session was a view of youth who had experienced school problems. Over one-fourth of the teachers said they had gotten increased motivation to deal with problems in the classroom. Other responses included an expression of interest in the debate and frustration at the lack of specificity of the discussion.

Four of the seven Youth Consultants reported getting a view of teachers that suggested that teachers are interested and concerned about these problems. Two Youth Consultants got some knowledge of how the panel works and how it is viewed by the audience. One Youth Consultant simply mentions receiving a great deal of satisfaction from the session.

### Youth Consultant Responses

- -A view of the panel from the audience.
- -A pretty good understanding of the way we can handle ourselves under the circumstances we had.
- -One heck of a lot of satisfaction. I think this was the best meeting we have ever had.
- -I found out that there are more teachers who really want to help but just don't know how.
- -That teachers are interested in what kids have to say and have a pretty open mind.
- -I got that we can change teachers' minds.
- -I found that a lot of teachers have ideas like us. Agree.

- A.5 (3) -

### QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Trainee Responses	Number	Ye
Trainee Responses	ITUMINET.	10
Did good	11	-1
Provided more examples of own experiences	6	ا 4 ۱
No answer	7	
Should have been more concrete	5	]       
Get rid of some resentments	5	1 _'
Suggest solutions	5	1
Having a better understanding of the school system, including admin- istrators and society	2	?-  
Less antagonism of teachers themselves	3	
Provide more descrip- tion of the Youth Consultant Program	2	
Have more exposure with groups	1	
Allow more time for discussion	1	
Total	48	

-By being able to talk without getting on the defensive or without getting mad. -We could have gotten off to a better start - (Not so many pauses.) -I think we could have opened up a lot more, without getting hostile. -Talked out more in the beginning, but I'm sure that the next time will be better. -Talked more. -I could have been more responsive.

Aproximately one-fourth of the teachers felt the Youth Consultants could not have done any better.

From ten to fifteen percent of the teachers suggested the Youth Consultants should have provided more examples of their own experiences, should have been more concrete, should get rid of some resentments, and should suggest solutions.

A small minority mentioned having a better understanding of the school system, that the teachers themselves should have been less antagonistic, providing more description of the Youth Consultant Program, having more exposure to groups, and allowing more time for discussion.

Four of the Youth Consultants felt that they could have talked more, and two of them felt they should have talked without getting defensive or hostile. The Youth Consultants' suggestions for themselves do seem related to the teachers' suggestions.

QUESTION 5: WHAT WAS TH	E	ייד רד
		BĿ
Trainee Responses Nu	mt	er
Frankness and openness of Youth Consultants	18	3
Hearing personal expressions of Youth Consultants	11	ŧ
Youth Consultants' suggestions of solutions	1	5
Willingness of both sides to communicate (teachers and "students")	4	5
The existence of the Youth Consultant program and its trying to help	l	ł
No answer	2	
Total	48	3

Well over one-third of the teachers felt that the best thing about the discussion was the frankness and openness of the Youth Consultants and nearly one-third felt that the best thing was hearing personal expressions of the Youth Consultants. The candidness and spontaneity of the Youth Consultants, as well as their willingness to talk about their own experiences, which makes the program unique, were appreciated by this audience.

Also mentioned was the Youth Consultants' suggestions of solutions, the willingness of both sides to communicate, and the existence of the Youth Consultant program and its trying to help with these problems.

Five of the Youth Consultants' comments here refer to the acceptance by the teachers of the Youth Consultants' point of view and the communication between the two groups. Two of the Youth Consultants enjoyed the teachers talking among themselves (one of them referred to them arguing).

# ST THING ABOUT THE DISCUSSION?

### Youth Consultant Responses

- -Teachers talked among themselves. -The points brought up and the discussion we had on them. The acceptiveness of both us and the teachers.
- -Everything, including the room, it was small enough so that everyone could be heard - (and one particular teacher!) - the ability to communicate from panel to audience.
- -The interaction of them, and the teachers arguing for us.
- -Being able to tell them how we feel and not getting into a big argument, and the interest that they showed in what we had to say.
- -When the teachers were arguing among themselves.
- -When some of the teachers agreed with us. We were spontaneous.

- A.5 (5) -

### QUESTION 6: WHAT WAS THE WORST THING ABOUT IT?

Youth Consultant Responses

-Many pauses at the beginning.

-There were too many pauses in the

-Some of us not talking more. Ed

-When they all start asking questions

-The attitudes of some of the teachers.

-Not talking enough.

beginning.

being late.

on dropouts.

Old fashioned.

Trainee Responses	Number
No answer	16
Youth Consultants became teachers, excluding themselves from their problems with schools	8
Over-defensiveness of both groups	7
Too short	6
Too much audience discussion	6
Nothing	2
Teachers felt sorry for one Youth Consultant	1
Lack of explanation of Youth Consultant Progra	um l
Lack of statistics	1
Total	48

One-third of the trainees did not respond to the question: "What was the worst thing about it?", suggesting the lack of negative response. Of those who did respond, mentioned in order of frequency were the overdefensiveness of both groups, the shortness of the session, that there was too much audience discussion, nothing, feeling sorry for one Youth Consultant, lack of explanation of the Program, and a lack of statistics.

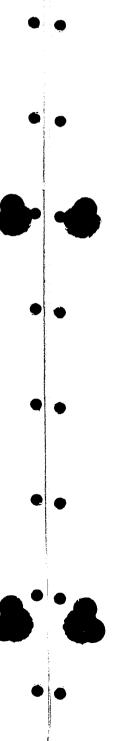
Five of the Youth Consultants felt that the worst thing was that they did not talk enough, particularly in the beginning. One felt the worst thing was when they all started asking questions on dropouts, and another felt it was the old-fashioned attitude of some of the teachers.



	HOW MUCH DID THI CONSULTANT PROGR
Trainee Respons	ses Number
Not much, not a	at all 20
Somewhat	19
Quite a bit	5
No answer	4
Total	48

Only ten percent felt that the session helped them to understand the Youth Consultant Program to a great degree. Forty percent felt that it helped somewhat, and approximately forty percent felt it did not help much or not at all.

Five of the Youth Consultants felt that the teachers understood little or nothing at all about their program as a result of the session, and two felt that they had been understood somewhat.



THE SESSION HELP YOU (THEM) UNDERSTAND THE YOUTH OGRAM?

Youth Consultant Responses

-We didn't talk about it that much.
-Not too much.
-Not a whole lot.
-Not at all.
-I think we did a fair job but could have been better.
-I'm not too sure if they learned anything about our program, but they sure found out what teens thought.

### HOW MUCH DO YOU THINK THE SESSION HELPED THE YOUTH CONSULTANTS QUESTION 8: UNDERSTAND YOUR (THEIR) PROGRAM?

Trainee Responses	Number	Youth Consultant Responses
Not much or not at all	26	-We already knew it. -They are interested or seem so in understanding the students, and they
Somewhat	10	would like to know what they as teachers could do to better the
No answer	10	school. -Not too much! But I did find out
Quite a bit	2	they don't know as much about teens as they put on.
Total	48	-We've all been in their programs. -Not too much. -If you mean teachers, no more than we already knew.

While this question is lacking in specificity for both Youth Consultants and teachers, it must be presumed that since nearly four-fifths of the teachers responded, that it was meaningful to them.

Approximately one-half of the teachers felt that the Youth Consultants understood their program not much or not at all, approximately one-fourth felt the session helped somewhat.

Only one Youth Consultant felt that the session helped him (her) understand the teachers' program, with the remaining consultants' responses typified by "We already knew it."

	QUESTION 9: DID	YOU LEARN ANYT
	Trainee Responses	Number
	No *	17
	No answer	17
	Yes **	14
	Total	48
	* <u>No</u> answers N Most problems we r	
	** Yes answers "branded" brought How to help kids i	ideas into foc
		۳۵۰۹۹۹ میکوند و میکو میکوند و میکوند و میک
	When asked if session, slightly did not answer, su percent, however,	ggesting a neg
	No answers we run into every day bringing ideas int classroom.	ere typified by ." Yes answer o focus, and so
	None of the Y teen-age problems	outh Consultan in the session
_		

ARN ANYTHING NEW ABOUT TEEN-AGE PROBLEMS?

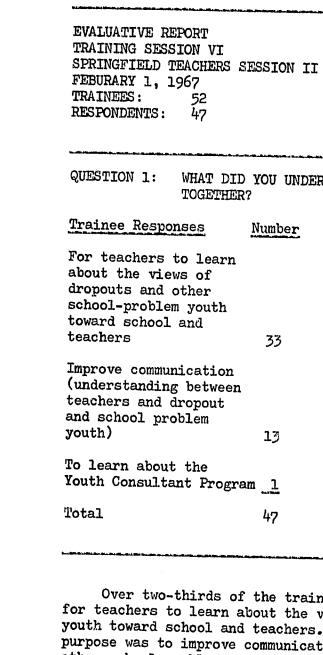
17 -No. -No. 17 -No. <u>14</u> -No. -No.	
17 -No. -No. 14 -No.	
14 -No.	
48 -No.	
ything new - to every day.	
idea of being into focus - ssroom.	ĸ

learned anything new about youth problems from the one-third of the teachers said no, and over one-third ng a negative response to this item. Twenty-nine ided with a "yes" to this item.

oified by: "not anything new," "most problems we es answers suggest kids' idea of being "branded," is, and some ideas on how to help kids in the

onsultants felt they learned anything new about session.

- A.5 (9) -



about the Youth Consultant Program.

The Youth Consultants nearly unanimously felt the purpose was to express their views and feelings about school. One suggested solutions. It could be that the high degree of consensus among teachers as to what the purpose was was due to the consensus among the Youth Consultants.

APPENDIX A.6

# WHAT DID YOU UNDERSTAND WAS THE PURPOSE OF YOUR GETTING

Youth Consultant Responses

- -To tell them what is wrong with teachers and to find out what they thought.
- -To discuss the problems kids have in school and what should be done to improve the school standards.
- -To give them an understanding of how youth feel about school.
- -To tell them how we felt when we were in school.
- -To tell teachers how we feel about school and them.
- -To tell some of our experiences and exchange some of our ideas with teachers.

Over two-thirds of the trainees felt the purpose of the session was for teachers to learn about the views of dropouts and other school-problem youth toward school and teachers. Slightly over one-fourth felt the purpose was to improve communication between teachers and dropouts and other school-problem youth. One trainee felt the purpose was to learn

### QUESTION 2: WHAT HAPPENED?

Trainee Responses	Number
Youth Consultants expressed feelings about school, teachers administrators, etc.	<b>1</b> 3
Youth and teachers exchanged views	10
Frank discussion	9
No answer	5
Youth Consultants answered teachers'	
questions	4
Teachers got defensive	3
Superficial discussion	3
Total	47

Youth Consultant Responses

-Nothing, just batted our gums! -Opening presentation and question and answer between Y.C.'s and teachers.

-The group had come with a plan to shout us down (they were quiet). -Not a lot. -Well, the meeting went off real

slow and all the panel was not relaxed. -We opened the discussion with a

topic and they opened it up with questions.

Less than a third of the trainees describe any particular thing as happening. The three most frequently mentioned occurrences were: (1) Youth Consultants expressed feelings about schools, teachers, and administrators; (2) Youth and teachers exchanged views; and (3) It was a frank discussion. Others mentioned the Youth Consultants' answering the questions of teachers; teachers getting defensive; and a superficial discussion.

Two Youth Consultants felt not very much or nothing happened. Two mentioned opening the discussion with the Youth Consultants and then answering teachers' questions. One mentioned the quietness of the trainee group. Another felt that the Youth Consultants were not relaxed. Thus, while the purpose seemed quite clear, what happened is not so clear.

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1)

QUESTION 3: WHAT DID YOU GET OUT OF IT? Trainee Responses Number Better understanding of view of youth who have experienced school problems 19 Increased motivation eal with problems lassroom (be more rstanding, make ol more interesting) 9 trated at lack of 6 ficity 5 nswer ents should have to say about 4 ent government that youths should beyond school for r problems 2 2 ng 47

Over one-third of the Trainees said they got a better understanding of views of youth who have experienced school problems. Slightly under a h mentioned they got increased motivation to deal with problems in the sroom in the sense of being more understanding in trying to make school more interesting. A small proportion stated they got frustrated at the lack of specificity of the discussion. Still fewer mentioned students: the idea that students should have more to say about student government, the idea that youth should look beyond school for their problems, and "nothing."

The Youth Consultant response to this question was primarily negative, and five of the responses relate to getting a little out of it or finding teachers difficult to talk to. One Youth Consultant found that some teachers agree with youth and others don't - a few don't. It would appear that trainees got more out of the session than the Youth Consultants did.

# Youth Consultant Responses

- -Nothing.
- -I think teachers are resentful, and I don't think kids speak out enough.
- -A thought of leaving a space of time between groups like Briggs. -Not a lot, just about the same as Monday.
- -That some teachers are hard to talk to.
- -That some teachers agree with us and a few are completely negative.

- A.6 (3) -

### QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Trainee Responses	Number
Did good	15
No answer	12
More equal participa- tion of all Youth Consultants	9
By discussing youths' responsibilities	3
Be less defensive	3
Each present their discussion	3
Be more specific	1
Smaller group of train	ees <u>1</u>
Total	47

Youth Consultant Responses
-Under the circumstances we couldn't.
-I think we did a pretty fair job, but we could have gotten off to a better start.
-Yes, if we would have had a more responsive group.
-Talked out more and Fred should have more practice.
-Learn to talk to all kinds of audiences.
-Some could have talked more and others less.

Approximately one-third of the trainees felt the Youth Consultants did good and probably couldn't have done better. A fourth didn't answer and approximately a fifth felt that Consultants should participate more equally. Other suggestions were: A discussion of youth responsibilities; less defensiveness on the part of Youth Consultants; more specificity; having each Youth Consultant present his point; and having a smaller group of trainees.

Half of the Youth Consultants felt they did good and couldn't have done better. Two of the Youth Consultants felt that there should have been more equal participation of Youth Consultants, and one felt the Youth Consultants needed more experience with different kinds of audiences. What stands out in both groups is the lack of equal participation from all Youth Consultants.

QUESTION 5:	WHAT	WAS	THE	BESI
Trainee Respor	1568		Num	er
Frankness, ope honesty of You Consultants		3,	21	L
Willingness of youth and tead to communicate honestly	chers	n	13	L
Youth Consulta personal expre of how they for teachers and a	ession eel al	bout		
gave insight	50100.	L.	8	3
No answer			l	ł
Relaxed atmosp	phere			3
Total			4	7

Nearly half of the trainees mentioned the frankness and openness of the Youth Consultants. Approximately one-fourth mentioned the willingness of both Youth Consultants and teachers to communicate honestly. Other trainees mentioned: Youth Consultants' personal expressions of how they feel about teachers and schools provided insight; no answer; and the relaxed atmosphere of the session.

Two of the Youth Consultants felt the best thing was their attempt to communicate or their ability to speak freely. One Youth Consultant felt the best thing was that everyone was ready for the session. One felt it was the agreement from the audience; one felt there was nothing; and one felt there wasn't much good about it but the teachers seemed to feel they did good.

- A.6 (4) -

### THING ABOUT THE DISCUSSION?

# Youth Consultant Responses

-Everyone was ready.

- -Being able to speak freely about some things that we feel very strongly about, and in doing so, we might be able to help kids somewhat.
- -Our effort to communicate.
- -There wasn't a lot good about it.
- But from the teachers' reactions, we did great Monday night. -Nothing.
- -We got some applause at things that were said. Agreement in the audience always helps.

### QUESTION 6: WHAT WAS THE WORST THING ABOUT IT?

Youth Consultant Responses

-Everyone just sat there.

the right time.

teachers.

-Everything.

directly.

-Slow start, not long enough, and I

couldn't think of what to say at

-Too much talking with one person

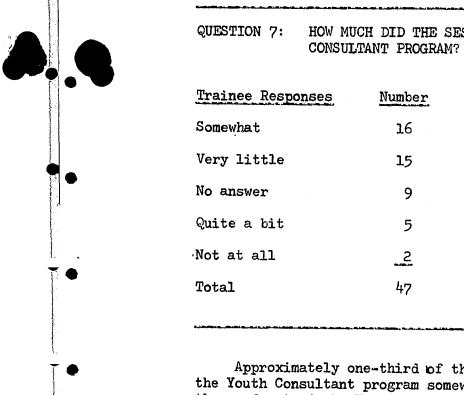
-The lack of participation by

-It never really got going.

Trainee Responses	Number
No answer	10
Nothing	5
Defensiveness of teachers	5
Unequal participation of Youth Consultants	5
Insufficient introduct of purpose for meeting	
Lack of ability of You Consultants to see broader picture, including their own	th
responsibilities	4
Defensiveness of Youth Consultants	4
Too short	3 1
Too general, not specific	3
Youth Consultants' lac of respect for rules a authority	
Trainee group too larg	e 2
Total	47

Approximately one-fifth of the trainees didn't respond to this question. Otherwise, no typical response occurred. Things mentioned were: Nothing; defensiveness of teachers; unequal participation of Youth Consultants; insufficient introduction of purpose for meeting; lack of ability of Youth Consultants to see the broader picture, including their own responsibilities; defensiveness of Youth Consultants; the fact that the session was too short; and the fact that the session was too general. About half of the Youth Consultants mentioned the session really not getting off the ground. One mentioned the lack of teacher participation. One said everything was the worst thing about it, and one said talking too much to one person.

In general, then, the worst thing about the session seemed to be its lack of direction and lack of enthusiasm on the part of either group.



8

Approximately one-third of the teachers felt it helped them understand the Youth Consultant program somewhat. Another third felt that it helped them understand the Youth Consultants very little. A fifth of the trainees didn't respond, and only five of the forty-seven trainees felt the session helped them understand quite a bit. Two of the trainees felt it didn't help them understand at all.

Number

16

15

9

5

2

47

One Youth Consultant felt it helped somewhat and two other Youth Consultants felt that they should have understood it (one mentioning that the Program Supervisor explained it). One felt it helped not at all; one not very much; and one couldn't tell. As a whole, the session appeared to be not very effective in imparting the idea of the Youth Consultant program to the Trainees.

HOW MUCH DID THE SESSION HELP YOU (THEM) UNDERSTAND THE YOUTH

### Youth Consultant Responses

-? This time I can't answer that. -I think that they understand us somewhat and know that teen-agers have something to say, and in one way or another are going to say it. -Not very well. -I think quite a bit or it should have, it was explained twice. -None. -It was explained by the Program Supervisor. A lot.

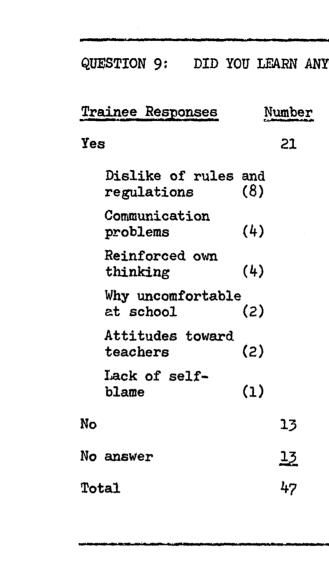
- A.6 (7) -

QUESTION 8: HOW MUCH DO YOU THINK THE SESSION HELPED THE YOUTH CONSULTANTS UNDERSTAND YOUR (THEIR) PROGRAM?

Trainee Responses	Number .	Youth Consultant Responses
Very little	23	-Not much. -They are just teachers! I did
Somewhat	11	learn though that they were interested and willing to liston
No answer	11	to some of our gripes. -Not very much.
Quite a bit	2	-I've been in school. -None.
Total	47	-Not much. They really don't have a program.

Approximately half of the trainees felt the session would have helped the Youth Consultants understand the school's program very little, while approximately a fourth felt it would help somewhat. About another fourth didn't respond, and only two of the forty-seven trainees felt the session helped the Youth Consultants understand the school program quite a bit.

Four out of six Youth Consultants reported the session either not helping at all or not much for them to understand the school's program. One felt he understood the program, having been in school; and another felt that he learned that they were interested in youth problems. Thus, it appears that neither group got an understanding of each other's program, though this was more true of Youth Consultants than it was of trainees.



Nearly half of the trainees felt they learned something new about teenage problems. Slightly over a fourth felt they didn't and slightly over a fourth didn't respond to this item. Of those that felt they learned something new, things they learned about were: Teen-agers dislike rules and regulations; communication problems between youth and adults; reinforcement of their own thinking; the factors that contribute to youth uncomfortableness in school; their attitude toward teachers; and their lack of self-blame.

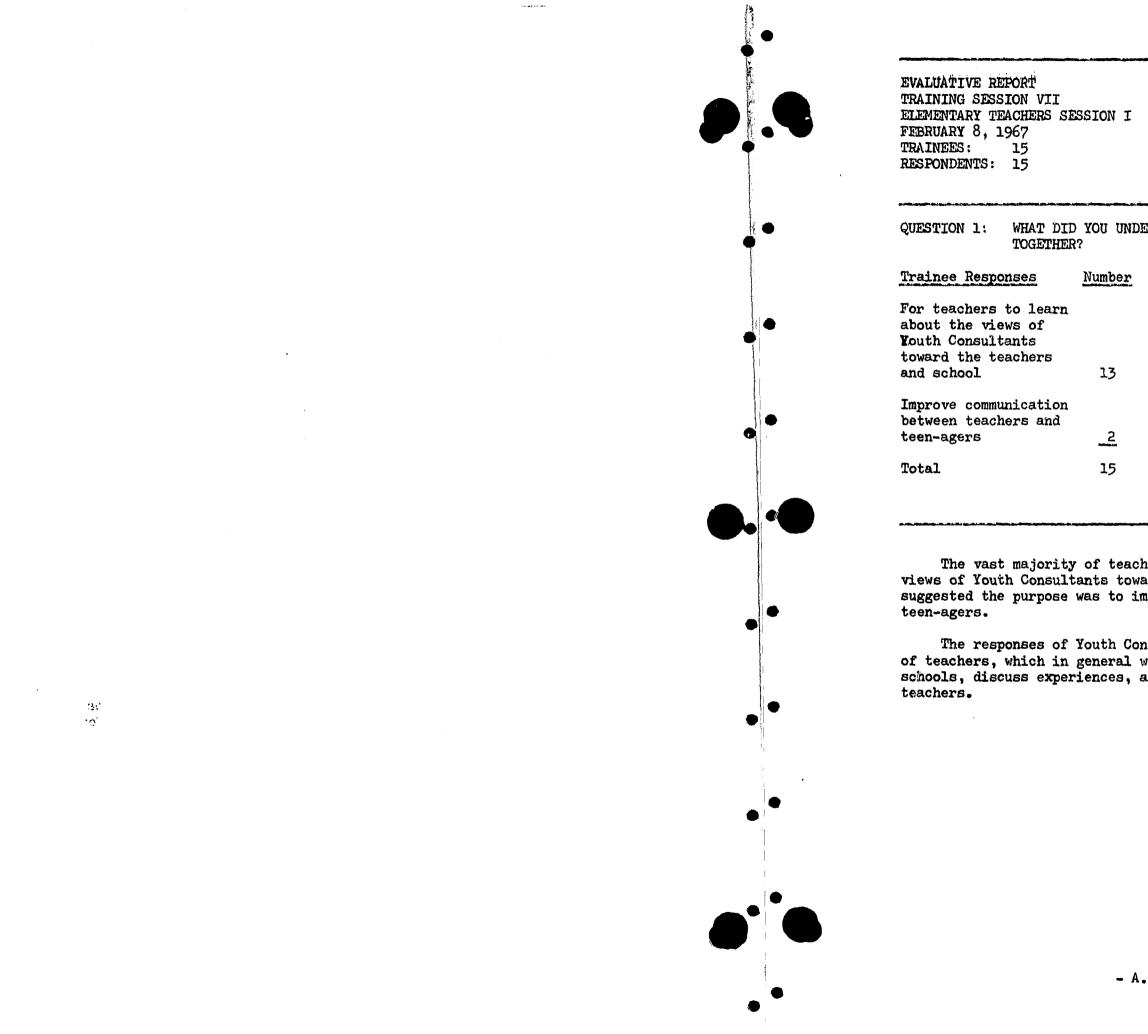
None of the Youth Consultants felt the session helped them learn anything new about the teen-age problems.

DID YOU LEARN ANYTHING NEW ABOUT TEEN-AGE PROBLEMS?

Youth Consultant Responses

-No. -No. -No. I know some. -No.

- A.6 (9) -



APPENDIX A.7

# WHAT DID YOU UNDERSTAND WAS THE PURPOSE OF YOUR GETTING

# Youth Consultant Responses

To discuss some of the things kids look for in teachers.
To talk over and give our views on schools.
To tell the teachers some of our experiences and discuss these in an informal manner.
To discuss some things on how kids look at teachers.

The vast majority of teachers felt the purpose was to learn about the views of Youth Consultants toward teachers and school. A small minority suggested the purpose was to improve communication between teachers and

The responses of Youth Consultants were in accordance with the response of teachers, which in general were to give teachers teen-agers' views on schools, discuss experiences, and discuss the things kids look for in

- A.7 (1) -

### QUESTION 2: WHAT HAPPENED?

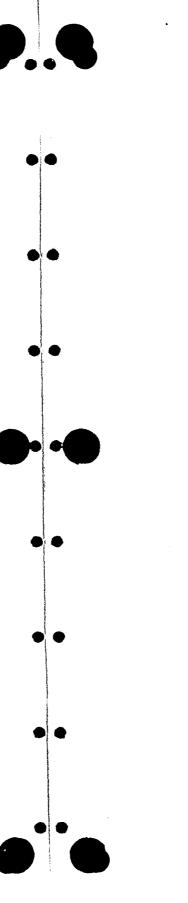
Trainee Responses	Number
A discussion - youth and teachers exchanged views	7
Youth Consultants talked about what they liked and dis- liked in teachers	5
Other* (see narrative)	3
No answer	0
Total	15

Youth Consultant Responses
-It was a question-and-answer session.
-It was hard to get going, but it
was a friendly group.
-We had a discussion period that
went along fine.
-The teachers told us some of their
ideas and we told them some of

Approximately one-half of the teachers described the session as a discussion in which youth and teen-agers exchanged views. About one-third of the teachers said that Youth Consultants talked about what they liked and disliked about teachers. Other responses included: Frustration from communication barriers; reinforcing the notion that all persons need success; and a good beginning.

ours.

The Youth Consultants also described this session as a discussion or a question-and-answer period. One suggested it was hard to get going but that the group was friendly.



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QUESTION 3: WHAT DID	YOU GET
Trainee Responses	Number
Better understanding of student needs	6
What youths like and dislike about teachers	5
Insight into own role as teachers	3
Observe youths' lack of understanding	_1
Total	15

Youth Consultant responses were mixed. Two were very vague about what they got out of it. One suggested the feeling that the Youth Consultants are good at talking to groups and another suggested that not all teachers are bad.

T OUT OF IT?

### Youth Consultant Responses

-It's hard to say because I can't remember any grade school teachers. -That we are good at talking to groups. -No more than I already knew. -That not all teachers are bad.

Over one-third of the teachers in each case reported a better understanding of student needs and what youth like and dislike about teachers. One-fifth of the teachers responded with insight into their own role as teachers. One teacher said observing youth's lack of understanding.

- A.7 (3) -

### HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER? QUESTION 4:

Trainee Responses	Number
Have more of Youth Consultant group participate	3
More specific terms, more concrete	3
More frankness	2
Did good	2
Suggest solutions* (se narrative)	ė 2
Ask teachers' point of view	2
Talk about elementary rather than secondary experiences	1
Total	15

Youth Consultant Responses

-Talked a little more than we did. -We could have had a more basic topic. -More could have talked. -Some should talk more; the others did fine and added humor.

Approximately one-fifth of the trainees felt more of the Youth Consultant group should participate. Another fifth felt the Youth Consultants should be more specific, more concrete and less general. Approximately one contract of the trainees felt the Youth Consultants should be more frank, that they did well, or that they should suggest solutions, such as, what would make school interesting to Youth Consultants and what would be a good "teacher." Approximately one-eighth also felt that the Youth Consultants should ask the teachers' points of view. One of the teachers felt that the Youth Consultants should talk about elementary rather than secondary experiences.

Two of the Youth Consultants, or half of them present, felt that more of the Youth Consultant group should participate. One felt that all could have talked more than they did and another felt that the topic should have been more basic.

QUESTION 5: Trainee Responses Number Frankness 10 Courteous exchange 2 2 No answer Comments on what a good teacher is 1 Total. 15

felt that the courteousness of both groups was the best thing; another eighth didn't respond.

One trainee felt that the comments on what a good teacher is was the best thing.

Three of the Youth Consultants felt that the best thing about it was the interest and friendliness the teachers showed toward the Youth Consultants. One Youth Consultant felt that just getting together to express some ideas was the best thing.

WHAT WAS THE BEST THING ABOUT THE DISCUSSION?

Youth Consultant Responses

-Humor and agreement from teachers. Small group. -That the teachers wanted to know what they could do to interest the kids. -Just getting together to express a few ideas. -The friendly group.

Two-thirds of the teachers felt that the frankness of the Youth Consultants was the best thing about the discussion. Approximately one-sighth

- A.7 (5) -

### QUESTION 6: WHAT WAS THE WORST THING ABOUT IT?

Trainee Responses	Number	Youth Consultant Responses
No answer	4	-Teachers didn't ask enough questions. -Some kids hardly said anything.
Not all Youth Consultants participat	ted 3	-Nothing. -Youth Consultants didn't talk enough.
Youth Consultants not representative of students (only one		
type)	2	
Nothing accomplished	2	
Not enough teacher participation	2	
Not enough structure	1	
Superficial		
Total	15	

Approximately one-fourth didn't respond to this item. One-fifth of the trainees felt the worst thing was that not all the Youth Consultants participated. Approximately one-eighth felt that the Youth Consultants were not representative of students, that they represented only one type, that nothing was accomplished, and that there was not enough teacher participation.

One teacher felt there was not enough structure and another felt that the presentation was too superficial.

Two Youth Consultants didn't respond to this item. One Youth Consultant agreed with the teachers that the worst thing was not having all the Youth Consultants participate. Another Youth Consultant felt teachers should have asked more questions.

QUESTION 7: . . . . . SCOUNDED.

0

YOUTH CONSULTANT PROGRAM

Trainee Responses	Number
Somewhat	6
No answer	4
Quite a lot	3
Very little	_2
Total	15

About a fifth of the teachers felt the session helped them understand the Youth Consultant Program quite a lot. Less than half said somewhat and over one-fourth didn't respond. Two teachers felt it helped very little.

The Youth Consultants in general didn't feel that the session helped the trainees understand the Youth Consultant Program either.

HOW MUCH DID THE SESSION HELP YOU (THEM) UNDERSTAND THE

Youth Consultant Responses

```
-Not much.
-We didn't go into it.
-I do. (Considered as no answer.)
-Not much.
```

- A.7 (7) -

QUESTION 8: HOW MUCH DO YOU THINK THE SESSION HELPED THE YOUTH CONSULTANTS UNDERSTAND YOUR (THEIR) PROGRAM?

Trainee Responses	Number
Very little	9
No answer	3
Not at all	2
Somewhat	1
Total	15

Youth Consultant Responses -Not much. -They don't have a program, but I think teachers are interested. -No. -Not much.

Nearly two-thirds of the trainees responded very little. One-fifth of the trainees didn't answer. Two of the trainees felt the session helped not at all and one trainee felt it may have helped somewhat to have the Youth Consultants understand their program.

One Youth Consultant felt the session did help him understand the teachers' program though three responded "not much."

QUESTION 9: DID	YOU	LEARN	AN
Trainee Responses		Numbe	r
Yes		10	
Kids need more attention from teachers	(3)		
Kids more nega- tive than expected	- (3)		
More attended than expected	(1)		
Teachers' age is important to them	(1)		
Not specific	(2)		
No		4	
No answer		1	
Total		15	

Two-thirds of the teachers responded "yes" to this item. Typical of the responses were "kids need more attention from teachers;" "kids more negative than expected;" "more attended than expected;' "teachers' age is important to them;" and two of the "yes" answers were not specific. Approximately one-fourth of the teachers stated they did not learn anything new from the session.

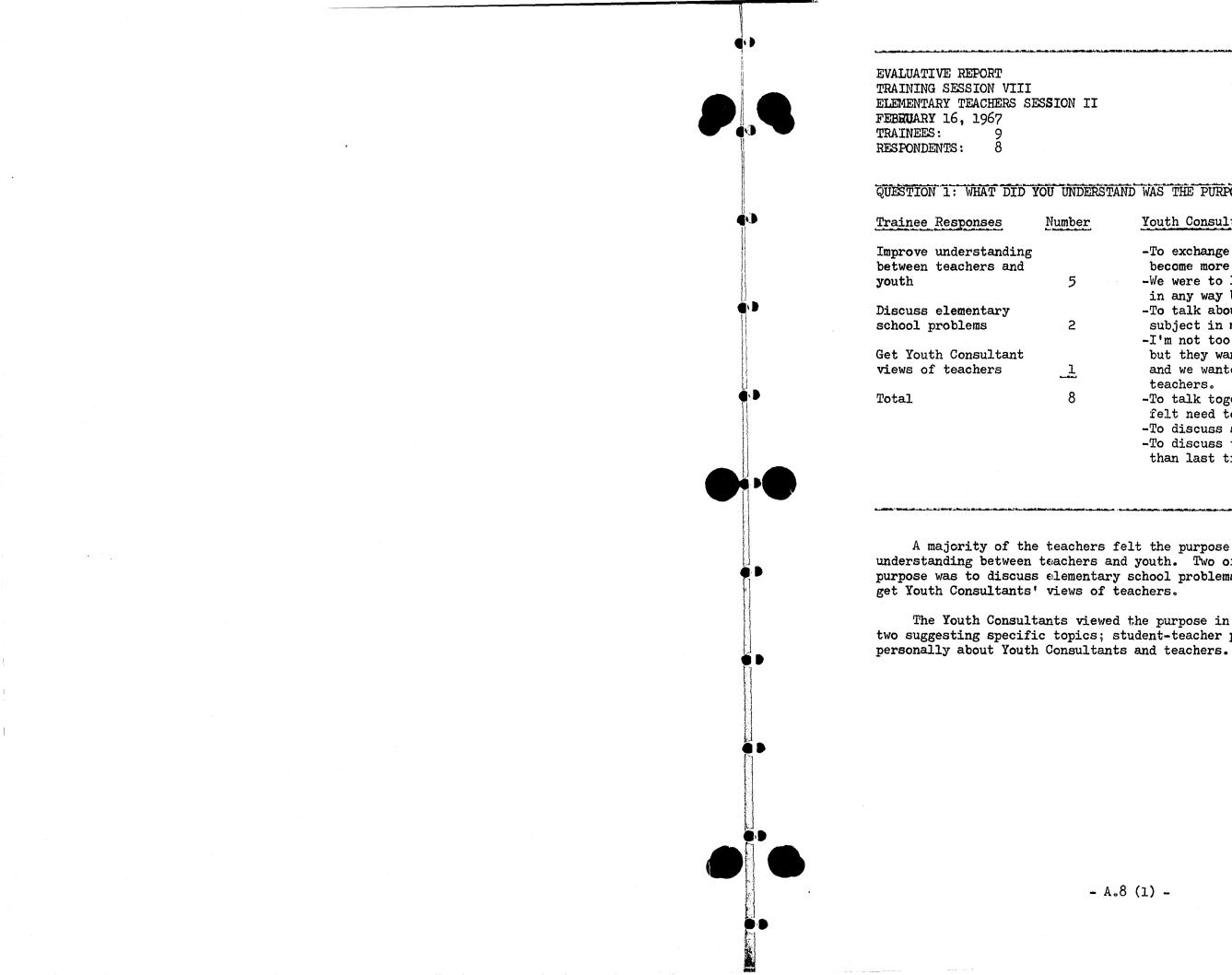
None of the Youth Consultants felt they had learned anything new about teen-age problems.

### NYTHING NEW ABOUT TEEN-AGE PROBLEMS?

Youth Consultant Responses

-No. -No. -No.

- A.7 (9) -



APPENDIX A.8

# QUESTION 1: WHAT DID YOU UNDERSTAND WAS THE PURPOSE OF YOUR GETTING TOGETHER?

Youth Consultant Responses

5

2

1

8

- -To exchange a few ideas with them and become more acquainted.
- -We were to learn and help the teachers in any way by our own thoughts.
- -To talk about anything with no particular subject in mind.
- -I'm not too sure what their reason was but they wanted to know about us personally and we wanted to know why they were teachers.
- -To talk together again on things we both felt need to be talked about.
- -To discuss student-teacher problems.
- -To discuss things that we did better than last time.

A majority of the teachers felt the purpose of the session was to improve understanding between teachers and youth. Two of the teachers thought the purpose was to discuss elementary school problems, and one teacher hoped to

The Youth Consultants viewed the purpose in a similar manner, with only two suggesting specific topics; student-teacher problems; and learning more

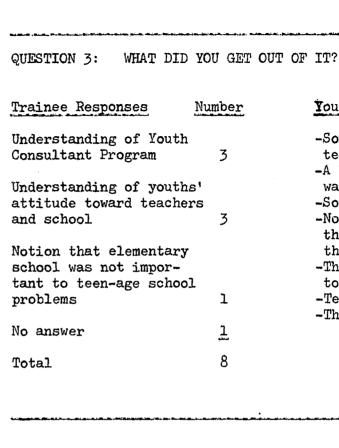
- A.8 (1) -

### QUESTION 2: WHAT HAPPENED?

Trainee Responses	Number	Youth Consultant Responses
Good (open) dis- cussion (better	J.	-It turned out good - everybody talked. -We opened and had a question-and-answer
than first)	4	panel and talked about or expressed our feelings about some of our experiences.
Discussed teachers' motives in becoming		-We didn't go into small groups because we recorded it.
teachers	l	-We had a very good response from them and us.
Superficial discussion	l	-What was supposed to happen (talk about anything).
Youth's point of view presented (better		-We had a slow but cooperative group with a lot of support but a lot of informatio
than first time)	l	-They were mainly interested in what our ambitions and interests were.
No answer	<u>1</u>	
Total	8	

One-half of the teachers described the session as a good discussion which was better than the first. Individual teachers felt that teachers' motives in becoming teachers were discussed: that youth's point of view was presented; and that the discussion was too superficial. One teacher did not respond to this item.

The Youth Consultants also seemed to feel a good discussion took place. One noted the teachers were interested in what the ambitions and interests of individual Youth Consultants were.



Teachers for the most part got either an understanding of the Youth Consultant Program or an understanding of youths' attitude toward teachers and school.

One teacher noted that elementary school did not seem important in teen-age school problems, and one teacher did not respond.

The Youth Consultants as a whole got a better understanding of teachers and seemed to note that some teachers are "human," thus perhaps differentiating from their previous stereotype of teachers representing what the youth don't like about the school. One Youth Consultant mentioned getting experience speaking.

# Youth Consultant Responses

-Some more opinions of these same teachers and different ideas. -A better understanding and a further want to work with elementary schools. -Some experience speaking. -Not much of anything. But I did learn that grade school teachers are supposedly the motherly type. -That teachers do have some feelings toward us in all levels. -Teachers are human.

-That not all teachers are bad.

- A.8 (3) -

### QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Trainee Responses	Number
Did good	2
No answer	2
More specific, less general	l
Less defensive	1
More equal Youth Consultant	
participation	1
Proposed solutions	1
Total	8

-We couldn't have. -We did real well. -The spokesman should have talked more, and been more prepared. -We couldn't. -By not sitting as a group. -Having more to say. -Charles talked more, Ed less.

Youth Consultant Responses

One-fourth of the teachers felt the Youth Consultants could not have done better, and another one-fourth did not respond to this **item**. Individual teachers suggested the following: Be more specific, less defensive, participate more equally, and propose solutions.

Three of the seven Youth Consultants felt they could not have done better.

Two felt they should have had more to say, two felt there should have been more equal participation, and one felt they should not have sat as a group.

والمراجع	-
QUESTION 5: WHAT WAS	THE BES
Trainee Responses	Number
Frankness and honesty of Youth Consultants	3
Stimulate teachers' thinking	2
Willingness of both sides to exchange views	2
No answer	1
Total	8

Three of the eight teachers felt the frankness and honesty of the Youth Consultants was the best thing about the discussion. One-fourth of the teachers felt it was the stimulation the teachers received, and one-fourth felt it was the willingness of both teachers and youth to freely exchange views.

Two of the Youth Consultants mentioned the freeness of the teachers' expression. Others mentioned: Everything; not having the Program Supervisor there (this was the first time); the agreement between youth and teachers; talking about interests and hobbies; and guessing what grade the teachers taught.

- A.8 (4) -

ST THING ABOUT THE DISCUSSION?

Youth Consultant Responses

-When we talked about our interest and hobbies.
-Pretty much everything.
-It was very free among the teachers.
-Guessing what grade the teachers were teaching.
-They seemed to feel more at ease and we got our foot in the door to classrooms.
-Not having the Program Supervisor there, we talked more at ease.
-That we all agreed on certain things.

- A.8 (5) -

### QUESTION 6: WHAT WAS THE WORST THING ABOUT IT?

Trainee Responses	Number
No answer	5
Too superficial	1
Not enough time	l
Youth's resentment of all rules and	
regulations	ī
Total	8

.....

Youth Consultant Responses

-Nothing. -Nothing. -Not all of the Youth Consultants had an idea of what they wanted to talk about. -The moderator didn't do her job. -Youth Consultants didn't pay attention. -Nothing. -When we talked about responsibility and schools.

The majority of teachers did not note a worst thing. Of the three that did, too superficial a discussion, not enough time allotted, and youth's resentment of all rules and regulations were mentioned.

Three of the seven Youth Consultants felt there was no worst thing about it. Mentioned, however, were the unequal participation of Youth Consultants; the failure of the moderator to do his (her) job; the Youth Consultants not paying attention to the teachers; and the talk on responsibility and schools.

QUESTION 7: CONSULTANT PROGRAM?

Trainee Responses	Number
Quite a bit	3
No answer	3
Very little	l
Somewhat	1
Total	8

Three of the eight teachers felt the session helped quite a bit, and three did not respond. One teacher said it helped very little, and one said it helped somewhat.

Four of the seven Youth Consultants felt it helped the teachers quite a lot to understand the Youth Consultant Program. Two felt it helped very little, if at all, and one did not answer.

HOW MUCH DID THE SESSION HELP YOU (THEM) UNDERSTAND THE YOUTH

Youth Consultant Responses

-Quite a lot but not as much as the last time. -Very much. -No answer. -I think it helped them a great deal; they seemed to want to ask questions even after we were leaving. -I don't think they really do. -They understand us a lot more than they did, plus they know a little bit about our personal lives. interests, etc. -Not much.

- A.8 (7) -

HOW MUCH DO YOU THINK THE SESSION HELPED THE YOUTH CONSULTANTS QUESTION 8: UNDERSTAND YOUR (THEIR) PROGRAM?

Number

6

2

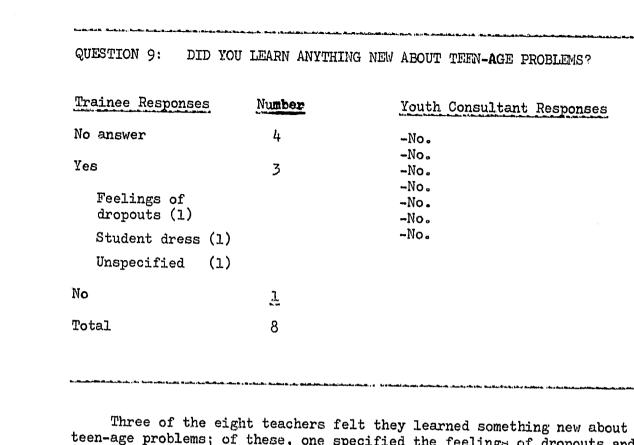
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Trainee Responses
Quite a bit (more than first session)
Very little
Total

Youth Consultant Responses -Not much. -We all benefited from it. -I know their program. -I learned that teachers (elementary) are supposedly the motherly type. -Not too much but I would like to work in an elementary school. -Not much. -None that I can think of.

Six of the eight teachers felt the session helped the Youth Consultants understand teachers quite a bit, and two felt it helped only very little.

Four of the Youth Consultants, however, felt the session helped them very little in understanding the teachers' program. One thought it helped somewhat, and one felt he (she) already understood the program.



None of the Youth Consultants felt they learned anything new about teen-age problems.

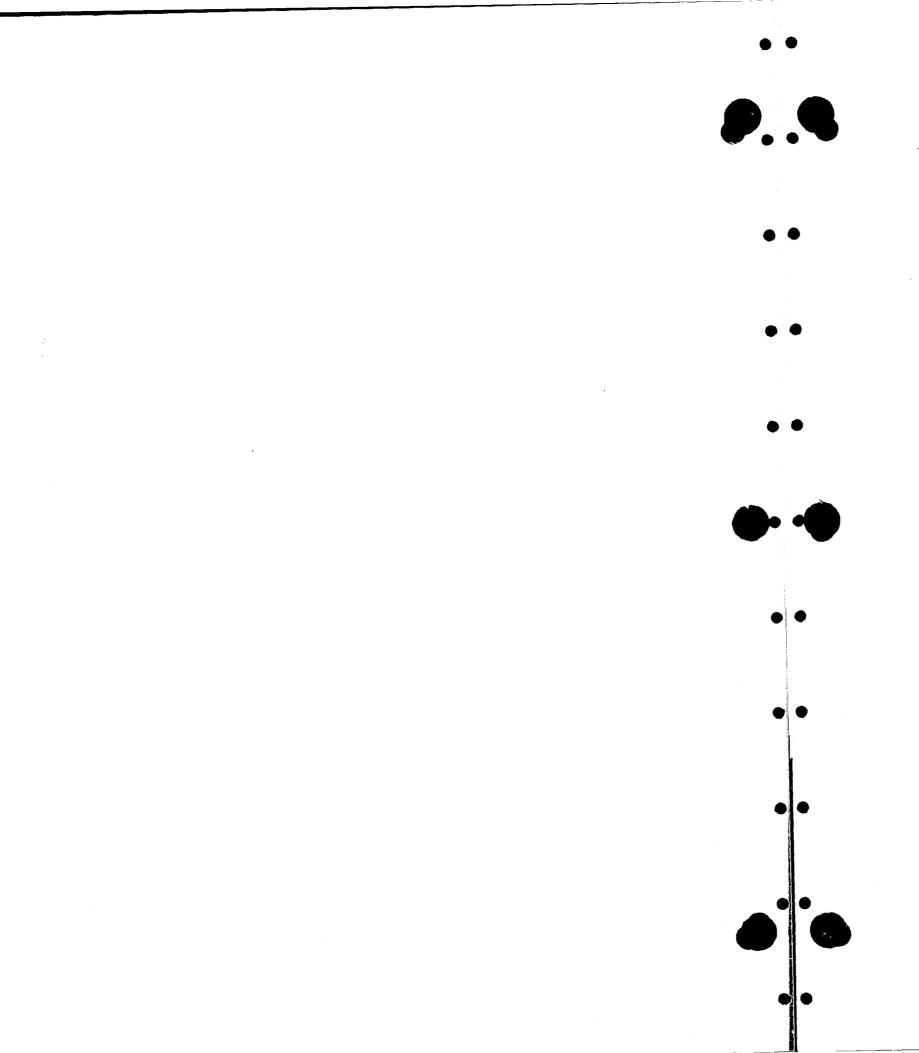
- A.8 (8) -

# Youth Consultant Responses

-No. -No. -No. -No. -No. -No. -No.

teen-age problems; of these, one specified the feelings of dropouts and another youth attitudes toward dress.

# - A.8 (9) -



EVALUATIVE REPORT TRAINING SESSION IX COLLEGE CLASS ON DELINQUE FEBRUARY 20, 1967 TRAINEES: 16 RESPONDENTS: 15	NCY
QUESTION 1: WHAT DID YO TOGETHER?	U UNE
Trainee Responses N	umber
To discuss problems of youth in the community	5
To learn about the Youth Consultant Program	4
To hear some solutions to youth problems	3
To hear youth's point of view	2
To promote adult-youth communication	1
Total	15

One third of the trainees felt the purpose of getting together with the Youth Consultants was to discuss problems of youth in the community. Slightly over one-fourth of the trainees felt that the purpose of the session was to learn about the Youth Consultant Program. Another one-fifth of the trainees felt the purpose was for them to hear some solutions to youth problems. Additional responses were "to hear youth's point of view," and "to promote adult-youth communication."

Two of the five Youth Consultants felt the purpose was to talk about their experiences in the community, and another two felt the purpose was to discuss delinquency specifically. A fifth Youth Consultant didn't know what the purpose was.

APPENDIX A.9

# DERSTAND WAS THE PURPOSE OF YOUR GETTING r Youth Consultant Responses -To toss out some of our experiences in the community. -We were to talk about problems of the youth of today, and maybe a few possible solutions. -To discuss delinquency and other problems of the teen-ager. -To discuss delinquency and answer questions. -All I know it was a college class and to be there at 7:00.

- A.9 (1) -

### QUESTION 2: WHAT HAPPENED?

Trainee Responses	Number
Questions and answers	6
Discussion of youth problems	5
Presented objectives of Youth Consultant Program	2
They seemed to have a little understanding of their own problems	l
No answer	
Total	15

•••			_		
	talked creation		schools	and	
-We	had ver	ry good	l intera	ction,	minu
me	; for so	ome ung	odly re	ason I	
CO	ildn't i	find my	tongue	D	
-We	talked	about	schools	and	
re	creation	1.			
-We	talked	about	"needs"	and	
an	swered o	questic	ns they	had	
ab	out cert	tain th	ings.		
-No	t a hell	lofa	lot.		

Over a third of the trainees describe the ression as a question-andanswer session, and one-third described it as a discussion of youth problems. Other trainees described it as a presentation of Youth Consultant Program objectives. One mentioned that the Youth Consultants seemed to have little understanding of their own problems.

Two of the Youth Consultants said they talked about school and recreation. One described the session as a good discussion, one as a questionand-answer period, and one thought that nothing much happened.

م		
QUESTION 3: WHAT DID	YOU	GEI
Trainee Responses	Num	ber
Increased awareness of youth's <b>vi</b> ew of recreational needs	5	
Improved understanding of youth problems	4	
Reinforcement for own ideas	2	
Chance to apply class- room knowledge to real life situation	1	
Noted teenagers' desire for more responsibilit		
Noted lack of unity among Youth Consultants	5 1	
Nothing	_1	
Total	15	

A third of the trainees reported having an increased awareness of youth's view of recreational needs as a result of the session, and over one-fourth stated having an improved understanding of youth problems. Other trainees mentioned getting a reinforcement of their own ideas; a chance to apply classroom knowledge to real life, noting teenagers' desire for more responsibilities; noted lack of unity of Youth Consultants.

Four of the five Youth Consultants reported getting little or nothing out of the session. One found that most of the students agreed with the Youth Consultants. The session then seems to have been more fruitful for the trainees than for the Youth Consultants.

# GET OUT OF IT?

# Youth Consultant Responses

-That most of these kids agree with us (except old ones). -Not very much. If I think about it I might come up with something. -Not much; we did all the talking. -They are college kids with everything handed to them, so they could care less about delinquents! -Nothing (Some are good and some are bad).

- A.9 (3) -

### QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Youth Consultant Responses

he didn't open his mouth.

-Bean better prepared.

have known more.

said Boo.

recreation.

-Fred could have talked, because

-They couldn't have done better,

but I think I could have at least

-Got on to a different subject than

-It just didn't seem to have enough

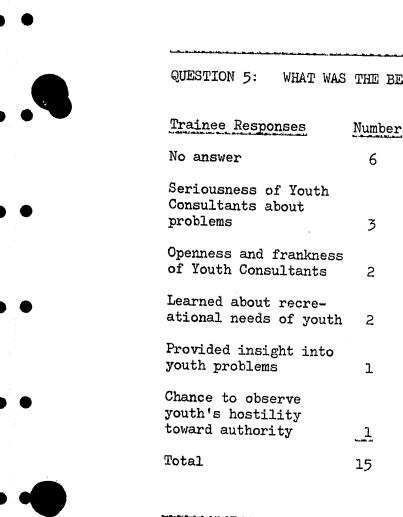
readiness, and the class should

Trainee Responses	Number	
Explain goals and suggest solutions within community potential	5	
Better informed (facts not just opinions to back up statements)	, 3	
More structure	2	
More Youth Consultants participating	l	
Present a planned presentation before question-and-answer	_	
period	1	
No answer	l	
Less hostile	1	
Did good	1	
Total	15	

A third of the trainees suggested that the Consultants could have done better by explaining the goals of the Program and suggesting solutions within the potential of this community. One-fifth suggested they could be better informed, with facts and not just opinions to back up their statements. Other trainees suggested more structure; more Youth Consultants participating; presenting a planned presentation before the question-andanswer period; less hostility among the Youth Consultants; and that they couldn't have done better.

Two of the Youth Consultants feel their group should have been better prepared. Another two feel there should have been more equal participation among the Youth Consultants, and one suggested they should have gotten on a different subject than recreation.

- A.9 (4) -



Forty percent of the trainees did not respond to this item. A fifth of the trainees felt the best thing was the seriousness of the Youth Consultants about youth problems. The best things for others were the openness and frankness of the Youth Consultants; that the session provided insight into youth problems; and the chance to observe youth hostility toward authority.

Four out of five Youth Consultants were able to mention a best thing about the session. They were about equally divided in mentioning schools, recreation, and responsibility discussion.

# WHAT WAS THE BEST THING ABOUT THE DISCUSSION?

# Youth Consultant Responses

- -Talking about recreation.
- -The concern of schools and recreation of the students.
- -The discussion about schools and responsibility.
- -Nothing really! The talk on responsibility.
- -That eight-hour notice isn't enough for some reason.

- A.9 (5) -

QUESTION 6: WHAT WAS THE WORST THING ABOUT IT?

Trainee Responses	Number
No answer	6
Lack of structure (organization)	4
Youth's lack of under- standing of adult point of view	2
Lack of constructive suggestions	l
Unequal Youth Consul- tant participation	1
Too limited to teacher student relationships	
Total	15

Youth Consultant Responses -Talking about schools and responsibility. -Me! I just sat there like a bump on a log. -The discussion on recreation, and the lack of interest of the class. -The lack of preparation and enthusiasm in the class! Carol and Barbara got mad every time I talked very long, and when I called on them they gave me a dirty look!!! -It didn't get off the ground.

The same proportion of trainees did not respond to the worst thing as had not responded to the best thing, (i.e., 40%). Slightly over one-fourth of the trainees, however, said lack of structure or organization was the worst thing about the discussion. Others pointed out youth's lack of understanding of the adult point of view, lack of constructive suggestions, unequal Youth Consultant participation, and too limited to student-teacher relationships as the worst things about the discussion.

The worst thing about it from Youth Consultants' points of view was their lack of really being prepared or participating. One suggested the worst thing was the talk about schools and responsibility, and one suggested it was the discussion on recreation.

QUESTION 7: YOUTH CONSULTANT PROGRAM?

Trainee Responses	Numbe
Somewhat	5
Quite a lot	3
Very little	3
No answer	2
Not at all	_2
Total	15

Slightly over one-half of the trainees felt that they understood the Youth Consultant Program at least somewhat on the basis of the session.

Three out of five of the Youth Consultants felt that the trainees got at least a pretty good understanding of the Youth Consultant Program, but two of them disagreed.

HOW MUCH DID THE SESSION HELP YOU (THEM) UNDERSTAND THE

er Youth Consultant Responses -A lot I think. -I think it helped them a great deal. -Pretty well; - we did nothing but talk about our Program (in a roundabout way). -I don't think so. -The class just wasn't it! People made me sick!

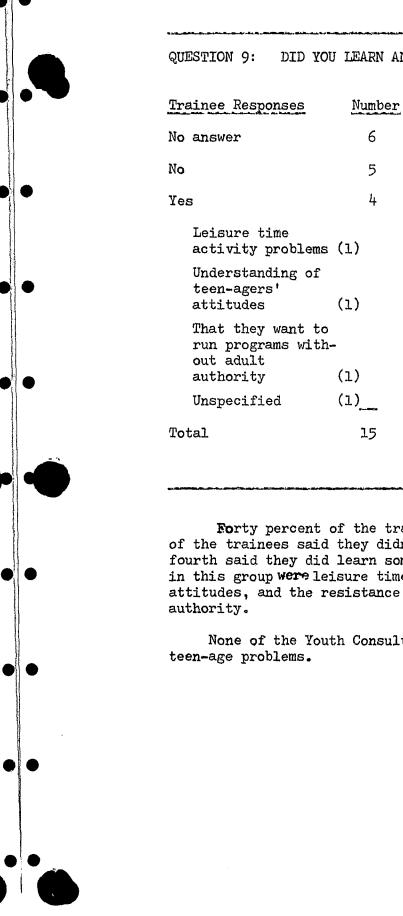
- A.9 (7) -

### HOW MUCH DO YOU THINK THE SESSION HELPED THE YOUTH CONSULTANTS QUESTION 8: UNDERSTAND YOUR (THEIR) PROGRAM?

Trainee Responses	Number	Youth Consultant Responses
No answer	10	-Not at all. -Not very much!
None	3	-None at all. -I dreaded it.
Very little	2	-I do.
Total	15	

Two-thirds of the trainees did not respond to this item. One-fifth said "none"" and only two trainees felt that it helped them understand even a little. In other words, the trainees for the most part did not feel the Youth Consultants understood their program.

Four out of five of the Youth Consultants reported "not at all." This question in a sense should be crossed out and designated "not applicable."



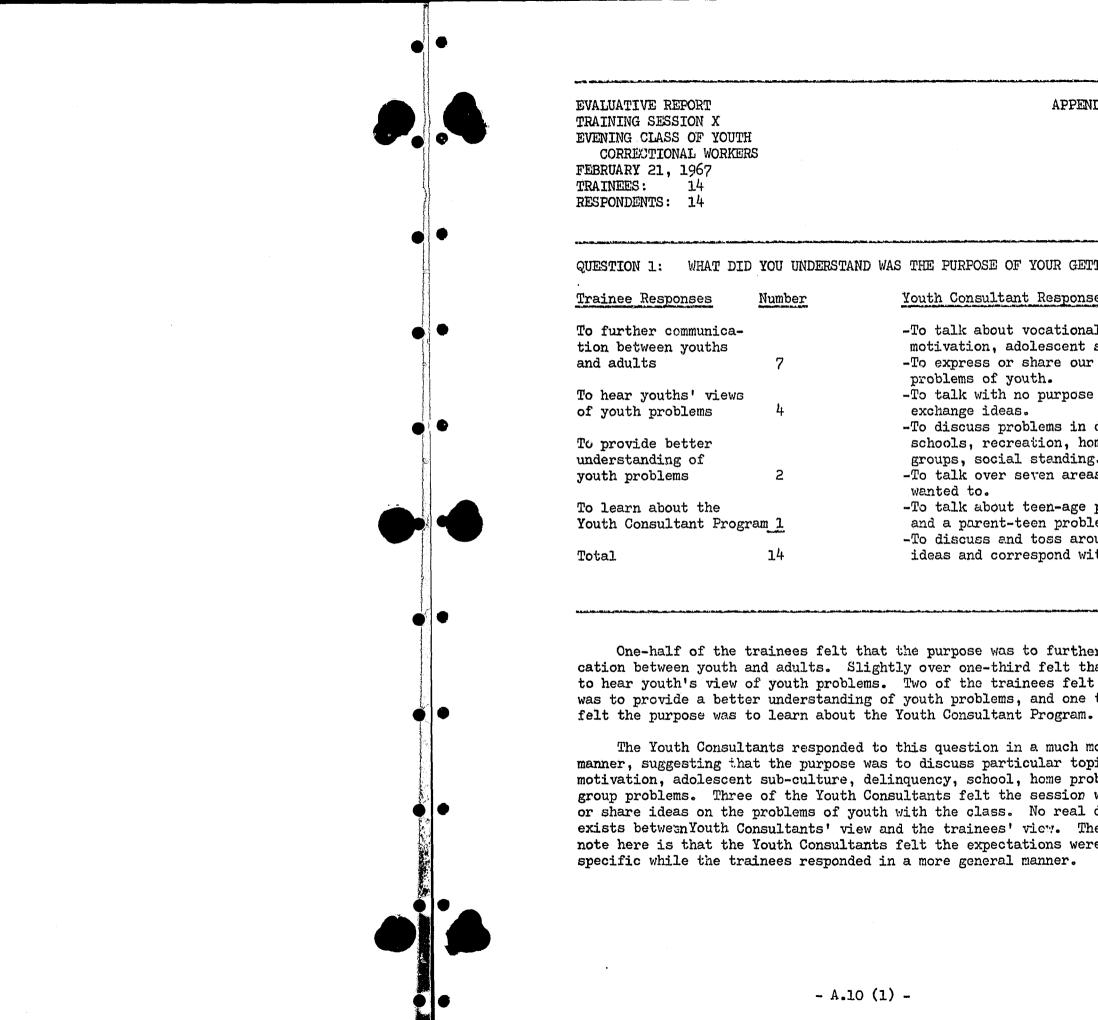
Forty percent of the trainees did not respond to this item. One-third of the trainees said they didn't learn anything new, but slightly over onefourth said they did learn something new about teen-age problems. Included in this group were leisure time activity problems, understanding of teen-ager attitudes, and the resistance teen-agers have to programs run with adult

None of the Youth Consultants felt they had learned anything new about

### QUESTION 9: DID YOU LEARN ANYTHING NEW ABOUT TEEN-AGE PROBLEMS?

Youth Consultant Responses

-Nope. -No. -No. -No. -That some people shouldn't go to college.



# APPENDIX A.10

# WHAT DID YOU UNDERSTAND WAS THE PURPOSE OF YOUR GETTING TOGETHER? Youth Consultant Responses -To talk about vocational subjects, motivation, adolescent sub-culture. -To express or share our ideas on problems of youth. -To talk with no purpose but to exchange ideas. -To discuss problems in delinquency, schools, recreation, home, peer groups, social standing. -To talk over seven areas they had wanted to. -To talk about teen-age problems and a parent-teen problem. -To discuss and toss around some ideas and correspond with them.

One-half of the trainees felt that the purpose was to further communication between youth and adults. Slightly over one-third felt that it was to hear youth's view of youth problems. Two of the trainees felt that it was to provide a better understanding of youth problems, and one trainee

The Youth Consultants responded to this question in a much more specific manner, suggesting that the purpose was to discuss particular topics; such as motivation, adolescent sub-culture, delinquency, school, home problems, peer group problems. Three of the Youth Consultants felt the session was to exchange or share ideas on the problems of youth with the class. No real disparity exists between Youth Consultants' view and the trainees' view. The thing to note here is that the Youth Consultants felt the expectations were quite

- A.10 (1) -

#### QUESTION 2: WHAT HAPPENED?

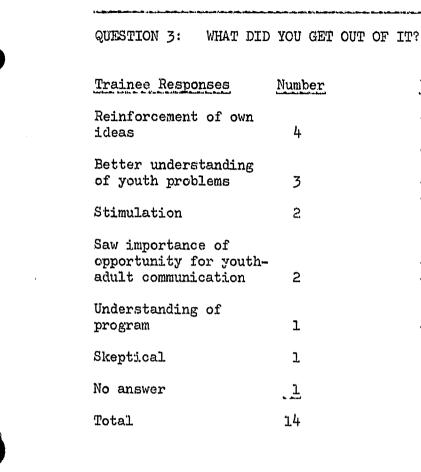
Trainee Responses	Number
Good exchange of ideas (open and frank)	11
Youths tried to justif their cwn behavior	y l
Unequal participation of Youth Consultants	l
Solved problem of delinquency	1
Total	14

Youth Consultant Responses -It came over very good; everybody talked. -We had one of the best groups we have ever had; they seemed alive and talkative, they challenged but in a constructive way. They wanted the knowledge that we had and expressed the feelings that they themselves had. They did not become offended at any time. -Very good and challenging discussion. -We discussed and argued the above listings. (Fourth item in No. 1) -Lots; it was a real good group. -One hell of a lot; this was one of the most verbal groups we've ever had.

-We got into a quite deeply involved discussion on curfew which was good.

Nearly four-fifths of the trainees described the session as a good exchange of ideas, open and frank between Youth Consultants and the class. Single trainees suggested: Youth try to justify their own behavior; unequal participation of Youth Consultants; solve problems of delinquency.

Four of the Youth Consultants described what happened in terms of a lot happening; the success of the interchange; two, for instance, mentioned the challenge of the discussion. One Youth Consultant felt the discussion on curfew was good; another felt that it was a discussion of delinquency, schools, recreation, home, peer groups, social standing.



Slightly less than a third of the trainees reported that what they got out of it was a reinforcement of their own ideas about youth problems. Approximately one-fifth felt they received a better understanding of youth problems. Two of the trainees mentioned receiving stimulation from the session, and an additional two saw the importance of providing youth with an opportunity to interact with adults. One received an understanding of the program, one remained skeptical, and one didn't answer.

The Youth Consultants responded in various ways. One felt his ego was attacked. Two noted the difficulty in trying to communicate with some people. Another suggested that some adults are easier to talk to than others and that kids aren't all wrong and parents aren't all right. One found the experience very stimulating; another felt he received nothing new out of the session. Another felt he didn't receive much from the session, but would if he thought about it.

Youth Consultant Responses

-That it is hard to communicate with some people.

-Quite an experience. A lot of adult feelings.

-My ego attacked.

- -Some adults are a lot easier to talk to than others, and kids aren't all wrong and parents (adults) aren't always right.
- -Nothing we hadn't talked out before. -Not really too much, but it was one meeting if you think about it you would get a lot out of it. -That some parents here agreed with
- us and others couldn't be moved.

- A.10 (3) -

#### QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Trainee Responses	Number
Did good	6
Suggested solutions	2
Better preparation	2
No answer	2
Controlled discussion rather than allow	
adults to do so	l
Be less defensive	1
Total	14

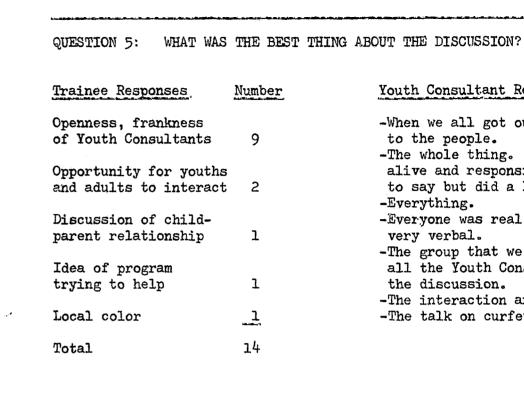
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1.

Youth Consultant Responses -I don't think we could have done better. -Just a little more back-up material (more info from other kids). -By not getting so involved in specific issues and by not letting value judgments of their own get in the way of rational reasoning. -We couldn't have. -We did fairly well, but some could have let others talk. -They couldn't! -Not get trapped - get out of it same way Ed did.

Slightly less than half of the trainees felt that the Youth Consultants did well and didn't offer any suggestions. Two of the trainees felt that solutions should have been suggested. Two felt the Youth Consultants could have been better prepared. Two did not answer. One trainee felt that the Youth Consultants should have controlled the discussion rather than allowing the adults to, and another trainee felt the Youth Consultants should be less defensive.

Two of the seven Youth Consultants felt they couldn't have done better. One felt they did well but more Youth Consultants should have talked. Another Youth Consultant felt they shouldn't have gotten so involved in specific issues; another felt they should have had more back-up material, and another felt he could have done better by not getting "trapped" by trainees.



Nearly two-thirds of the trainees felt the openness and frankness of the Youth Consultants was the best thing about the discussion. Two of the trainees felt the opportunity for youth and adults to interact was the best thing. One liked the discussion of child-parent relationships, another the idea of the Program trying to help solve youth problems, and a third felt that the Youth Consultants as local color was the best thing.

Four of the seven Youth Consultants responded that just about everything was the best thing of the discussion -- the receptivity of both groups. The other Youth Consultants felt that getting their points across, having all Youth Consultants participate, and the talk on curfew were the best things about the discussion.

Youth Consultant Responses

-When we all got our points across to the people. -The whole thing. The group was alive and responsive. Had a lot to say but did a lot of listening. -Everything. -Everyone was real comfortable and very verbal. -The group that we talked to and all the Youth Consultants got into the discussion. -The interaction and arguing.

-The talk on curfew.

- A.10 (5) -

#### QUESTION 6: WHAT WAS THE WORST THING ABOUT IT?

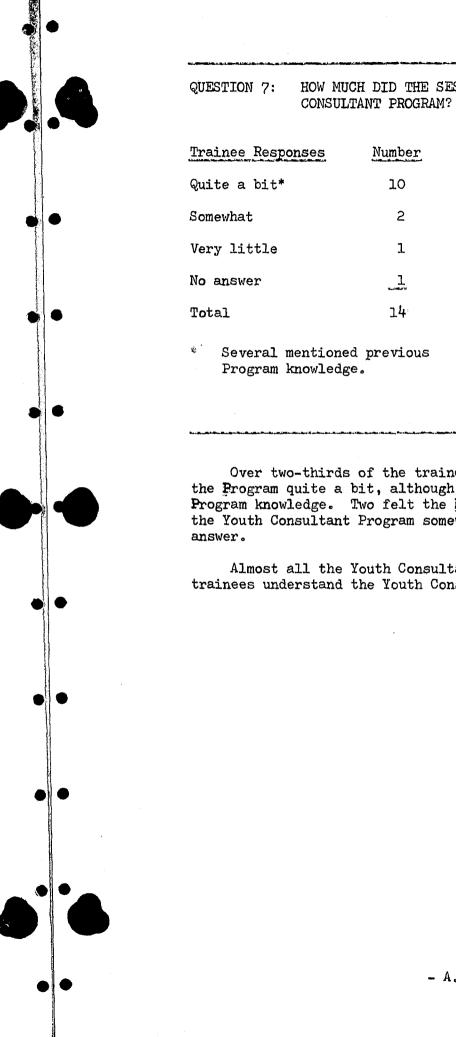
Trainee Responses	Number	Youth Consuli
Adults too dominating	5	-When a lady our point.
No answer	4	-Nothing (exc -Moderator di
Nothing	3	second half attacked.
Too short	l	-It didn't la to get toget
Unequal Youth Con- sultant participation	1	-Some talked which I thou -Not enough t
Total	14	-Trapping of attitudes.
•		

tant Responses

just didn't try to see cept Carol's rudeness). idn't talk during the because his ego was ast long enough. We need ther with them again. too much, and got mad, ught was bad. time. Ed - some of the people's

Slightly over one-third of the trainees felt that the adults were too dominating in the discussion. Slightly under one-third did not respond to this item, and a fifth of the trainees felt that nothing was the worst thing. One felt that the discussion was too short and another mentioned the unequal Youth Consultant participation. Criticisms seemed not specifically directed toward the Youth Consultant presentation as such, except for the Youth Consultants' allowing the adults to dominate the session.

The Youth Consultant criticisms were actually toward their own group. except for two. One suggested that the worst thing was Ed getting trapped; another when one of the trainees just didn't try to see the point of view of the Youth Consultants. One Youth Consultant felt Carol's rudeness was the worst thing; another mentioned the moderator's ego being attacked and not talking during the second half; a third mentioned that some of the Youth Consultants talked too much and got mad. Two of the Youth Consultants felt the worst thing was that there wasn't enough time.



HOW MUCH DID THE SESSION HELP YOU (THEM) UNDERSTAND THE YOUTH

Number

10

2

1

1

74

Youth Consultant Responses
<ul> <li>I think it helped a lot because they saw what we did.</li> <li>-Quite a bit. But it could be more if we were to go again. Tonight we just began to work on the problem of delinquency.</li> <li>-More than in any other discussion because I was prepared for the job of Moderator.</li> <li>-Quite a bit.</li> <li>-No answer.</li> <li>-I think they know whey we are here.</li> <li>-Quite a lot.</li> </ul>

Over two-thirds of the trainees felt the session helped them understand the Program quite a bit, although in this case several mentioned previous Program knowledge. Two felt the Program presentation helped them understand the Youth Consultant Program somewhat, one very little, and one didn't

Almost all the Youth Consultants also felt that the session helped the trainees understand the Youth Consultant Program quite a bit.

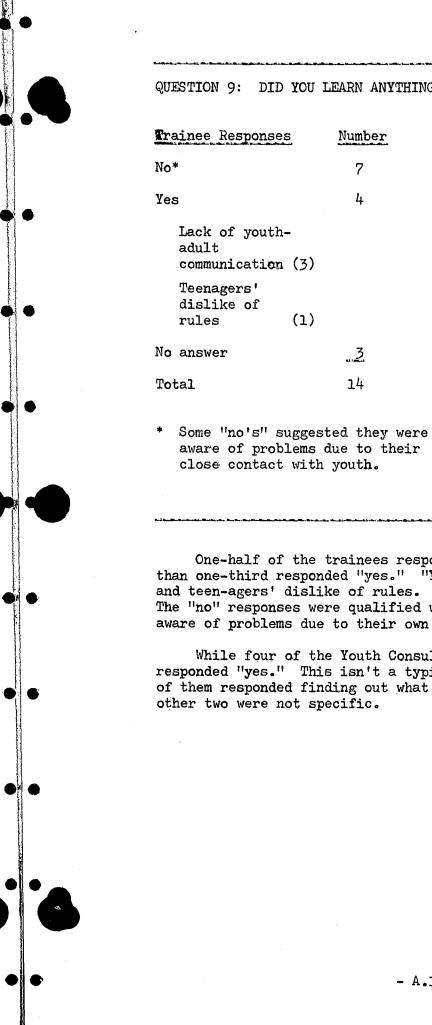
- A.10 (7) -

#### QUESTION 8: HOW MUCH DO YOU THINK THE SESSION HELPED THE YOUTH CONSULTANTS UNDERSTAND YOUR (THEIR) PROGRAM?

Trainee Responses	Number	Youth Consultant Responses
No answer	5	-Not too much. -Not so much the job, but the feel-
None	4	ings of the people were brought out. -None.
Very little	4	-Not much. -I do.
Somewhat	1	-It didn't. -Quite a lot.
Total	14	•

This question was somewhat inapplicable as suggested by the fact that over one-third of the trainees did not respond to the item. Of those that did, nearly one-third of them felt the Youth Consultants understood not at all, and nearly one-third felt they understood very little. Only one trainee felt the Youth Consultants understood their programs somewhat.

Four of the seven Youth Consultants felt the session did not help them understand the trainee program. Two felt it helped quite a lot and one felt not too much.



QUESTION 9: DID YOU LEARN ANYTHING NEW ABOUT TEEN-AGE PROBLEMS?

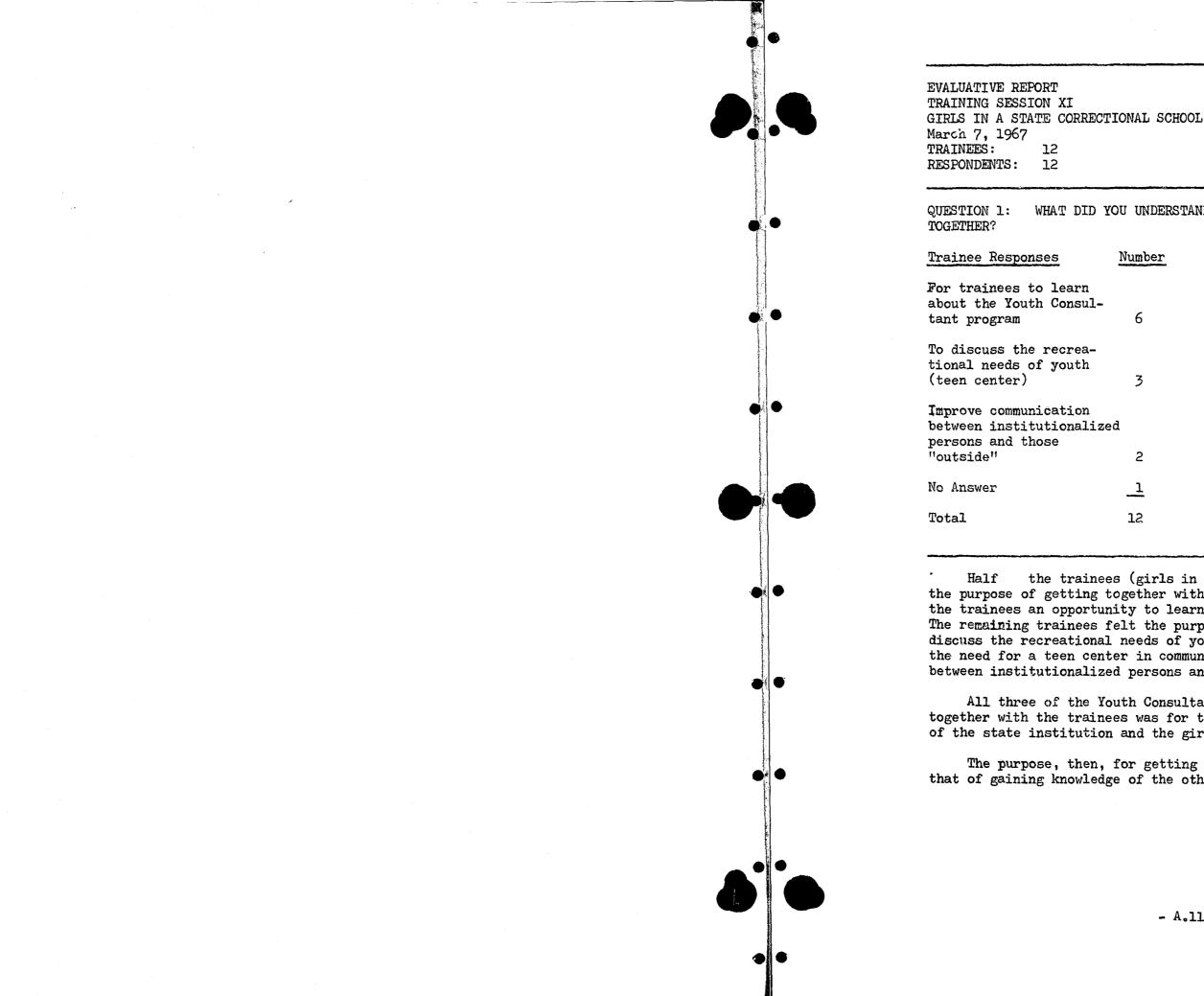
Youth Consultant Responses

-No. -Yes, I found out that kids in an institution feel neglected from society. -Yes; don't remember specifics. -No. -No. -No. -Yes and no.

One-half of the trainees responded "no" to this item, and slightly less than one-third responded "yes." "Yes" included lack of adult communication and teen-agers' dislike of rules. Three of the trainees did not respond. The "no" responses were qualified with the suggestion that the trainees were aware of problems due to their own close contact with youth.

While four of the Youth Consultants responded "no" to this item, three responded "yes." This isn't a typical response for training sessions. One of them responded finding out what kids in institutions feel like, and the

- A.10 (9) -



APPENDIX A.11

WHAT DID YOU UNDERSTAND WAS THE PURPOSE OF YOUR GETTING Youth Consultant Responses Number -To get a better idea of how the place was operated, and discuss 6 some of the girls' dislikes about it. -To learn about the conditions and 3 why it takes so long for girls to get out of H -To go through and see how things were run and talk over some of the 2 things. 1

the trainees (girls in the State Correctional School) felt the purpose of getting together with the Youth Consultants was to provide the trainees an opportunity to learn about the Youth Consultant program. The remaining trainees felt the purpose of the session was either to discuss the recreational needs of youth, particularly in this case the need for a teen center in communities, or to improve communication between institutionalized persons and persons from the "outside" world.

All three of the Youth Consultants felt that the purpose of getting together with the trainees was for the Youth Consultants to gain knowledge of the state institution and the girls' feelings about being there.

The purpose, then, for getting together is seen by each group as that of gaining knowledge of the other group's activities.

- A.11 (1) -

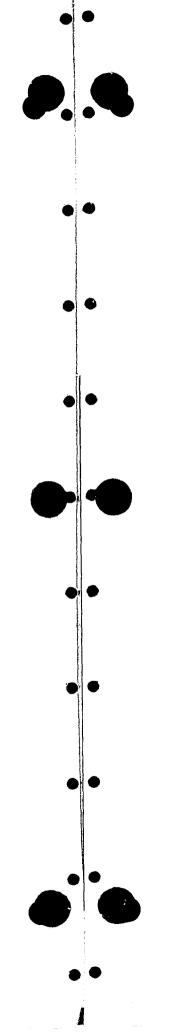
#### QUESTION 2: WHAT HAPPENED?

Trainee:Responses	Number	Youth Consultant Responses
Not much	5	-We talked about how H was operated and discussed
A discussion	2	some of the girls' dislikes about it.
Youth Consulgants talked about the need for a teen night club	2	-We didn't get to see a lot, but we got to talk to a group of girls.
The idea that Youth Con- sultants are doing some- thing for youth was expressed	l	-Talked to a dead group and went on a tour.
Youth-adult communication problems were discussed	l	
Youth Consultant program was discussed	<u> </u>	
Total	12	

Nearly one-half of the trainees pointed out that nothing much happened. One-sixth of the trainees described what occurred as a discussion; another sixth describe what occurred as a presentation by the Youth Consultants of the need for a teen-age night club. Individual trainees felt that what happened was a presentation of the idea that the Youth Consultants were doing something for youth; that youth-adult communication problems were discussed; and that the Youth Consultant program was discussed.

Youth Consultants felt that what happened was the institution was discussed and the girls expressed their attitudes toward it. One Youth Consultant described the group as a "dead" group; thus, as the purpose was seen differently by both groups, so was "What happened?" seen differently by both groups.

For the most part, the trainees didn't feel that much happened, but what did happen was that the Youth Consultants talked about their program; from the Youth Consultants' point of view what happened was that the girls at the institution talked about their program. This may suggest some relationship between what is perceived as the purpose of a session and what is perceived as having occurred in the session.



# QUESTION 3: WHAT DID YOU G

#### Trainee Responses

Not much

Consultants were not prepared (4) (Lack of organization) Unspecified (3)

Nothing

Encouraged that something is being done for youth

Total

The vast majority of trainees felt they got very little or nothing out of the session. Those that responded with "not much" mentioned primarily the fact that the Youth Consultants were not prepared and there was a definite lack of organization in the session. One-sixth of the trainees, however, did feel encouraged that something was being done for youth.

Two of the three Youth Consultants felt they received a new orientation to the training school; one Youth Consultant felt he didn't get much out of the session.

It appears, then, that the Youth Consultants felt they got more from the session than the trainees did, and that the negative response of the trainees seems largely related to their feeling that the Youth Consultants were neither prepared nor organized in their presentation.

GET	OUT	OF	IT?	
Nı	umbei	-		Youth Consultant Responses
	7			-My opinion towards H changed some. I feel they could do a lot more for those girls. -I don't like places like H but there are advantages.
	3			-Not much.
-	2			
-	12			

- A.11 (3) -

# QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Trainee Responses	Number	Youth Consultant Responses
By being better prepared (more pre-planning)	8	-We could have gotten off to a better start.
Did good	1	-We did pretty good with the
Talk more about		group we talked to.
delinquency	1	-We couldn't have with that
By being more specific about teen center and halfway		group.
houses	1	
Show an interest in		
trainees' problems		
Total	12	

Three-fourths of the trainees felt that the Youth Consultants could have done better by being better prepared and utilizing more pre-planning. Individuals mentioned that they couldn't have done better; that they should have talked more about delinquency; that they should have been more specific about centers and halfway houses; and that they could have shown more of an interest in trainees' problems.

Two of the three Youth Consultants felt they did as well as they could have, considering the group they had to talk to. One felt they could have gotten off to a better start.

It can be seen, then, that the vast majority of trainees found the Youth Consultants ill-prepared and unorganized, but the Youth Consultants saw any problems that may have occurred with the session as being the fault of the trainee group.

a () QUESTION 5: WHAT WAS THE BI Trainee Responses The idea of the program that Youth Consultants are doing something No Answer The discussion itself Honesty and frankness of Youth Consultants The idea of the night club Total sultants, and the idea of a teen-age night club. with the girls was the best thing. about it.

- A.11 (4) -

EST THING AB	OUT THE DISCUSSION?
Number	Youth Consultant Responses
	-Don't know.
5	-The last part because 99% of the girls were participating.
3	-Getting to talk to the girls.
2	-acoutus to pare to mo Strro.
1	
_1	
12	
-1- E	

The most frequently mentioned "best thing" about the discussion by the trainees was the idea of the Youth Consultant Program itself, and the fact that something is being done for youth. Other trainees enjoyed the discussion in general, the honesty and frankness of the Youth Con-

Two of the three Youth Consultants felt the general discussion

Nothing specific in the discussion stood out in either trainee or Youth Consultant minds, though both groups expressed positive feelings

- A.11 (5) -

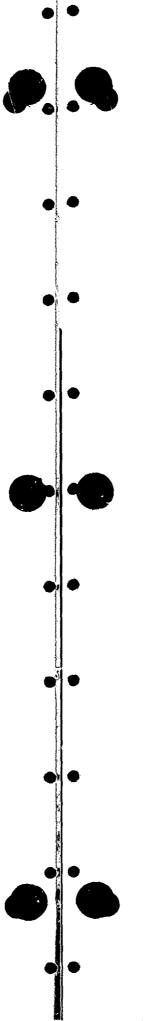
### QUESTION 6: WHAT WAS THE WORST THING ABOUT THE DISCUSSION?

Trainee Responses	Number	Youth Consultant Responses
The Youth Consultants seemed over-interested		-Not enough interaction.
in night clubs	3	-The girls having to be there in the first place, and the
Lack of original ideas expressed	2	fact that it didn't last long enough.
No Answer	2	-Not seeing more of the institution.
The lack of organization	2	institution.
Inadequate answers given by Youth Consultants to		
trainees' questions	1	
The unwillingness of some Youth Consultants to talk	1	
Lack of interest in trainces	<u> </u>	
Total ·	12	

The most frequently mentioned negative factor by the trainees was that the Youth Consultants seemed overly interested in teen-age night clubs. Next most frequently mentioned were the lack of original ideas expressed by the Youth Consultants and the lack of organization. Also mentioned were inadequate answers given by the Youth Consultants to trainees' questions, and the unwillingness of some Youth Consultants to participate in the discussion. One trainee also felt a lack of interest on the part of the Youth Consultants toward the trainees.

The Youth Consultants showed no awareness of the critical attitude of the trainees toward them and one felt that he would have liked to have seen more of the institution. Another felt that it was too bad the girls had to be there, and a third felt that generally there wasnit enough interaction in the session.

Thus, the trainees found the Youth Consultants over-concerned with teen-age night clubs and without original ideas, yet the Youth Consultants were unaware of criticism.



QUESTION 7:	HOW MUCH DID I YOUTH CONSULTA
Trainee Respo	nses
Not much, ver	y little
Quite a bit	
Somewhat	

Not at all

Total

Over one-third of the trainees felt that the session helped them understand the program very little, though one-fourth of the trainees felt it helped them understand quite a bit. The remaining trainees felt it helped somewhat or not at all.

The Youth Consultants felt primarily that it didn't help the trainees understand the program very much. One said he didn't know.

In general, then, it seems that the trainees were not provided with an understanding of the Youth Consultant Program by the Youth Consultants.

THE	SESSION	HELP	YOU	(THEM)	<b>UNDERS'TAND</b>	THE
PANT	PROGRAM	?				

Number	Youth Consultant Responses
5	-I'm not sure if it did.
3	-Not too much.
2	-I don't know.
2	
12	

- A.11 (7) -

QUESTION 8: HOW MUCH DO YOU THINK THE SESSION HELPED THE YOUTH CONSULTANTS UNDERSTAND YOUR (THEIR) PROGRAM?

Trainee Responses	Number	Youth Consultant Responses
Not much	4	-It didn't, it didn't even change my mind.
No answer	3	-I still don't.
Somewhat	3	-Not too much.
Quite a bit	1	
Not at all	1	
Total	12	

12

One-third of the trainees felt the session helped very little; onefourth didn't answer; and one-fourth felt it may have helped somewhat. One trainee felt **it** didn't help at all, and one felt it helped quite a bit.

The Youth Consultants unanimously felt that the session didn't help them understand the trainees' program.

Thus, it appears that an understanding of the trainees' program was not communicated to the Youth Consultants, although a few trainees thought some communication had been achieved.

QUESTION 9: DID YOU LEARN ANY Trainee Responses No Unspecified (5) Already knew (3) Yes Concerning the recreational needs of youth (2) No Answer Total recreational needs of youth. teen-age problems.

- A.11 (8) -

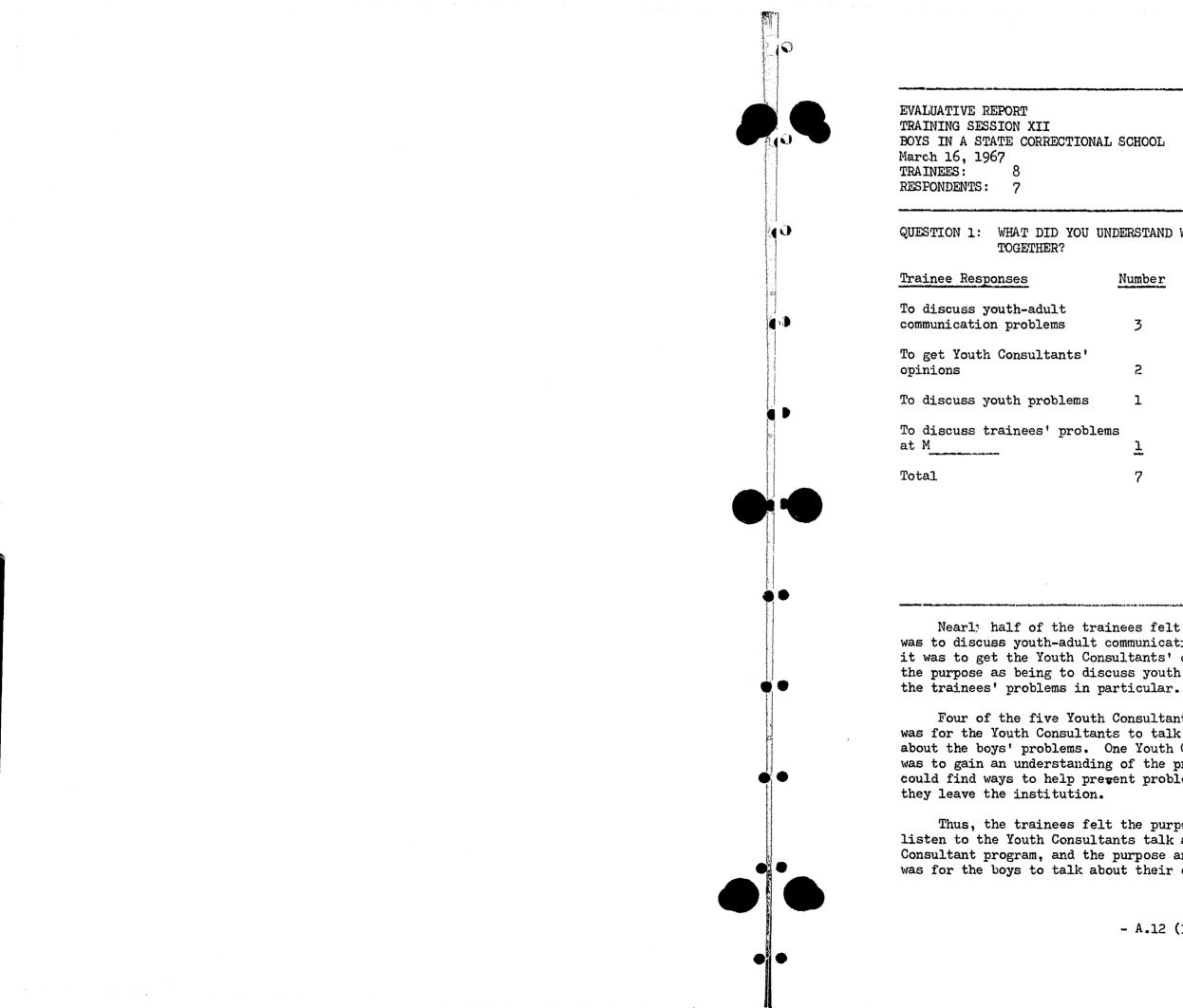
ANYTHING	NEW ABOUT TEEN-AGE PROBLEMS?
Number	Youth Consultant Responses
8	-No.
	-No.
2	-No.
_2	
12	

Two-thirds of the trainees felt they didn't learn anything new about teen-age problems and one-sixth didn't respond to the question. Of the two trainees who felt they did learn something new, both referred to the recreational needs of youth.

None of the Youth Consultants felt they learned anything new about

It is notable that the majority of trainees did not become enlightened by the session with the Youth Consultants, and that none of the Youth Consultants became enlightened by the interaction with the trainees.

- A.11 (9) -



APPENDIX A.12

STAND WAS	THE PURPOSE OF YOUR GETTING
mber	Youth Consultant Responses
3	-We were to discuss the problems of juveniles so we can help them before they enter M and after they leave.
2	
1	-To ask them questions and answer questions, and to learn more about teen fagers' problems and feelings.
٦	and Icoltruber
1	-To hear some of their ideas
7	about different things.
	-To talk about the juvenile home and teen-age problems.
	-To talk to them about their life in the institution.

Nearly half of the trainees felt that the purpose of getting together was to discuss youth-adult communication problems. Nearly one-third felt it was to get the Youth Consultants' opinions. One trainee mentioned the purpose as being to discuss youth problems, and another to discuss

Four of the five Youth Consultants felt the purpose of the session was for the Youth Consultants to talk with the begs at the institution about the boys' problems. One Youth Consultant mentioned the purpose was to gain an understanding of the problems so the Youth Consultants could find ways to help prevent problems and also to help boys after

Thus, the trainees felt the purpose of the session was for them to listen to the Youth Consultants talk about the concerns of the Youth Consultant program, and the purpose anticipated by the Youth Consultants was for the boys to talk about their experiences at the training school.

- A.12 (1) -

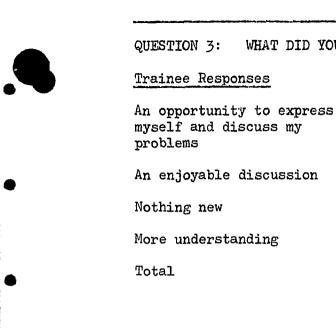
#### WHAT HAPPENED? QUESTION 2:

Trainee Responses	Number	Youth Consultant Responses
A discussion of youth's personal problems	4	-We listened to the boys talk about M and why they were put in.
Youth Consultants expressed		
their opinions	2	-There were eight boys, and most of them talked.
A discussion of problems of		
Mboys	1	-We talked about some of their problems.
Total	7	<b>4 a b c c c c c c c c c c</b>
	r	-We talked about how they got there.
		-We talked about their life in the institution.

The majority of trainees described the session as a discussion of the personal problems of youth. Nearly one-third of the trainees described the session as an expression of opinion by Youth Consultants, and one trainee as a discussion of the problems of boys in the institution.

All the Youth Consultants felt that what happened was a discussion about the problems of the boys in the institution.

What happened was seen by both groups, then, as a discussion of the problems of institutionalized boys, though the trainees also noted the Youth Consultants expressed their opinions. This latter point was not mentioned by the Youth Consultants.



Nearly one-half of the trainees said they received an opportunity to express themselves and discuss their problems. Two of the seven felt that they got an enjoyable experience out of the discussion. One felt he got more understanding, and another felt that he got nothing new.

Two of the Youth Consultants seemed to have gotten very little out of the discussion. One seemed enamored with law enforcement technicalities. One said he, in general, got a better understanding of life in the institution and one seemed to respond to the problems of lack of adequate counselors and to receive an understanding of the personality of the boys.

It would seem that the boys did appreciate an opportunity to talk about their problems with the Youth Consultants and that, to some degree, the Youth Consultants got an understanding, though limited, of the problems of the boys in the institution.

- A.12 (2) -

#### WHAT DID YOU GET OUT OF IT?

Number	Youth Consultant Responses					
	-I learned that they are finger- printed and their pictures					
3	taken and sent to the FBI (so they say).					
2						
l	-Nothing.					
±	-Not much.					
1	That there excels enough good					
7	-That there aren't enough good counselors to go around, and none of these kids are bad.					
	-A better understanding of life in M					

- A.12 (3) -

#### QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Trainee Responses	Number	Youth Consultant Responses
Couldn't have, did good	4	-Talked more.
More Youth Consultants should participate	2	-We could have talked about what we were supposed to.
Talked about the community' view of M	s	-We couldn't have done bett
Total	7	-A few of us could have tal more, and had more questio They did most of the talki

-Talked more.
-We could have talked about what we were supposed to.
-We couldn't have done better.

could have talked

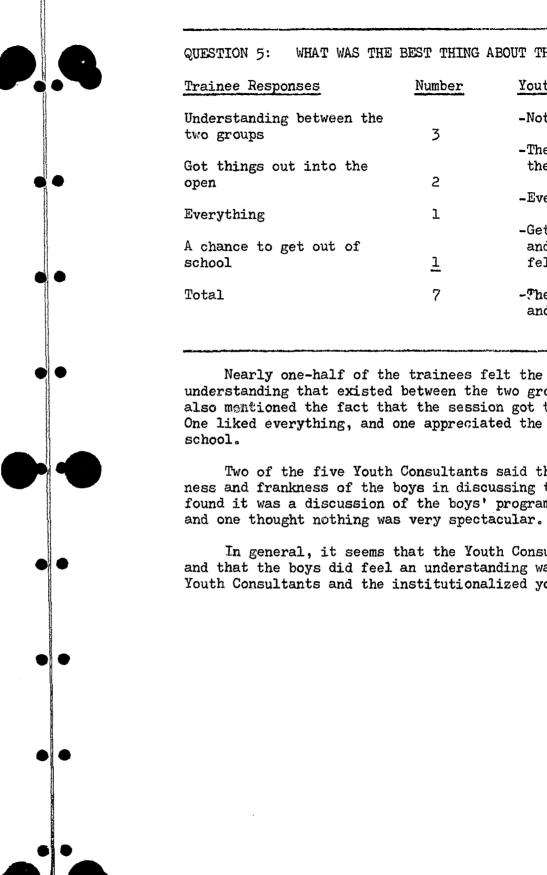
ad more questions. st of the talking.

-Talked more.

Over one-half of the trainees felt that the Youth Consultants couldn't have done better. Two of the seven felt that more Youth Consultants might have participated, and one mentioned bringing up the community's view of the institution.

One Youth Consultant felt they couldn't have done better. Three of the five felt they should have talked more, and one felt they should have talked about what they were supposed to talk about.

In this case the Youth Consultants were more critical of themselves than the trainees were, feeling that they should have talked more, although this criticism was mentioned by a small portion of the trainees.



- A.12 (4) -

WHAT WAS THE BEST THING ABOUT THE DISCUSSION?

Number	Youth Consultant Responses				
~	-Nothing was very spectacular.				
3	-The explanation of				
2	their program.				
l	-Everything.				
	-Getting together with the boys and their telling how they				
<u>1</u>	felt.				
7	-The boys and their willingness and ability to speak openly.				

Nearly one-half of the trainees felt the best thing was the understanding that existed between the two groups. Two of the seven also montioned the fact that the session got things out in the open. One liked everything, and one appreciated the chance to get out of

Two of the five Youth Consultants said the best thing was the openness and frankness of the boys in discussing their own feelings. One found it was a discussion of the boys' program; one liked everything;

In general, it seems that the Youth Consultants were receptive and that the boys did feel an understanding was developed between the Youth Consultants and the institutionalized youth.

- A.12 (5) -

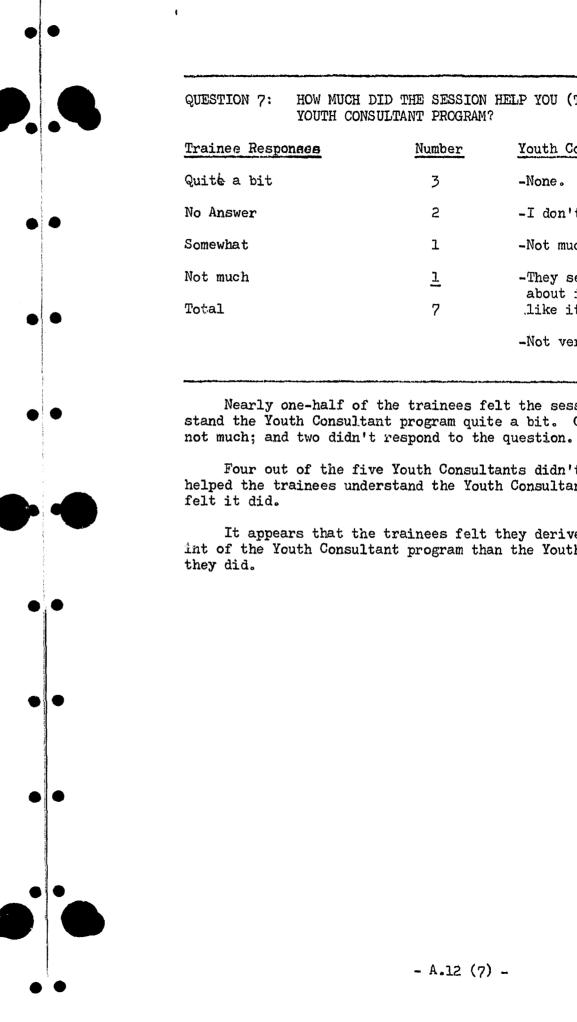
#### QUESTION 6: WHAT WAS THE WORST THING ABOUT THE DISCUSSION?

Trainee Responses	Number	Youth Consultant Responses
Not enough Youth Consultar talked	ats 2	-Wasn't really anything.
No Answer	2	-No answer.
	_	-We started kind of slow.
Nothing	2	-Some people in both groups
Not enough time	<u>1</u>	didn't talk enough.
Total	7	-The lack of Youth Consultants speaking.

Only five of the trainees responded to this question. Two of the five suggested the worst thing was that not enough of the Youth Consultants talked. Two thought nothing was the worst thing, and one felt there wasn't enough time.

The Youth Consultants also noted (two of them at least) that the Youth Consultants didn't all talk. One didn't think there was anything wrong, and one felt that the start was rather slow.

In general, then, a reticence on the part of Youth Consultants to talk in a session was noted.



- A.12 (6) -

HOW MUCH DID THE SESSION HELP YOU (THEM) UNDERSTAND THE

Number	Youth Consultant Responses
3	-None.
2	-I don't know.
l	-Not much.
<u>1</u>	-They seemed to know quite a bit about it and they seemed to
7	like it.
	-Not very good.

Nearly one-half of the trainees felt the session helped them understand the Youth Consultant program quite a bit. One felt somewhat; one

Four out of the five Youth Consultants didn't feel that the session helped the trainees understand the Youth Consultant program. One, however,

It appears that the trainees felt they derived more of an understandint of the Youth Consultant program than the Youth Consultants thought

QUESTION 8:	HOW MUCH DO	YOU THINK	THE SESSION	HELPED THE	YOUTH
	CONSULTANTS				

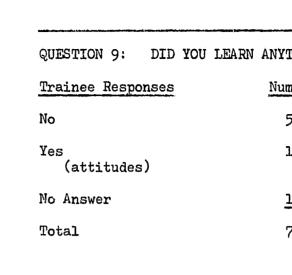
Trainee Responses	Number	Youth Consultant Responses
Quite a bit ·	4	-Very little.
Not much	2	-I don't know but I found out it isn't as bad as it's supposed
No Answer	<u>1</u>	to be.
Total	7	-Not much.
		-I feel that I know quite a bit about it - enough to know they need more counselors and a better equipped staff.

-Quite a bit, they spoke very well on the institution.

Over one-half of the trainees felt that the session helped the Youth Consultants understand the program of the trainees.quite a bit. Two felt it didn't help much.

Two of the five Youth Consultants felt it helped quite a bit; two felt very little; and one felt that he or she derived at least somewhat of an understanding of the institutional program.

Both groups, then, to some degree at least, felt that an understanding of the institutional program was communicated to the Youth Consultants.



The majority of the trainees felt they didn't learn anything new about teen-age problems. One said he had learned something new about teen-age attitudes.

Three of the five Youth Consultants felt they had learned nothing new about teen-age problems, but two of them felt they did learn something about boys in the institution.

So, for the most part, neither group learned anything new about teen-age problems.

- A.12 (8) -

ANYTHING NEW	ABOUT TEEN-AGE PROBLEMS?
Number	Youth Consultant Responses
5	-No.
1	-No.
<u>1</u> 7	-No. -The boys at Mwere friendlier than the girls at H -Yes - the problems of kids going from Mback to outside life.







# CONTINUED

# **4 OF 9**

APPENDIX A.13

EVALUATIVE REPORT TRAINING SESSION XIII JUVENILE COURT DETENTION STAFF April 6, 1967 TRAINEES: 15 RESPONDENTS: 15

QUESTION 1: WHAT DID YOU UNDERSTAND WAS THE PURPOSE OF YOUR GETTING TOGETHER?

Trainee Responses	Number	Youth Consultant Responses
To discuss (exchange) views on helping youth with their		-To talk over some problems.
problems	7	-To talk over their program, and discuss some of the needs
To get youth's view of Juvenile court workers	5	for halfway houses, counselors, etc.
To help Youth Consultants understand the role of		-To talk to them about the local detention home.
Juvenile court workers	2	
Improve youth-adult communication	<u>1</u>	
Total	15	

Nearly one-half of the trainees felt the purpose of the session was to discuss or exchange views concerning helping youth with their problems. An additional one-third felt the purpose was for the juvenile court workers to get the youths' view of the workers themselves. Others felt it was to help the Youth Consultants understand the role of the juvenile court worker, and one of the fifteen felt that it was to improve youthadult communication.

Two of the three Youth Consultants felt the purpose was specifically to talk about the program of the juvenile court, and one mentioned specifically the need for halfway houses and counselors. One Youth Consultant's view was quite general.

The purpose of the session, then, to both groups seemed primarily to be a discussion of youth problems as they relate to youth contact with the juvenile court.

#### QUESTION 2: WHAT HAPPENED?

Trainee Responses	Number	Youth Consultant Responses
A mutual discussion ensued	9	-Not a lot.
Youth Consultants expressed their feelings about detention facilit <b>y</b> needs	2	-We discussed some of the needs for halfway houses, counselors, etc., and talked a little about
The Juvenile Court staff explained their program	l	our own program. -We talked about juvenile
An exchange of views of detention facilities	l	delinquency in general.
Interview of Juvenile Court workers by Youth Consultants	l	
Youth's point of view of Juvenile Court workers was expressed	1	
Total	15	

Nearly two-thirds of the trainees described the session as a mutual discussion. Others mentioned that Youth Consultants expressed their feelings about detention and the needs of that facility; that the juvenile court explained their program; that there was an exchange of views about the detention facilities; that the Youth Consultants sought information from the juvenile court workers; and that the youth expressed their views about juvenile court workers.

One Youth Consultant felt not much happened; another felt as though a discussion of delinquency in general occurred. Only one suggested that there was a discussion on some of the needs of detention workers and facilities.

What occurred, then, was primarily a discussion, and the discussion was centered around juvenile delinquency, particularly from the point of view concerned with the detention facility of the juvenile court, though this specificity was not reflected by the Youth Consultants' comments.

#### QUESTION 3: WHAT DID YOU G

#### Trainee Responses

An idea of how youth feel detention facilities could be improved

More knowledge of teen-agers

Mutual agreement on need for group homes

No Answer

A commitment to the Youth Consultant program

A notion of how difficult i is for youth and adults to communicate

Impressed with youth's conce with other troubled youth

Youth's point of view

Total

No one thread was singled out by the juvenile court workers as to what they got out of the session. The most frequent response was an idea of how youth feel detention facilities could be improved, and the next most frequent was that the trainees got more of a knowledge of teenagers. Others included a greater agreement on the need for group homes; a commitment to the Youth Consultant program; a notion of how difficult it is for youth and adults to communicate; a positive impression of the Youth Consultants' concern for other troubled youth; and an expression of youth's point of view.

Two of the Youth Consultants felt they received a better understanding of juvenile court workers' program. One felt he only got experience in talking.

In general, then, the youth workers seemed to have gotten the feeling of the Youth Consultants about detention facilities and some suggestions for improvement. The Youth Consultants got a little understanding of the juvenile court program.

GET	OUT	OF	IT?	
N	umbei	<u>-</u>		Youth Consultant Responses
				-Idea that they are O.K.
	4			-I understand their program a little more clearly.
s	3			
r				-Experience in talking.
-	2			
	2.			
	1			
t				
	1			
ern	l			
	1			
	15			

- A.13 (3) -

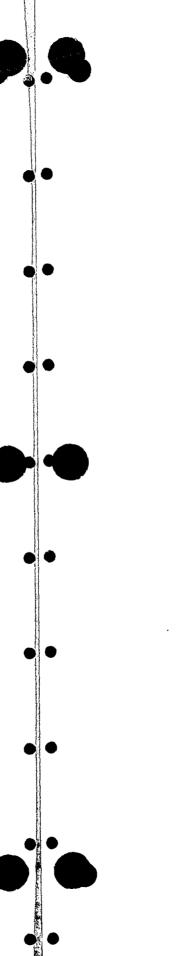
#### QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Trainee Responses	Number	Youth Consultant Responses
They couldn't have - did good	5	-More of us could have been there.
Youth Consultants could have been better prepared -		-Been prepared and talked more.
have been better prepared - have had some knowledge of agencies	4	-By being there.
Youth Consultants could have explained their purpose	3	
More Youth Consultants shoul have attended	d l	
They could have made suggestions	1	
Have youth with court experiences	1	
Total	15	

One-third of the trainees felt the Youth Consultants couldn't have done better. Nearly the same number felt that the Youth Consultants could have been better prepared and have had some previous knowledge of agency operation. Others felt the Youth Consultants could have explained their purpose; that more Youth Consultants should have attended the session; that more suggestions should have been made by Youth Consultants; and that youth who have had experiences with the court should have been there.

One Youth Consultant felt that he or she should have been better prepared, and two of them felt that they could have done better if more Youth Consultants had been there.

The major criticism of the session was, then, that the youth could have been better prepared and that more Youth Consultants should have attended the session. This was felt by both groups.



# QUESTION 5: WHAT WAS THE BE

### Trainee Responses

The frankness and honesty of the Youth Consultants

No Answer

A feeling the youth and Juvenile Court workers shared goals

Hearing youth's attitude toward youth workers

Basis for further discussion provided

One youth's reflection of his/her feelings about detention

Youth Consultants received an understanding of the Juvenile Court

The halfway house discussion

Total

While no definite point stands out in the responses, the most frequently mentioned was the frankness and honesty of the Youth Consultants. More than one trainee mentioned a feeling that youth and juvenile court workers shared goals, and more than one that of hearing youths' attitudes toward youth workers. Additional responses included that the session provided the basis for further discussions; one youth's reflection of his or her feelings about detention; the fact that the Youth Consultants may have received an understanding of the juvenile court; and the discussion of the halfway house.

Two of the Youth Consultants felt there was something good about the session; one felt it was the comfortable atmosphere; another the interest that was shown by the juvenile court workers in the Youth Consultants.

In general, the best thing seemed to be that at least a tentative kind of communication ensued between juvenile court workers and Youth Consultants.

ES	T THING	ABOUT THE DISCUSSION?
	Number	Youth Consultant Responses
	4	-Everyone felt very comfortable.
	3	-They seemed real interested.
	)	-Nothing - average discussion.
	2	
	2	
n	l	
	l	
	1	
n	1	
	15	

- A.13 (5)-

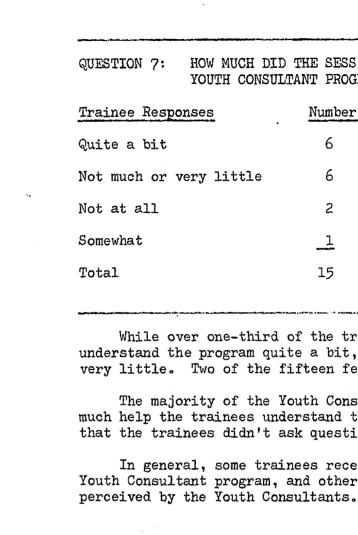
# QUESTION 6: WHAT WAS THE WORST THING ABOUT THE DISCUSSION?

Trainee Responses	Number	Youth Consultant Responses
The lack of explanation of the Youth Consultant program	ı 4	-The opening and not enough people talked.
A lack of Youth Consultant preparation	3	-We didn't get to talk too much about schools.
Youth Consultants had too few opinions	2	-Only two people talked.
Nothing	2	
There was not enough time	1	
Only half of the Youth Consultants wore there	l	
Uncqual trainee participation	n 1	
No Answer	1	
Total	15	

Nearly one-third of the trainces felt the worst thing was the lack of explanation of the Youth Consultant program, and one-fifth felt it was the lack of Youth Consultant preparation for the session. More than one felt that Youth Consultants had too few opinions to express or that nothing was the worst thing. Others mentioned the lack of sufficient time; the fact that only half the Youth Consultants were there; and the unequal participation of the trainees themselves.

Two of the Youth Consultants mentioned that the worst thing was that not enough people talked; another mentioned the .slow start; and another that they didn't have an opportunity to talk much about the schools which suggests a previous early, perhaps over-emphasis, on school problems of youth.

The two major criticisms by trainees -- the lack of explanation of the program, and the lack of preparation -- were not recognized by the youth theme Wives. The Youth Consultants felt the major fault was that neither group talked chouch.



HOW MUCH DID THE SESSION HELP YOU (THEM) UNDERSTAND THE YOUTH CONSULTANT PROGRAM?

Number	Youth Consultant Responses
6	-Not a lot, the opening was bad.
6	-It must have helped them quite a bit because they never asked
2	any questions about us or our program after the introduction.
1	-Not much.
15	

While over one-third of the trainees felt the session helped them understand the program quite a bit, an equal amount felt it helped them very little. Two of the fifteen felt it helped not at all.

The majority of the Youth Consultants felt the session didn't much help the trainees understand the program. One noted, however, that the trainees didn't ask questions about the program.

In general, some trainees received a good understanding of the Youth Consultant program, and others did not, and this was somewhat

- A.13 (7) -

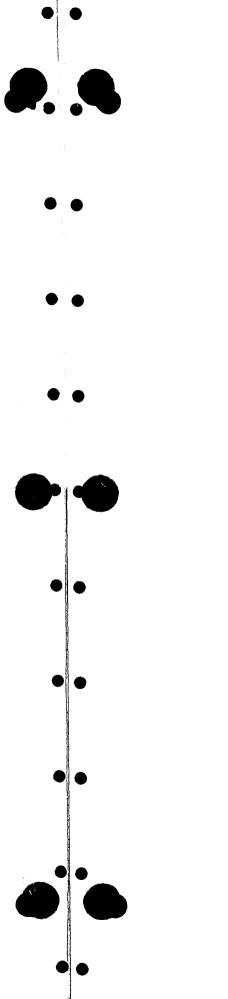
QUESTION 8:	HOW MUCH DO	YOU THINK	THE SESSION	HELPED TH	E YOUTH
	CONSULTANTS	UNDERSTAND	YOUR (THEI	R) PROGRAM	?

Trainee Responses	Number	Youth Consultant Responses
Quite a bit	6	-Quite a bit, they told us a lot and seemed to want to talk.
Somewhat	4	-More than I did before.
No Answer	3	-We didn't talk much about
Not much (very little)	2	their program except the foster care program.
Total	15	

Over one-third of the trainees felt the Youth Consultants received quite a bit of understanding of their training program, and nearly onethird felt the Youth Consultants received at least somewhat of an understanding. Two of the fifteen felt the Youth Consultants received very little understanding of the juvenile court program.

Two of the three Youth Consultants felt they received an adequate understanding of the juvenile court program, and one at least a partial understanding.

In general, then, there seems to be more indication that the Youth Consultants received a better understanding of the juvenile court program than did the juvenile court workers of the Youth Consultant program.



QUESTION 9: DID YOU LEARN A

#### Trainee Responses

Yes How youth feel (3)

> Their own confusion about what should be done (1)

Help should be given at younger ages (1)

Youth's perception of Juvenile Court workers different than anticipated (1)

Teen-agers put up a "front" in dealing with professionals (1)

Teen-agers need to feel loved instead of "professionally" treated (1)

No Answer

No

Total

Over one-half of the juvenile court workers felt they did learn something new about teen-age problems from exposure to the Youth Consultants. Particularly mentioned were the feelings of youths theme Also mentioned were the confusion of youth about what should be done; the reinforcement of the notion that kids feel help should be given at younger ages; the different perception of workers concerning the way teen-agers view the juvenile court staff; the fact that teen-agers normally put up a "front" in dealing with professionals; and the teen-agers' need to feel loved rather than "professionally" treated. Only one-fifth of the trainees said they didn't learn anything.

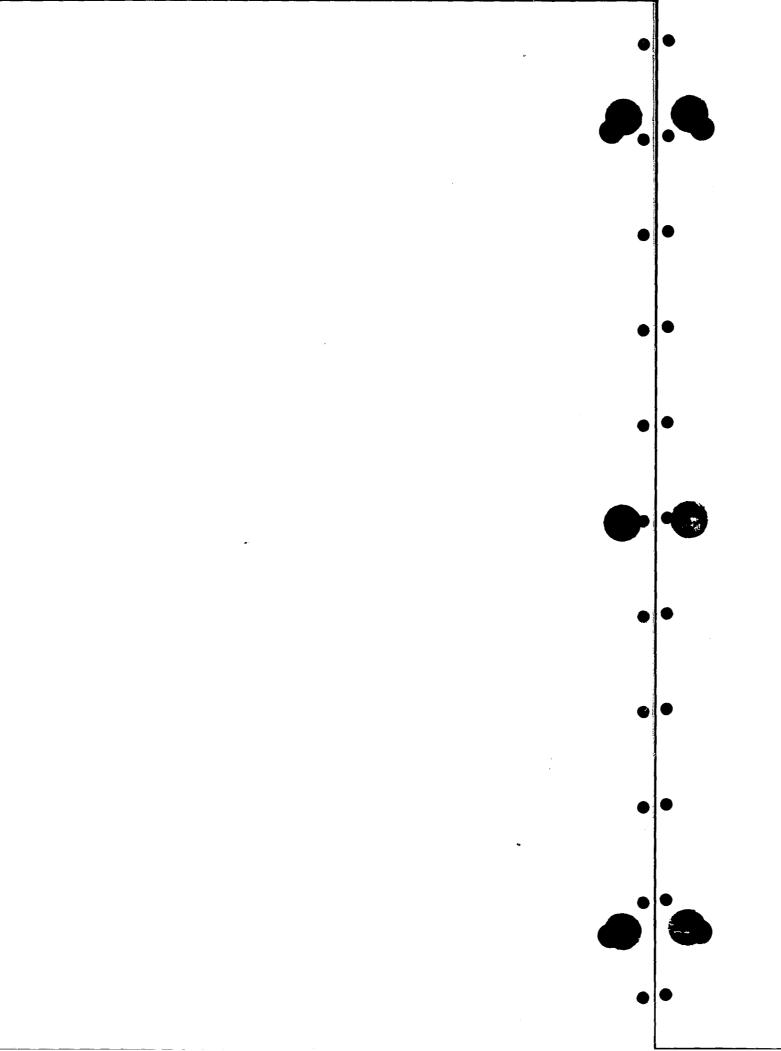
None of the Youth Consultants said they learned anything new about teen-age problems.

This session was highly successful in terms of the fact that the juvenile detention staff felt they did learn something new about teen-age problems, primarily in terms of how teen-agers feel, and secondarily in terms of teen-agers' perceptions of the juvenile court.

ANYTHING	NEW	ABOUT TEEN-AGE PROBLEMS?	
Number		Youth Consultant Responses	
8		-No.	
		-No.	
		-No.	

4	
3	
15	

- A.13 (9) -



EVALUATIVE REPORT TRAINING SESSION XIV JUVENILE COURT COUNSELORS April 12, 1967 TRAINEES: 15 RESPONDENTS: 12

QUESTION 1: WHAT DID YOU TOGETHER?

Trainee Responses

To learn more about youth's (or at least Youth Consultants') views

To hear Youth Consultants' views of counselors and youth problems

To exchange ideas

To improve youth-adult communication

Total

One-third of the trainees described the purpose of this session as an oppertunity to learn more about youth or at least about Youth Consultants' views of youth problems. One-fourth of the trainees felt the purpose was to hear Youth Consultant views, particularly those concerning counselors. One-fourth described the session as an opportunity to exchange ideas with Youth Consultants and six mentioned the purpose as being an effort to improve adult-youth communication.

In general, then, over one-half suggested the purpose was for courselors to hear youths' expressions of their own views.

Two of the three Youth Consultants suggested that the purpose was for them to express their feelings about Juvenile Court Counselors and about delinquency. One out of three mentioned the purpose being to exchange ideas with the counselors.

Thus, for the most part, there was agreement among both Youth Consultants and trainees that the purpose of this session was for youth to express its point of view to the counselors.

APPENDIX A.14

UNDERSTAND	WAS	THE PURPOSE OF YOUR GETTING
Number	¥	Youth Consultant Responses
4		-To give our feelings toward counselors and the local detention home.
3		-To discuss their problems and problems of teen-agers.
3		-To express our feelings of counselors and to express ideas on delinquency.
_2		
12		

- A.14 (1) -

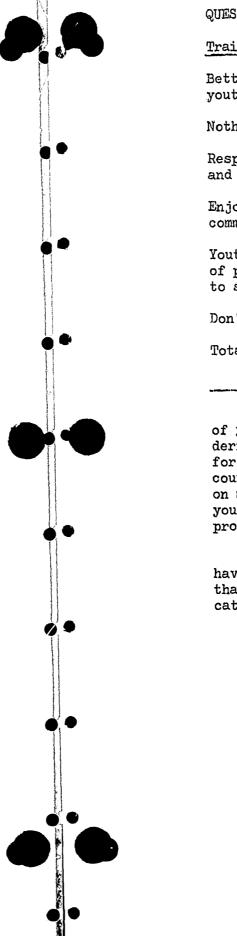
#### WHAT HAPPENED? QUESTION 2:

Trainee Responses	Number	Youth Consultant Responses
A good discussion	4	-We talked quite a bit.
Exchanged ideas	2	-We expressed a few of our ideas and discussed some of
Youth Consultants expressed "party line"	1	the problems
2 -		-We had a real good discussion
Just three youth were there	1	on the responsibilities of both kids and adults.
Nothing	1	
"Rehash" of familiar ideas	l	
Youth Consultants expressed their attitudes	1	
Court persons dominated, Youth Consultants were too		
general	_1	
Total	12	

One-half of the counselors described what happened as a discussion or exchange of views between Youth Consultants and counselors. Other items mentioned by counselors were the fact that the Youth Consultants expressed a "party line"; that what happened was a "re-hash" of familiar ideas; that Youth Consultants did in fact express their attitudes; that nothing happened; and the fact that just three Youth Consultants were present. One counselor felt that the Juvenile Court persons dominated the discussion and that the Youth Consultants spoke in too general terms.

Two of the Youth Consultants described what happened as a discussion of problems of youth or some of the problems between youth and adults. One referred to the fact that the Youth Consultants talked quite a bit.

It can be concluded from the responses that while what was expected was a presentation by the Youth Consultants, what did occur was a general discussion.



QUESTION 3: WHAT DID YOU GET

N Trainee Responses

Better understanding of youths' attitude

Nothing

Respect for Youth Consultants and the program

Enjoyed the "equal" communication setup

Youth Consultants' expressions of problems seemed legitimate to staff also

Don't know

Total

One-fourth of the trainees reported deriving a better understanding of youth's attitude from the session. Another .one-fourth reportedly derived nothing from the session. A third one-fourth gained respect for Youth Consultants and for the Youth Consultant program. One counselor enjoyed the discussion and the opportunity to meet youth on mutual ground, and another was impressed with the fact that the youth shared concerns similar to those counselors have for youth problems.

The Youth Consultants unanimously felt motivated to return and have another discussion with the Juvenile Court counselors, suggesting that one session was inadaquate for them to achieve whatever communication they were motivated to achieve.

r out of it?	
Number	Youth Consultant Responses
3	-An urge to go back and get a better understanding of counselors.
3	-I would like to meet with
3	them again after a short period of time.
1	-I wish we could talk again.
S	
1	
<u> </u>	
12	

- A.14 (3) -

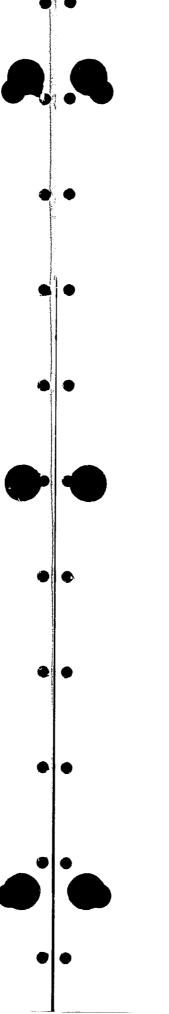
# QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Traince RespOnses	Number	Youth Consultant Responses
Have more than just three Youth Consultants present	3	-There should have been more of us, been on time, and prepared more.
Be more specific, less general	3	-I could have said something.
Describe the Youth Consultant program (experiences, methods, goals, etc.)		-Some should have shut-up and some should have talked.
Place more emphasis on Court rather than school problems	l	
Clarify whether they represent "youth" or "concerned individuals"	1	
Be better prepared	1	
No answer	1	
Total	12	

One-fourth of the trainees felt that more than three Youth Consultants should have been present in order to provide a representation of youth attitudes. Another one-fourth felt that the Youth Consultants could be more specific and less general; one-sixth of the trainees felt they would have liked to have the Youth Consultants describe the Youth Consultant program and talk about the methods and goals the program has, as well as some of the experiences that youths have had as program participants. Individual responses included the notion that the Youth Consultants could clarify whether they represent youth, or concerned individuals. Another suggested that the Youth Consultants could have been better prepared for the session.

One of the Youth Consultants also felt there should have been more Youth Consultants present and that they should have been better prepared for the session. One felt that he or she should have said something and another also noted the unequal participation by Youth Consultants.

In general, then, groups such as Juvenile Court Counselors expect to see more than three individuals representing youth's point of view. They are not satisfied with a general discussion but want something more specific. They also showed an interest in the program the youths were involved in.



QUESTION 5: WHAT WAS THE BEST THING ABOUT THE DISCUSSION?

#### Trainee Responses

An opportunity for free exchange of ideas

Youth Consultants' expression of attitudes Toward. Court (2) Unspecified (2)

Interest Youth Consultants showed in the discussion

Enjoyable

No answer

Total

Nearly one-half of the trainees felt the best thing about the discussion was the opportunity provided for a free exchange of ideas between Youth Consultants and counselors. One-third of the trainees felt that the best thing about the discussion was the Youth Consultants' expressions of their own attitudes about the Court and other aspects of teen-age life. Other trainees mentioned the interest that Youth Consultants showed in the discussion and the fact that it was an enjoyable discussion.

All Youth Consultants responded positively toward the ssssion, suggesting that the whole session was enjoyable and indicating that they felt communication did in fact take place between Youth Consultants and Juvenile Court Counselors.

Number	Youth Consultant Responses
c	-The whole thing.
5	-Everything (almost)
4	-Meeting these people and having the chance to talk.
1	
1	
1	
12	

- A.14 (5) -

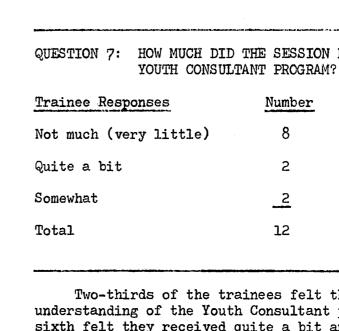
#### QUESTION 6: WHAT WAS THE WORST THING ABOUT THE DISCUSSION?

Trainee Responses	Number	Youth Consultant Responses
No guidelines for action emerged	3	-It had a real slow start, and not enough was said.
Youth Consultants seemed unwilling to examine some		-I didn't talk very much.
of their own opinions	2	-One of the Consultants being late.
Lack of specifics, too general	2	
"Old" adolescents, not oriented to "youth culture"	1	
Too much discussion of school rather than of Court problems		
"Rehash" of familiar problems	5 1	
Slow in starting	l	
No answer	<u>1</u>	
Total	12	

The most frequent response (indicated by one-fourth of the trainees) was that no guidelines for action emerged from the discussion. Two of the twelve trainees mentioned that the Youth Consultants seemed unwilling to examine some of their own opinions; also mentioned by two of the trainees was the lack of specificity of the discussion. Others mentioned the fact that the Youth Consultants were "old" and not oriented to youth culture; that the emphasis was too much on school problems and not on Court problems; that no new ideas were presented; and that the session was slow in starting.

The Youth Consultants noted the slow start; one was late and one felt that he didn't talk enough.

Vagueness of accomplishment, then, seems to be indicated in response to this item with an underlying notion that a definite preparation was not planned by the Youth Consultants. Note should be taken of the generality of the discussion.



9

Two out of three Youth Consultants felt that the session did help the counselors and : one noted that they didn't talk much about the Youth Consultant program.

A disparity appears to exist between the trainees' feeling that they didn't receive an understanding of the program and the Youth Consultants' perception that the trainees did receive an understanding of the program.

QUESTION 7: HOW MUCH DID THE SESSION HELP YOU (THEM) UNDERSTAND THE

umber	Youth Consultant Responses.		
8	-We didn't talk about it.		
2	-I feel that they understand, they were prepared and I feel		
2	that was a great help.		
12	-Yes.		

Two-thirds of the trainees felt that they received very little understanding of the Youth Consultant program from the session. Onesixth felt they received quite a bit and another one-sixth felt that the session helped them to understand the program somewhat.

- A.14 (7) -

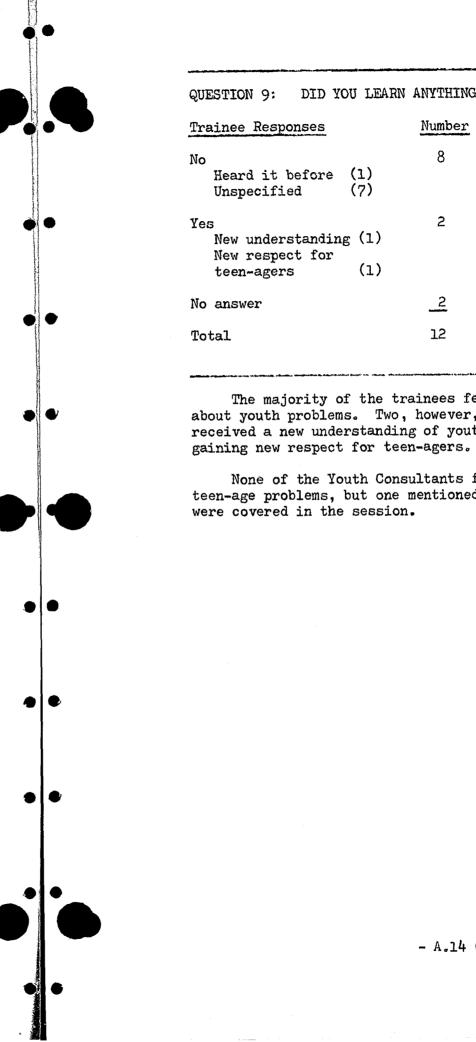
#### QUESTION 8: HOW MUCH DO YOU THINK THE SESSION HELPED THE YOUTH CONSULTANTS UNDERSTAND YOUR (THEIR) PROGRAM?

Trainee Responses	Number	Youth Consultant Responses
Not very much	4	-I already did.
Don't know	4	-I already knew.
Quite a bit	2	-Yes.
Somewhat	_2	
Total	12	
Somewhat	2	-Yes.

One-third of the trainees felt that the session didn't help the Youth Consultants understand their program very much; another one-third, however, felt that at least somewhat of an understanding was transmitted to the Youth Consultants. Another one-third didn't express an opinion.

Two of the Youth Consultants felt they already knew about the program, although one felt the session helped.

Thus there seems to be a disparity of opinion, with the Youth Consultants feeling that the counselors transmitted more of an understanding of their program than the counselors felt they had indicated.



ANYTHING	NEW	ABOUT TEEN-AGE PROBLEMS?	
Number		Youth Consultant Response	es
8		-No.	
		-No.	
2		-No, but we went over the existing ones.	Э
_2			
12			

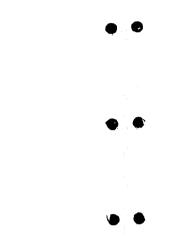
The majority of the trainees felt they didn't learn anything new about youth problems. Two, however, did, and one said that he or she received a new understanding of youth problems and another mentioned

None of the Youth Consultants felt they learned anything new about teen-age problems, but one mentioned feeling that the major problems

- A.14 (9) -



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EVALUATIVE REPORT TRAINING SESSION XV PERSONNEL MANAGERS ASSOCIATION APRIL 19, 1967 TRAINEES: 4 **RESPONDENTS:** 4

QUESTION 1: WHAT DID YOU UN TOGETHER?

# Trainee Responses

To discuss the problems of youth finding employment

To discuss job opportunities for youth and proper approach in applying for a job

Total

Three of the four personnel managers felt the purpose of the discussion was to discuss problems of youth in finding employment. One felt that the purpose was to discuss job opportunities for youngsters and the proper approach in applying for a job.

Two of the three Youth Consultants agreed with one personnel manager on the purpose -- to find out how teen-agers should go about getting jobs -- the other felt it was to discuss the problems teen-agers have in getting jobs.

In this case, the purpose was rather specifically the problems teen-agers have and actions they should take toward applying for jobs.

# APPENDIX A.15

IDERSTAND WAS	THE PURPOSE OF YOUR GETTING
Number	Youth Consultant Responses
3	-To discuss the problems of youth in employment.
<u>1</u>	-To get their views on employment and how should teen-agers go about getting jobs.
4	-To find out about job opportunities and how to get a job.

- A.15 (1) -

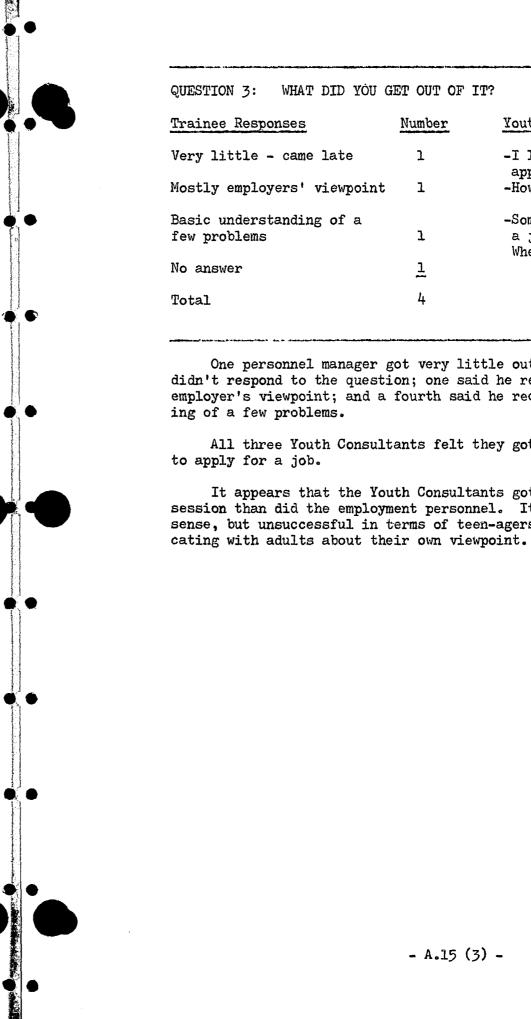
#### QUESTION 2: WHAT HAPPENED?

Trainee Responses	Number	Youth Consultant Responses
Discussion of the individual applying for work	l	-We talked about appearance and attitude of applicants, etc.
Discussed "mechanics" of youth employment	l	-We talked about employment
Discussion centered mainly around the proper approach to job application - preparation	1	and job opportunities. -There were only four men.
The problems were set forth without too much cross- reference	<u>1</u>	
Total	4	

One of the trainees responded that he felt a discussion of the individual applying for work occurred; another that the discussion was centered primarily around the "mechanics" of youth employment; a third that the discussion was mainly around the proper approach to job application - how youth could prepare himself - and a fourth felt that there was a general discussion of problems.

The Youth Consultants mentioned what happened was a discussion about appearance and applicant attitudes and employment and job opportunities. One Youth Consultant wasn't able to describe what happened.

The discussion appeared to center primarily around the securing of employment by youth.



Number	Youth Consultant Responses
l	-I learned a lot about how to apply for a job.
1	-How to apply for a job.
l	-Some better ideas on getting a job. Some How's - When's - Where's!
ī	
4	

One personnel manager got very little out of the session; another didn't respond to the question; one said he received mostly the employer's viewpoint; and a fourth said he received a basic understand-

All three Youth Consultants felt they got a better notion of how

It appears that the Youth Consultants got much more out of the session than did the employment personnel. It was successful in that sense, but unsuccessful in terms of teen-agers succeeding in communi-

- A.15 (3) -

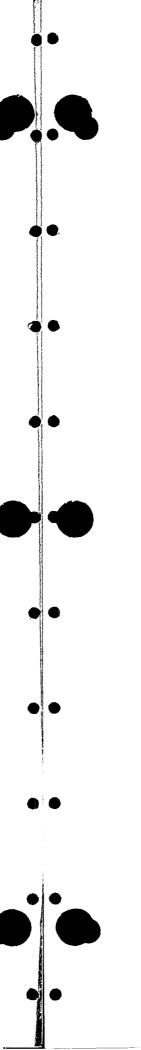
# QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Trainee Responses	Number	Youth Consultant Responses
They did fine, except I would have been interested in knowing more about them	l	-By there being more there and talking more about our program.
More leading questions	l	-There could have been more of us.
Not enough opportunity (time for Consultant questions	) 1	-I felt that we did well.
Should be given an outline of subject matter to be		
discussed	1	
Total	4	

One-half of the personnel managers felt that the Youth Consultants should either have asked more questions or should have been prepared with an outline of what they wanted to talk about. One felt they did fine; another felt there wasn't enough time.

Two of the Youth Consultants felt that more of the Youth Consultants should have been involved in the session. One felt they did well.

The session seemed to have been without a plan and not enough Youth Consultants were present to make it worthwhile.



# QUESTION 5: WHAT WAS THE BEST

#### Trainee Responses

No answer

Sharing of ideas of mutual concern

Set a beginning point for communication

Total

When asked what the best thing about the discussion was, two of the personnel managers did not answer. Of the two that did, one felt it was the sharing of mutual concern with youth, and another felt it was a beginning point for communication.

One Youth Consultant felt the best thing was learning about the employment situation. Another didn't think there was much. A third didn't know.

It would appear that the best thing about the discussion was that it was a beginning of communication but that communication was not accomplished between these youth and personnel managers.

T THING	ABOUT THE DISCUSSION?
Number	Youth Consultant Responses
2	-Learned about employment situation.
l	-There was no great or downfall to the meeting.
<u>1</u> 4	_?

- A.15 (5) -

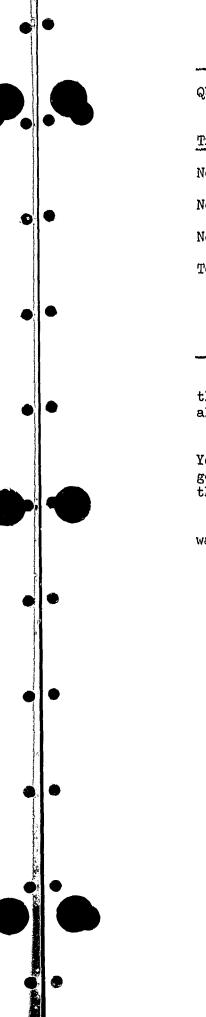
# QUESTION 6: WHAT WAS THE WORST THING ABOUT IT?

Trainee Responses	Number	Youth Consultant Responses
No answer	2	-One man didn't talk.
Time insufficient	2	-There was no great or downfall
Total	4	to the meeting.
		-It was good!

Two of the trainees did not mention there being a worst thing about the session. Two mentioned there being a lack of sufficient time.

Of the Youth Consultants - one felt that one of the personnel managers didn't talk - one felt the session was good - the third had little comment to make.

Insufficient time seemed to be the major problem in discussing such a topic.



QUESTION 7: CONSULTANT PROGRAM?

# Trainee Responses

Not too much

Not at all

No answer

Total

Two of the managers felt the discussion helped them understand the Youth Consultant program very little; one felt it helped not at all; and one didn't answer.

One Youth Consultant felt (the personnel managers) understood the Youth Consultant program quite well. Two felt the managers didn't get an understanding of the youth program, but one blamed this on the managers' lack of interest.

In general, little understanding of the Youth Consultant program was received by the personnel managers.

HOW MUCH DID THE SESSION HELP OU UNDERSTAND THE YOUTH

Number	Youth Consultant Responses
2	-Not much - they talked the most.
1	
	-Pretty well Charles came
<u>1</u>	through with a good explana-
4	tion.
•	-I felt they really didn't
	understand, but not too interested.

- A.15 (7) -

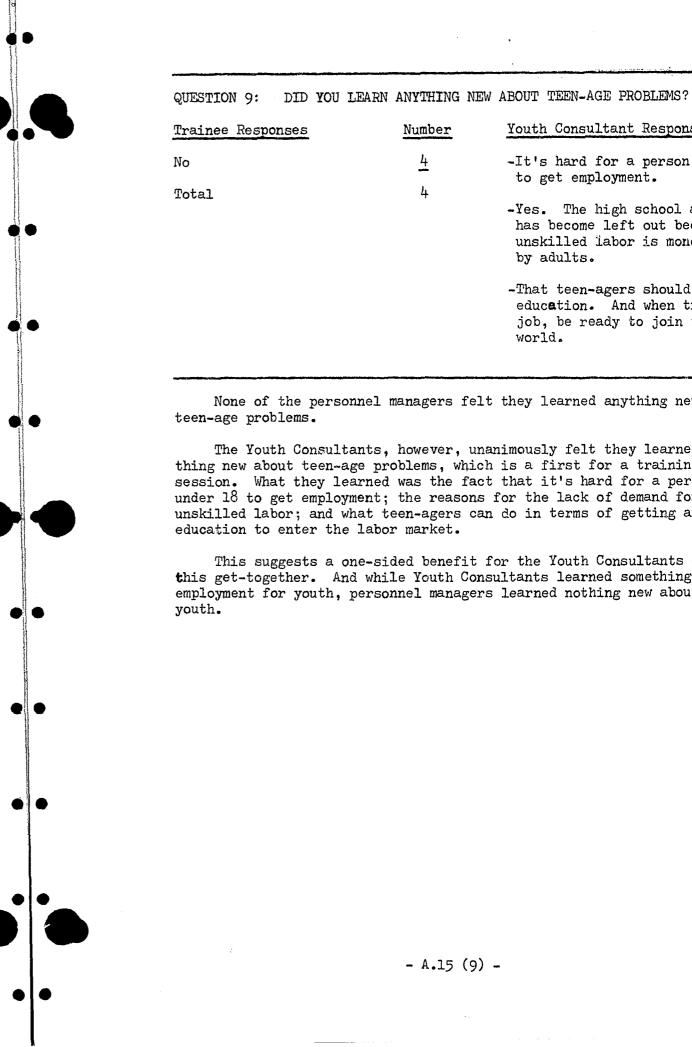
QUESTION 8:	HOW MUCH DO	YOU THINK T	THE SESSION H	ELPED THE YOUTH
	CONSULTANTS	UNDERSTAND	YOUR (THEIR)	PROGRAM?

Trainee Responses	Number	Youth Consultant Responses
I have <u>no</u> idea	2	-Very much.
Hopefully the discussion encouraged a better approach or understanding of the employer's attitudes and nee		-Very good; they talked about their programs and made their points clear.
No answer	<u>1</u>	-I feel I know more of it, but would have liked to have learned more.
Total	4	

Two of the four personnel managers had no idea how much the session helped the Youth Consultants understand what they had to say. Another wasn't sure but hoped the discussion encouraged a better approach or understanding of employers' attitudes or needs.

All three Youth Consultants felt they got a fairly good understanding of what the personnel managers had to say.

Thus, while the personnel managers didn't feel they communicated much to the Youth Consultants, the Youth Consultants felt they got quite a bit out of the session in this sense but apparently did not reflect this to the personnel managers.



- A.15 (8) -

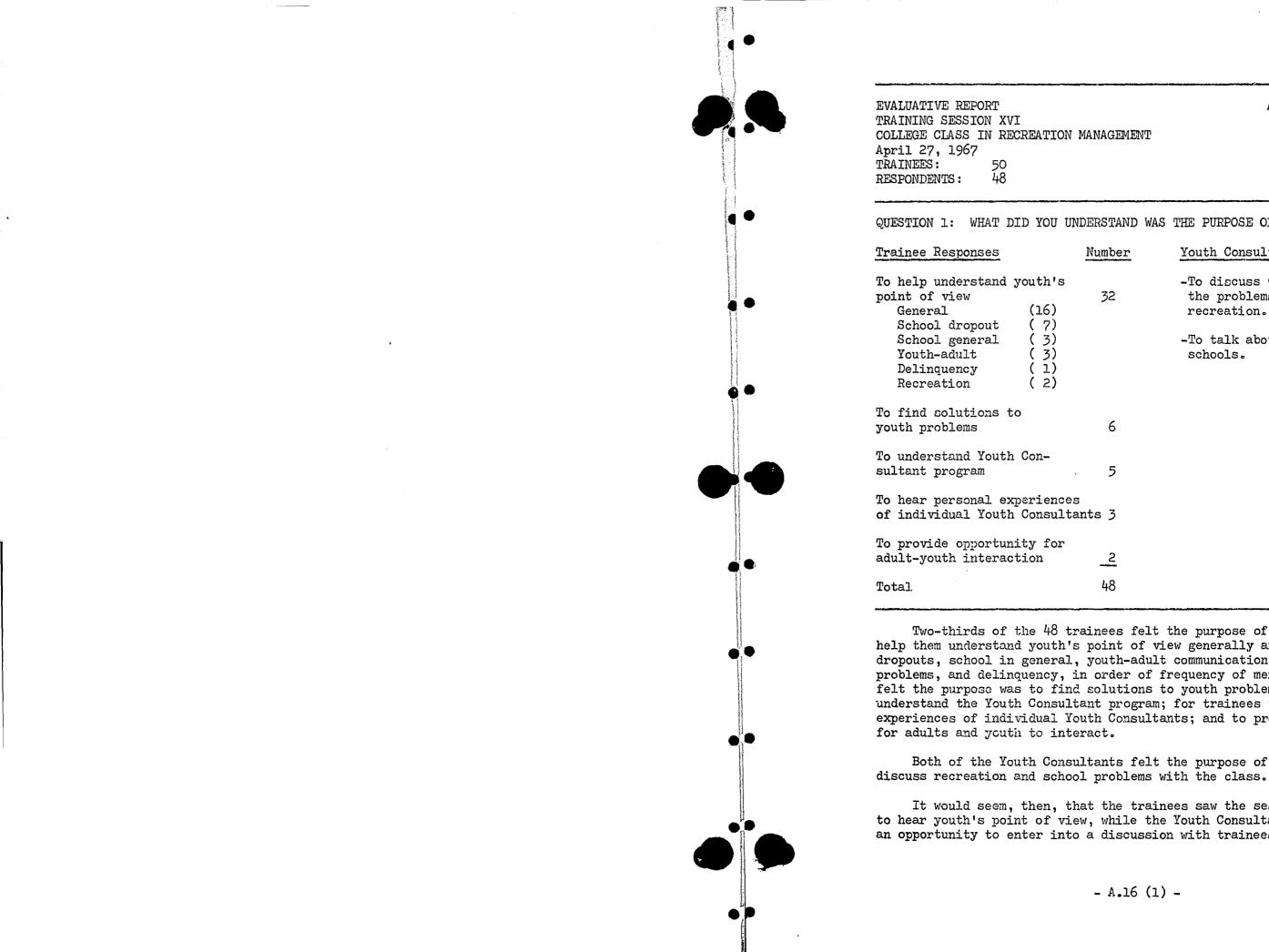
ANTINING	NEW ADOUT THEN, AGE TRODUCTO:
Number	Youth Consultant Responses
<u>4</u> 4	-It's hard for a person under 18 to get employment.
·	-Yes. The high school age kid has become left out because unskilled labor is monopolized by adults.
	-That teen-agers should get a good education. And when trying for a job, be ready to join the adult's world.

None of the personnel managers felt they learned anything new about

The Youth Consultants, however, unanimously felt they learned something new about teen-age problems, which is a first for a training session. What they learned was the fact that it's hard for a person under 18 to get employment; the reasons for the lack of demand for unskilled labor; and what teen-agers can do in terms of getting an

This suggests a one-sided benefit for the Youth Consultants of this get-together. And while Youth Consultants learned something about employment for youth, personnel managers learned nothing new about

# - A.15 (9) -



# APPENDIX A.16

ERSTAND	WAS	THE	PURPOSE	OF	YOUR	GETTING	TOGETH	ER?
Number		You	th Consu	ılta	nt R	esponses		
32		th	discuss e proble creation	ems				
			talk al hools.	bout	rec	reation	and	
6								
5								
ts 3								
<u>2</u> 48								

Two-thirds of the 48 trainees felt the purpose of the session was to help them understand youth's point of view generally and in terms of school dropouts, school in general, youth-adult communication problems, recreation problems, and delinquency, in order of frequency of mention. A minority felt the purpose was to find solutions to youth problems; for trainees to understand the Youth Consultant program; for trainees to hear personal experiences of individual Youth Consultants; and to provide an opportunity

Both of the Youth Consultants felt the purpose of this session was to

It would seem, then, that the trainees saw the session as an opportunity to hear youth's point of view, while the Youth Consultants saw the session as an opportunity to enter into a discussion with trainees about problems.

- A.16 (1) -

#### QUESTION 2: WHAT HAPPENED?

Trainee Responses	Number	Youth Consultant Responses
Presentation by Youth Con- sultants (youth's view) followed by question-and- answer period General Recreation and school Youth Consultant program School	28 (16) (7) (4) (1)	-We had our presentations, then a panel discussion. -I thought that it was real good.
General discussion between the two groups	11	
Discussion of solutions to teen-age problems	4	
Question-and-answer period	2	
Superficial discussion	1	
No answer	2	
Total	48	

Over one-half of the trainees described the session as a presentation by Youth Consultants of youth's point of view, which was followed by a question-and-answer period. The content of the presentation appeared to be primarily the general feelings of youth. Specifics mentioned were recreation and schools and the Youth Consultant program. Approximately ten percent of the trainees noted that a general discussion between the two groups occurred, and a small minority in order of frequency mentioned a discussion of solutions to teen-age problems, a question-and-answer period, and a superficial discussion.

Only one of the Youth Consultants really described what happened, and she described it as a presentation by the Youth Consultants followed by a panel discussion. This suggests general consensus between that Youth Consultant and over one-half of the trainees. It should be noted, however, that a substantial minority of trainees did not describe the session as a presentation.

QUESTION 3: WHAT DID YOU GET Trainee Responses Better understanding of and insights into youth problems Better understanding of recreational and educational needs of youth Reinforcement of own ideas More respect for youth Don't know Feeling that Youth Consultants were uncomfortable with "academic questions" Total they got out of the session. class was interested in other people. college population.

r out of it?	
Number	Youth Consultant Responses
25	-That college kids are just like everyone else.
8	-That this group of kids are interested in others.
6	
5	
3	
5	
<u> </u>	
48	

Approximately one-half of the trainees felt that they received a better understanding of or insight into youth problems. Slightly over one-fifth of the trainees felt they had received a better understanding of the recreational and educational needs of youth, which really represent a specific to the generals of the first response. A minority of trainees in order of frequency felt their own ideas had been reinforced; that they gained more respect for youth; that they felt Youth Consultants were uncomfortable with "academic questions"; or that they didn't know what

The Youth Consultants' responses indicated an increase in positive orientation toward college students - one of them suggesting that college students are like anyone else and the other noting that the college

The responses to this question suggest that both the college class and the Youth Consultants felt a definite benefit from having engaged in the training session, that the Youth Consultants did transmit a better understanding of youth problems to the trainees, and that the college group lessened the feeling of alienation of Youth Consultants from a

- A.16 (3) -

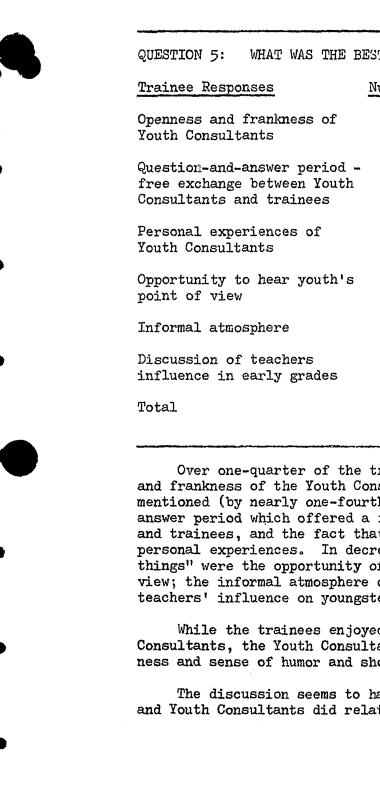
QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Trainee Responses	Number	Youth Consultant Responses
Talked more about their own backgrounds and experiences	9	-I stumbled first and was a little nervous.
Couldn't have done better	8	-My spiel was bad to start
Been better prepared (longer presentation, more knowledge able)		with but other than that we should have had them tell us some of the things they wanted
Been more articulate (vocabu larly, experience, clarity)	- 5	to talk about.
Been more specific, less general	5	
No answer	5	
Been more frank	3	
Provided more of an explana- tion of Youth Consultant program	2	
Had more time	2	
Had more equal participation	l	
Been more representative of youth	l	
Shown more enthusiasm for Youth Consultant program	1	
Total	48	

Trainee consensus is not noted on this item. Trainees primarily felt (though this represents about one-fifth of the trainees) that the Youth Consultants should have talked more about their own personal background and experiences. Nearly as many trainees felt the Youth Consultants couldn't have done better, and the third most frequent response to the question was that the Youth Consultants should have been better prepared, able to put on a longer presentation and, in general, been more knowledgeable. A fourth suggestion was that the Youth Consultants be more articulate and a fifth that they be more specific and less general. Other suggestions for improving the Youth Consultant program were, in decreasing frequency of mention, to provide more of an explanation of the Youth Consultants to "participate more time for the session; for all the Youth Consultants to be more representative of youth in general; for Consultants to show more enthusiasm for their own program.

The Youth Consultants seemed to reflect a state of unpreparedness from their responses to this item, with both indicating a difficulty in starting the presentation; one expressing nervousness, the other expressing the fact that she wasn't prepared and hoped that the trainees would offer content.

This session showed a lack of preparedness on the part of Youth Consultants, and this lack was noticed by the trainees. There was also an expressed desire by the trainees for the Youth Consultants to talk more about their own experiences - their own backgrounds, with suggestions that they be more specific, less general, more articulate, and talk more about their own program. -  $A_{2}16(4)$  -



While the trainees enjoyed the openness and frankness of the Youth Consultants, the Youth Consultants responded to the trainees' friendliness and sense of humor and showed a positive orientation to the group.

The discussion seems to have been open, free-flowing, and friendly, and Youth Consultants did relate personal experiences of their own.

EST THING	ABOUT THE DISCUSSION?
Number	Youth Consultant Responses
13	-The friendliness of the group.
11	-The discussionhumor - the group itself.
11	
6	
4	
<u>3</u> 48	

Over one-quarter of the trainees were most impressed by the openness and frankness of the Youth Consultants. Second and third most frequently mentioned (by nearly one-fourth of the trainees) were the question-andanswer period which offered a free exchange between Youth Consultants and trainees, and the fact that Youth Consultants related their own personal experiences. In decreasing frequency also mentioned as"best things" were the opportunity of the trainees to hear youth's point of view; the informal atmosphere of the session; and the discussion of teachers' influence on youngsters in the elementary grades.

- A.16 (5) -

# QUESTION 6: WHAT WAS THE WORST THING ABOUT IT?

Trainee Responses	Number
No answer	8
Nothing - did good	7
Not enough time	7
Lack of Youth Consultant ability to answer questions	6
Too much trainee participation	6
Having Youth Consultants on platform rather than in a circle with group	3
Lack of planning - lack of organization	3
Trainee group too large	2
Unrealistic solutions	2
Element of "canned presentation"	2
Fact that more youth couldn' have the opportunity	t l
Lack of boy Youth Consultant	s <u>1</u>
Total	48

The most frequent response to this question was a lack of response. Second most frequently mentioned was that there was no "worst" thing; that the Youth Consultants did very well. Thus, a third of the respondents did not indicate any negative factor. For those indicating a "worst thing," mentioned in order of frequency these were not enough time; too much trainee participation; lack of Youth Consultant ability to answer questions; the fact that the Youth Consultants were on a platform rather than in a circle with the trainee group; the lack of planning or lack of organization for the session; the size of the trainee group (too large); the unrealistic solutions offered by Youth Consultants; the element of "canned presentation"; the fact that more youth couldn't have the opportunity to be Youth Consultants; and the fact that there weren't any male Youth Consultants present.

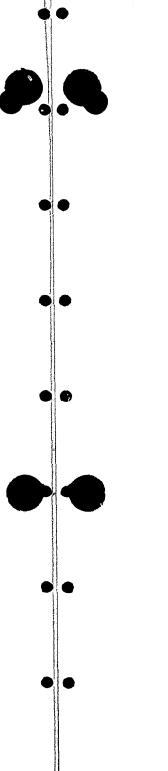
Youth Consultantant Responses

-Some of the difficult questions asked.

-No answer.

The difficulty of Youth Consultants to answer questions mentioned by some trainees was reflected in one of the two Youth Consultant responses. This Youth Consultant felt that the worst thing about the session was the difficulty of some of the questions asked by the trainees.

There appears, then, definitely to have been a tendency for the trainees either not to note a "worst thing" about the session or to be reluctant to criticize the session. It is difficult to interpret "no answer" responses, but nearly half of the responses to this item were "no answer," "nothing," or "not enough time," none of which suggests criticism or a suggestion for redirection of the Youth Consultants. And the next most frequent response was that there was too much trainee participation which, again, is not a reflection on the Youth Consultants. Still, however, it must be noted that some notice was made of lack of planning and organization and the inability of Youth Consultants to deal with some of the questions that were asked by the class.



QUESTION 7:	HOW MUCH DID : YOUTH CONSULTA		ELP YOU (THEM) UNDERSTAND THE	
Trainee Respo	nses	Number	Youth Consultant Responses	
Somewhat		19	-The majority seemed to	
Quite a lot		18	understand.	
Not much - very little		11	-I feel that they do, pretty much, though they were more	
Total		48	interested in what we had to say.	

Over three-fourths of the trainees mentioned that the session helped them understand the Youth Consultant program at least somewhat, with thirty-eight percent of these mentioning it helped them quite a lot. One-fourth of the trainees felt the session helped them very little in understanding the Youth Consultant program.

Both Youth Consultants felt that the majority of the trainees were helped to understand the Youth Consultant program. One mentioned that the trainees appeared to be more interested in what the Consultants had to say concerning youth problems so that not as much time as might have been was spent on talking about the Youth Consultant program as such.

These responses do indicate, then, that a definite understanding of the Youth Consultant program appeared to have been transmitted to the trainees.

- A.16 (7) -

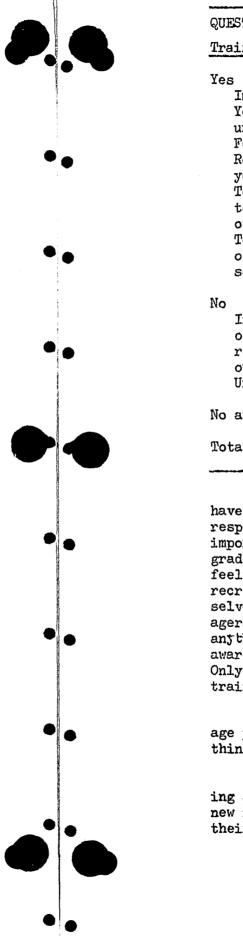
QUESTION 8:	HOW MUCH 1	DO YO	U THINK	THE S	SESSION	HELPED THE	YOUTH
	CONSULTAN	TS UN	DERSTAN	YOUR	R (THEIR	?) PROGRAM?	

Trainee Responses	Number	Youth Consultant Responses
Very little - not much	17	-I don't know exactly <b>wh</b> at it was but it was fun.
No answer	14	
Quite a bit	10	-I understood their program quite well.
Somewhat	_7	
Total	48	

Slightly over one-third of the trainees indicated that very little understanding of their program was transmitted to the Youth Consultants, and nearly a third did not answer this question. The remaining trainees, however, slightly over one-third of them, felt that the session helped the Youth Consultants receive at least somewhat of an understanding of their program.

One of the Youth Consultants felt she understood the trainees' program quite well; the other felt somewhat vague about the program, which suggests that perhaps the responses of the trainees were related to the differential understanding of the Youth Consultants.

It would appear, then, that about a third of the trainees felt the Youth Consultants grasped an understanding of their orientation, though this was not a central purpose of the session.



ESTION 9: DID YOU LEAR	RN ANS
ainee Responses	Nı
Importance of teachers	(5)
Youth's need for adult understanding	(4)
Feelings of dropouts	(4)
Recreational needs of youth	(4)
Teen-agers are trying	
to help themselves and others	(3)
Teen-agers' rejection	
of "phonyness" in schools	(2)
Increased awareness	
of problems or	
reinforcement of own ideas	(16)
Unspecified	(5)

No answer

Total

These trainees appeared (in comparison with other groups) to definitely have learned something new from the session. Nearly half the trainees responded with a "Yes." The things they said they learned about were the importance of teachers to the development of young persons in early grades; youth's need for the understanding of adults; something of the feelings and attitudes of dropout youngsters; something about the recreational needs of youth; that teen-agers are trying to help themselves and others; and the rejection of "phonyness" in schools by teenagers. While a substantial number of trainees said they didn't learn anything new from the session, they did, however, obtain an increased awareness of the problems of youth or a reinforcement of their own ideas. Only five trainees gave unspecified "no" responses, and another five trainees did not answer the question.

One Youth Consultant reported not learning anything new about teenage problems, and the other indicated some hope that maybe some day things would change for teen-agers.

The responses to this item suggest a definite success of this training session, with nearly one-half of the trainees mentioning having received new information about teen-agers, and a substantial proportion suggesting their own ideas about youth problems having been reinforced.

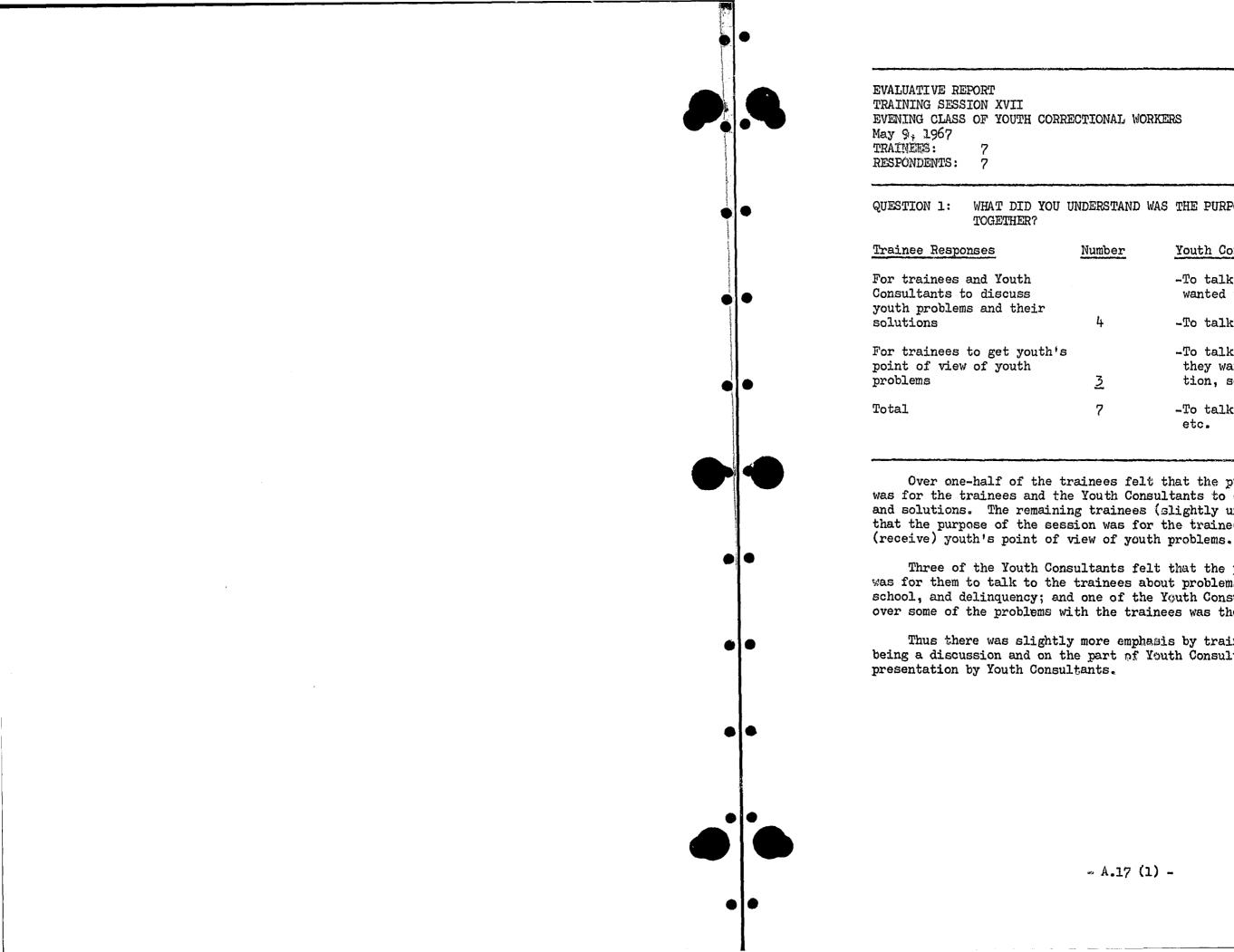
and better strategies and a strategies of the st	
YTHING NE	W ABOUT TEEN-AGE PROBLEMS?
lumber	Youth Consultant Responses
22	-No.
	-That maybe some day we will have some things changed.

21

\_5

48

- A.16 (9) -



APPENDIX A.17

	· · · · · · · · · · · · · · · · · · ·
NDERSTAND WAS	THE PURPOSE OF YOUR GETTING
Number	Youth Consultant Responses
	-To talk to them about what we wanted to speak about - problems.
4	-To talk.
3	-To talk over some of the things they wanted to, such as recrea- tion, school and delinquency.
7	-To talk about school, recreation, etc.

Over one-half of the trainees felt that the purpose of the session was for the trainees and the Youth Consultants to discuss youth problems and solutions. The remaining trainees (slightly under one-half) felt that the purpose of the session was for the trainees to listen to

Three of the Youth Consultants felt that the purpose of the session was for them to talk to the trainees about problems such as recreation, school, and delinquency; and one of the Youth Consultants felt talking over some of the problems with the trainees was the purpose.

Thus there was slightly more emphasis by trainees on the purpose being a discussion and on the part of Youth Consultants it being a

- A.17 (1) -

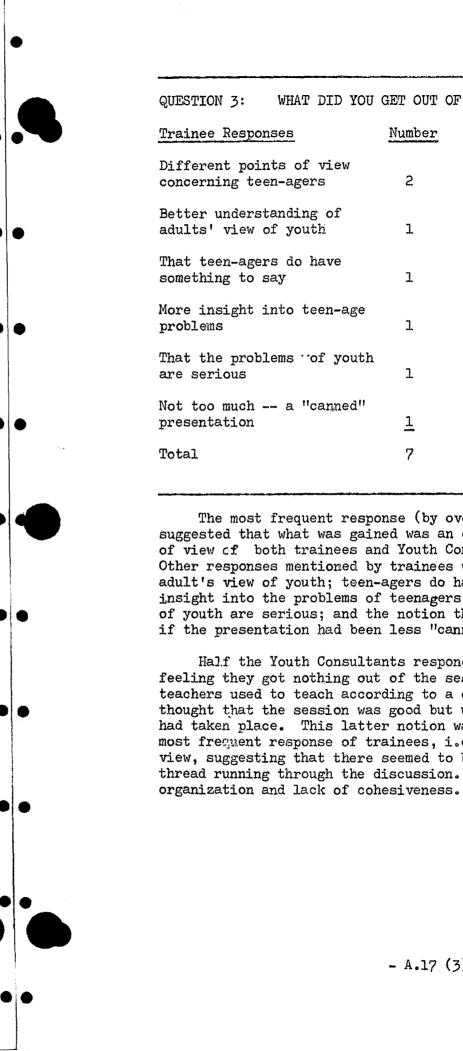
#### QUESTION 2: WHAT HAPPENED?

Trainee Responses	Number	Youth Consultant Responses
A good <b>d</b> iscussion between trainees and teen-agers	5	-Ed ran the show. Poor monitor- ing on Alice's part.
Discussed some teen-ager problems	l	-Ed talked all the time.
Slow start - fault of class	1	-Slow start, finish a lot better.
Total	7	-Everybody just sat there and didn't have much to say.

All but one of the seven trainees described the session as a good discussion between trainees and teen-agers on youth problems. Only one trainee mentioned the slow start of the session but suggested it was the fault of the class rather than of the Youth Consultants.

Two of the four Youth Consultants mentioned the monopolization of the session by one Youth Consulant. Another mentioned the slow start, and a fourth mentioned that everybody just sat there and not much was said.

It is interesting to note that what happened (which is a fairly neutral question) was responded to positively by all trainees and negatively, definitely, by at least three of the four Youth Consultants suggesting something about their feeling of the tone of the session being different from what it was for the trainees.



- A.17 (2) -

WHAT DID YOU	GET OUT OF	IT?
ses	Number	Youth Consultant Responses
ts of view n-agers	2	-That teachers used to teach according to a kid's ability.
anding of f youth	1	-Nothing.
s do have ay	1	-I thought it was real good, but I'm not sure if we did communicate.
nto teen-age	l	-Nothing.
ems .of youth	l	
- a "canned"	<u>1</u>	
	7	

The most frequent response (by over one-fourth of the trainees) suggested that what was gained was an exposure to the different points of view of both trainees and Youth Consultants on teen-age problems. Other responses mentioned by trainees were a better understanding of adult's view of youth; teen-agers do have something to say; an increased insight into the problems of teenagers; an awareness that the problems of youth are serious; and the notion that more could have been offered if the presentation had been less "canned."

Half the Youth Consultants responded negatively to this question, feeling they got nothing out of the session. One discovered that teachers used to teach according to a child's ability, and another thought that the session was good but wasn't sure whether communication had taken place. This latter notion was somewhat reinforced by the most frequent response of trainees, i.e., getting different points of view, suggesting that there seemed to be a lack of agreement or central thread running through the discussion. There seemed to be some dis-

- A.17 (3) -

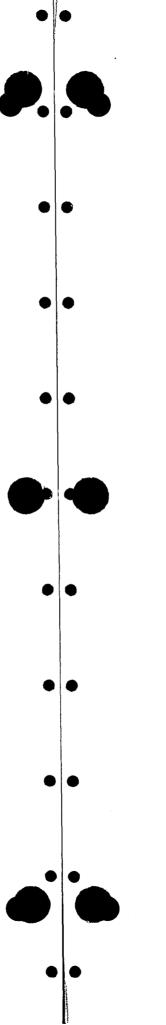
#### QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Trainee Responses	Number	Youth Consultant Responses
Talked more	2	-All talked more.
Did good	2	-By all of them talking more.
No answer	2	-Talked more.
Talked from experience rather than "training"	<u>1</u>	-Some could have talked more and some could have shut up.
Total	7	

Over one-fourth of the trainees felt that the Youth Consultants would have done better if they had talked more. Just as many, however, felt that they "did good," and just as many didn't answer. One of the trainees felt that the Youth Consultants should have been more spontaneous.

All the Youth Consultants felt they should have talked more. One also mentioned that perhaps some should have talked less, however.

Thus, a reluctance on the part of Youth Consultants to express themselves in the session was noted by the trainees as well as the Consultants themselves.



QUESTION 5: WHAT WAS THE BEST THING ABOUT THE DISCUSSION?

#### Trainee Responses

Ability of Youth Consultants to express their ideas (though no mention of openness or frankness)

No answer

Interaction between Youth Consultants and trainees

Total

Over one-half of the trainees mentioned that the best thing about the discussion was the ability of Youth Consultants to express their ideas, though in this case no mention was made of openness or frankness or spontaneity of the Youth Consultants. One trainee mentioned the best thing was the interaction between Youth Consultants and trainees.

One Youth Consultant also mentioned the interaction. One mentioned when all Youth Consultants were included in the discussion, and two couldn't find anything they thought was the best thing about the discussion.

The tone of these responses suggests a lack of enthusiasm on the part of both Youth Consultants and trainees, and a noticeable lack of mention of the openness and frankness of the Youth Consultants by the trainees.

Number	Youth Consultant Responses
	-When some of the guys would ask someone else questions besides Ed.
4	
2	-Nothing.
2	-Can't think of any.
<u>1</u>	-Just talking to them.
7	

- A.17 (5) -

#### QUESTION 6: WHAT WAS THE WORST THING ABOUT THE DISCUSSION?

Trainee Responses	Number	Youth Consultant Responses
No answer	4	-The group did not seem to want to talk much and neither
Trainee felt he talked too much	l	did the Youth Consultants.
Gap between adult and teen		-Ed talked too much.
thinking	1	-Ed talked all the time and the students didn't hear much
Too rehearsed	1	from the others.
Total	7	-They asked Ed all the questions - we couldn't get off our feet.

Over one-half of the trainees did not respond to this question. Of those who did, one felt that he talked too much; another felt that the lack of communication between teen-agers and adults was apparent; and a third felt the session was too rehearsed.

Three of the Youth Consultants mentioned the monopolization of the session by one Youth Consultant, and three of them also mentioned that members of the Youth Consultant group, other than perhaps the one, didn't feel like talking much. So, the worst thing, on the part of the Youth Consultants, was that they weren't inspired to talk in this session.

# QUESTION 7: HOW MUCH DID THE CONSULTANT PROGR Trainee Responses N No answer Very little - not much Total

•

Over two-thirds of the trainees did not respond to this question, and of those who did, "very little" or "not much" were the responses.

Two of the Youth Consultants felt that the session didn't help the trainees; one wasn't sure; and one response could be sarcastic.

From this it may be concluded that little understanding of the Youth Consultant program was transmitted to the trainees.

E SESSION RAM?	HELP YOU UNDERSTAND THE YOUTH
Number	Youth Consultant Responses
5	-Quite a bit because they didn't ask questions about it.
2	-None.
7	-Don't know.
	-None.

- A.17 (7) -

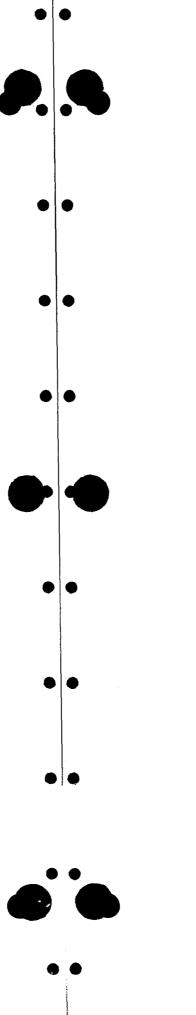
QUESTION 8:	HOW MUCH DO	YOU THINK THE	SESSION HEL	PED THE YOUTH
·	CONSULTANTS	UNDERSTAND YO	UR PROGRAM?	

Trainee Responses	Number	Youth Consultant Responses
No answer	4	-Not much.
Very little - not much	2	-None.
Quite a bit	1	-None.
Total	7	-Not enough.

Over one-half of the trainees didn't respond to this item. Those who did responded with "very little" or "not much."

Two of the Youth Consultants felt that the session didn't help them understand the class's program at all, and two felt that it helped very little.

It could easily be concluded that little understanding of the trainees' program was communicated to the Youth Consultants in the session.



QUESTION 9: DID YOU LEARN A <u>Trainee Responses</u> Yes Insight into today's teen-age problems (3) New solutions to teen-age problems (1) That teen-agers are aware of youth problems (1) No No answer Total

A majority of the trainees responded positively to this question, suggesting primarily an increased understanding of today's teen-age problems. They also noted the need for new solutions to teen-age problems and the fact that teen-agers are aware of youth problems.

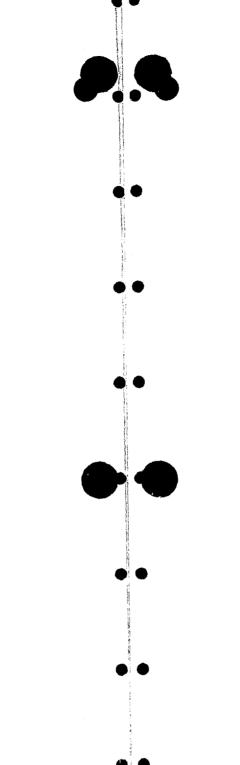
Three of the Youth Consultants felt they didn't learn anything new about teen-age problems. One did, but did not report specificities.

It is interesting to note that while the general tone of this session generated very little enthusiasm from either group, the correctional worker trainees did learn something new about teen-age problems.

NYTHING	NEW ABOUT TEEN-AGE PROBLEMS?	
Number	Youth Consultant Responses	
5	-Not really.	
	-No.	
	-No.	
	-Yes.	
1		
1		
1		
7		

- A.17 (9) -

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EVALUATIVE REPORT TRAINING SESSION XVIII YM-YWCA Y-TEENS May 11, 1967 TRAINEES: 14 RESPONDENTS 3

QUESTION 1: WHAT DID YOU UNI TOGETHER?

Trainee Responses

I understood that the purpose of this meeting was to discuss several aspects of the way teen-agers are today (restless, etc.)

To advance our knowledge of the world today and the youth of this age

I didn't

Total

Responses to this session must be prefaced with the fact that while there were fourteen trainees, only three responded to the questionnaire. This low response occurred because the Youth Consultants didn't end the session in time for the trainees to fill out the questionnaires. Verbatim responses from trainees, as well as Youth Consultants, are used.

Two of the trainees felt the purpose of the  ${\rm di}_{\cal B}{\rm cussion}$  was to discuss youth and the world today. One didn't recognize any purpose.

Two of the five Youth Consultants mentioned no specific purpose in the session, and three mentioned the purpose being to discuss teen-age or youth problems.

It is interesting to note that the trainees did not preface their discussion of teen-agers with "problems" but that the Youth Consultants did. The purpose, then, seems to have been some vague general discussion about youth.

# APPENDIX A.18

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DERSTAND WAS	THE PURPOSE OF YOUR GETTING
Number	Youth Consultant Responses
•	-To talk to kids our age about teen-age problems.
1	-To talk about youth problems.
Ť	-To discuss some of the problems teen-agers have today.
1	-To talk to them about the usual things.
<u>1</u>	-To talk with a group of high
3	school students from P

- A.18( 1) -

#### QUESTION 2: WHAT HAPPENED?

Trainee Responses	Number	Youth Consultant Responses
We discussed from a question guide	l	-Nothing - we talked about atom bomb.
We discussed parent-teen relationships, opinions of the teen-agers on such important issues as Vietnam	l	-M. had questions made up for us all to answer - 4th grade material. -We discussed the bomb.
A discussion of questions relating to the youth of today, restlessness, generation gap Total	<u>1</u> 3	-We discussed the bomb. -We talked about questions he had. -Mled the whole thing and made out some questions.

It should be noted here that the adult leader of the trainees had a list of questions to discuss. Neither group was previously familiar with the questions.

The trainees mentioned discussing from a guide; discussing parentteen relationships and opinions of teen-agers on important issues, such as Vietnam; and a general discussion of the restlessness of today's youth and the generation gap.

Three of the five Youth Consultants mentioned the fact that the questions were made up by the adult leader of the training group and indicated an objection to this. Two others mentioned talking about "the bomb."

What happened in the discussion seemed more clear to the trainees than to the Youth Consultants. The Youth Consultants' resentment of predetermined questions from outside their group was evidenced.

#### QUESTION 3: WEAT DID YOU GET OUT OF IT?

#### Trainee Responses

Classification of my own ideas, understanding my peers' ideas

It more or less broadened my outlook on several of the problems that teens face

Not much really, but I received a better understanding of them

Total

One of the trainees received a clarification of his or her own ideas and a better understanding of ideas of peers. Another felt that the session broadened his or her outlook on several of the problems that youth face, and a third felt that he or she received a better understanding of alienated youth.

Three of the five Youth Consultants felt they got nothing out of the session. Two listed (questionable?) benefits from meeting with the Y group or from finding that kids have the same ideas.

If the trainees are representative of the trainee group, it appears that they were able to derive something positive from the discussion for themselves. On the other hand, it appears that the Youth Consultants, for the most part, did not and they seem to have been overwhelmed by the predetermined questions.

Number	Youth Consultant Responses		
	-Nothing.		
1	-A piece of green paper with questions on both sides.		
	-No answer.		
1	-To meet a Y group.		
	-That kids whether sophomore		
1	or senior have some of same ideas.		
3			

- A.18 (3) -

#### QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Trainee Responses Num	ber Youth Consultant Responses
They did fine l	-Not .have gone to the meeting.
I feel that all of them should have contributed to	-Tell Mthat it was our show.
the discussion. A couple acted very bored and	-Talked more and been pliable enough to fit in.
disinterested 1	-By two of them talking more.
Overall they did quite well 1	-More participated.
Total 3	

Two of the three trainees felt the Youth Consultants did very well. One mentioned he or she felt they should have contributed more and that a couple of the Youth Consultants appeared to be bored and disinterested.

Three of the five Youth Consultants felt they could have done better by talking more. Two felt it was the fault of circumstance, that they didn't do well. One felt that he or she shouldn't have gone to the meeting, and another felt that the predetermined questions upset the apple cart.

Though the trainees seemed positively oriented toward the Youth Consultants, the Youth Consultants seemed to have been threatened by the circumstance of not being able to "control the show."



# QUESTION 5: WHAT WAS THE I

#### Trainee Responses

Everyone was candid and had good contributions

The best thing was the disagreements that arose. One could learn a lot from listening to different points of view

The complete discussion had good points - how to help those with "way out" ideas (hippies), etc.

Total

Each of the three trainees mentioned a best thing about the discussion - one felt it was the candidness of everyone; one felt he or she benefited from the arguments or disagreements that arose and from listening to different points of view; and another felt he or she learned something about how to go about helping "far-out" teen-agers.

While one Youth Consultant felt he got nothing out of the session, four others felt they did and that they got something from the participation of the Y group. The best thing, then, seems to have been the discussion that ensued to stimulate both groups.

- A.18 (4) -

WHAT WAS THE BEST THING ABOUT THE DISCUSSION?

Number	Youth Consultant Responses		
1	-Nothing.		
<u>т</u>	-The attitudes of other kids - they seemed to be able to speak well.		
1	-The kids from the Y talked a lot and were a good group.		
	-The Y group participated.		
1	-The discussing part.		
3			

- A.18 (5) -

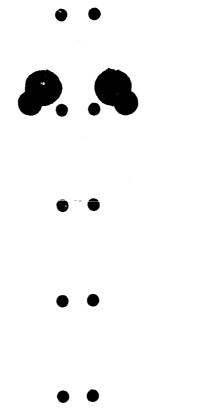
#### QUESTION 6: WHAT WAS THE WORST THING ABOUT IT?

Trainee Responses	Number	Youth Consultant Responses
The poor discussion guide	l	-Everything.
Not enough time	1	-The whole thing it was a farce.
The fact that all members never completely participate	d <u>1</u>	-The questions not fitting in (Youth Consultant).
Total	3	-Barbara and Carol didn't talk. We talked too much. about the A-bomb.
		-The fact that we didn't get to plan and run the thing, which is what I thought.

One of the trainees felt the poor discussion guide was the worst thing about it; another felt there wasn't enough time; and a third felt that some people didn't participate enough.

Most of the Youth Consultants expressed dissatisfaction with the session, and one mentioned that two of the Youth Consultants didn't talk enough; two mentioned everything was wrong; and two mentioned the fact that they didn't get to run it or that they didn't feel the questions were appropriate.

The discussion leader's guide seems to have met disfavor by both groups but primarily from the Youth Consultants. The Youth Consultants seemed unable to fit into the situation or to feel adequate to it and some were unable to participate at all.



QUESTION 7: YOUTH CONSULTANT PROGRAM?

### Trainee Responses

It didn't - I still don't

I still don't understand completely. At the time it was something entirely new to me. This session introduced this program to me

Not at all, it was not discussed

Total

None of the trainees felt they got an understanding of the Youth Consultant program; nor did any of the Youth Consultants feel that the trainees could have gotten an understanding, since the Youth Consultant program was not discussed.

- A.18 (6) -

HOW MUCH DID THE SESSION HELP YOU (THEM) UNDERSTAND THE

Number	Youth Consultant Responses		
l	-None at all.		
	-Not a bit.		
1	-We didn't talk about our program. It didn't.		
1	-None.		
<u>1</u>	-Quite a bit.		
3			

- A.18 (7) -

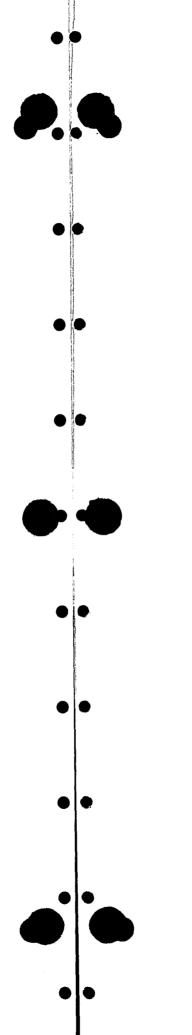
QUESTION 8: HOW MUCH DO YOU THINK THE SESSION HELPED THE YOUTH CONSULTANTS UNDERSTAND YOUR (THEIR) PROGRAM?

Trainee Responses	Number	Youth Consultant Responses
I don't know	l	-None at all.
Not very much probably - Our programs and the organization wasn't dis-		-A little. They talked about the world around them.
cussed at all	l	-Not completely.
Not a <b>t</b> all, it was not discussed	<u>1</u>	-None.
Total	3	-Not much (they really didn't have much of one).

Two of the three trainees felt that the Youth Consultants couldn't have received an understanding of the Y-teen program, since it wasn't discussed. One said he or she didn't know how much of an understanding the Youth Consultants would have received.

Three of the five Youth Consultants felt they didn't get much of an understanding of the program, and two felt they got none at all.

Thus, it appears that neither an understanding of the Youth Consultant program was communicated to the trainees nor was an understanding of the trainee program communicated to the Youth Consultants.



QUESTION 9: DID YOU LEARN ANYTHING NEW ABOUT TEEN-AGE PROBLEMS?

Trainee Responses

No

Not really - my outlook was just broadened

Not really, but I received a better understanding of them

Total.

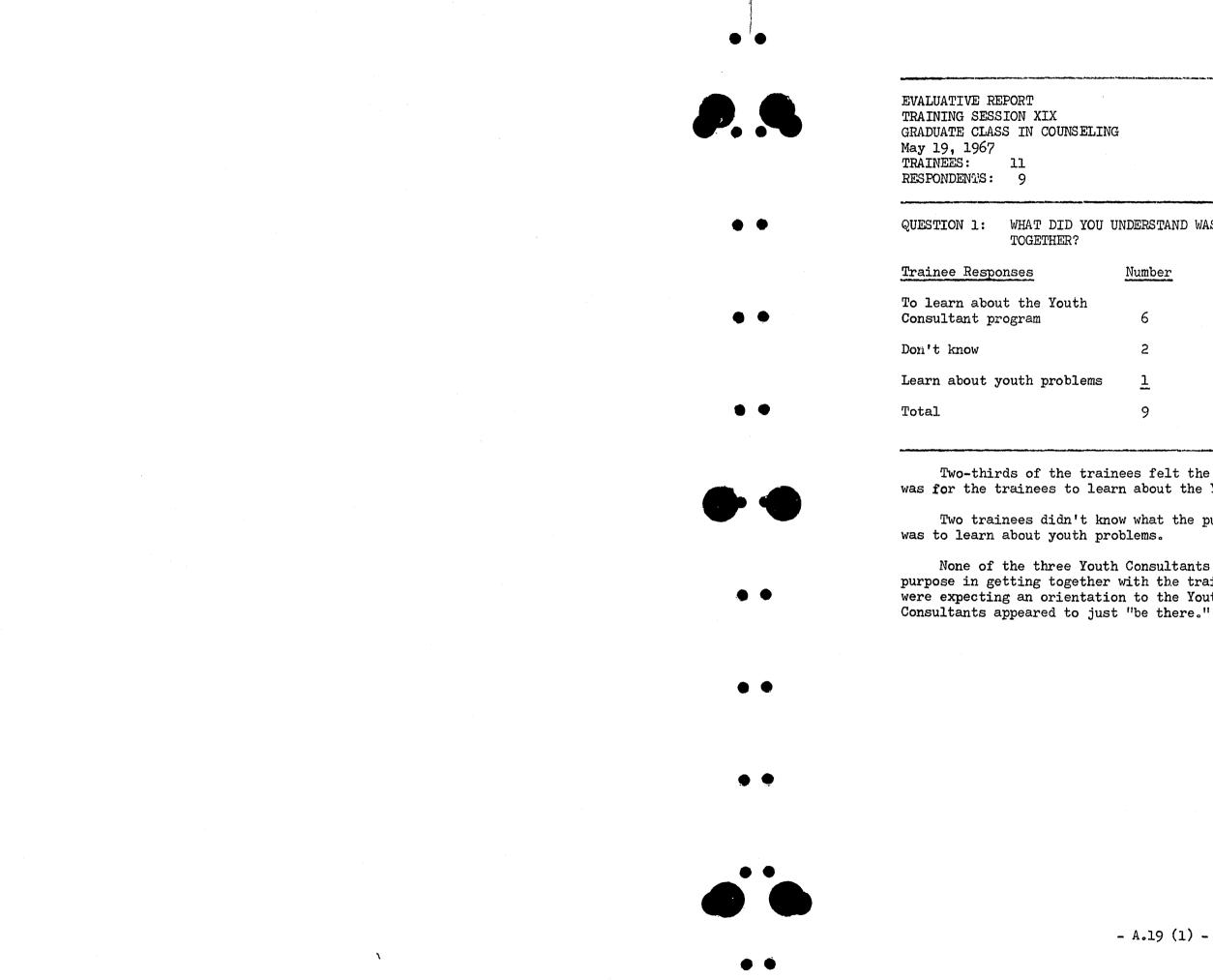
While all three of the trainees felt they didn't really learn anything new about teen-age problems, two of them felt they received a broader understanding of certain kinds of teen-agers, presumably the Youth Consultants.

While three of the five Youth Consultants felt they didn't learn anything new about tean-age problems, two did. One felt that he learned how "the bomb" had affected teenagers; another learned that teen-agers are well informed and interested in world affairs.

It appears that for a substantial minority of both groups, their perception of teen-agers' interests was broadened.

Number	Youth Consultant Responses
l	-No.
l	-How the atom bomb has changed the teens.
<u>1</u>	-Kids today are well informed and interested in world problems.
3	-No.
	-No.

- A.18 (9) -



APPENDIX A.19

WHAT DID YOU UNDERSTAND WAS THE PURPOSE OF YOUR GETTING

Number	Youth Consultant Responses
6	-To talk about the usual.
0	-Just to meet with the class.
2	The second second second
<u>1</u>	-I really don't know.
9	

Two-thirds of the trainees felt the purpose of getting together was for the trainees to learn about the Youth Consultant program.

Two trainees didn't know what the purpose was, and one felt it

None of the three Youth Consultants felt there was any specific purpose in getting together with the trainees, so while the trainees were expecting an orientation to the Youth Consultant program, the Youth

- A.19 (1) -

#### QUESTION 2: WHAT HAPPENED?

Trainee Responses	Number	Youth Consultant Responses
Good discussion between Youth Consultants and trainees	4	-Ed talked a lot. I told them just what I thought (even though it isn't the attitude I'm supposed to have for my job.)
Youth Consultants explained their program	3	-It was great!
Youth Consultants expressed feelings about adults and counselors	2	-We talked about schools and school counselors.
Total	9	

Nearly half the trainees described the session as a good discussion between Youth Consultants and trainees. One-third described it as an explanation by the Youth Consultants of their program, and the remaining described it as an expression by Youth Consultants about their attitudes toward adults and counselors.

One Youth Consultant felt that another talked too much but that he himself expressed his opinions even though he didn't feel they were opinions that a Youth Consultant was "supposed to have." One Youth Consultant said they talked about schools and school counselors, and another just thought the session was great!

What happened seems to both groups to have been a discussion again rather than the presentation that apparently was expected from the responses to Question 1. The major content of the discussion centered around schools and school counselors. ideas Total

QUESTION 3: WHAT DID YOU GE

Trainee Responses

Stimulated by youth's ideas

Understanding of Youth Consultant program

Feeling that more time was required for discussion

Insight into youth's attitude

More than one of the trainees was stimulated by the ideas of the Youth Consultants; received an understanding of the Youth Consultant Program; felt that more time was required for the discussion; and received insight into youth's attitudes.

One Youth Consultant got nothing but a feeling of embarrassment from the session; another felt that the counseling students were interested in the views of the Youth Consultants; and a third felt it was a good session.

In general, the trainees were stimulated by the feelings expressed by the Youth Consultants and also in general, the Youth Consultants felt warmly received by the trainees.

Т	OUT	OF	IT?	
---	-----	----	-----	--

Number	Youth Consultant Responses
7	-Embarrassed.
3	-They are interested in us and our views.
2	
2	-It was a good session - best we've had.
2	
9	

- A.19 (3) -

#### QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Trainee Responses	Number	Youth Consultant Responses
Did good	4	-I think we should have had more
No answer	2	time to talk about counselors.
More time	1	-We did good.
Been more specific	l	-We should have talked more.
For everyone to talk more	<u>1</u>	
Total	9	

Nearly half the trainees felt that the Youth Consultants couldn't have done better; others felt there should have been more time; the Youth Consultants could have been more specific; and that everyone could have talked more.

One of the Youth Consultants felt that they should have talked more; one felt they did good as it was; and one thought there should have been more time.

Major improvements suggested centered around an allotment of more time for the discussion and for the Youth Consultants to talk more.

QUESTION 5: WHAT WAS THE BE

Trainee Responses

Openness and frankness of Youth Consultants

Each contributed his ideas

Youth's view of counselors

Discussion between Youth Consultants and trainees

Stimulated thought

Total

While no single thread throughout trainee responses suggests a best thing about the discussion, mentioned by more than one of the trainees was the openness and frankness of the Youth Consultants; the fact that each contributed his ideas; youth's view of counselors; and the discussion between the Youth Consultants and the trainees. One mentioned that the session stimulated thinking.

The Youth Consultants were not specific. One felt the session was great; one felt no one thing was the best thing; and one felt the interest shown by both groups was the best thing.

In general it seems that the best thing about the discussion was the fact that these two groups were brought together.

EST THING	ABOUT THE DISCUSSION?
Number	Youth Consultant Responses
2	-The whole thing was great.
2	-Everyone was interested.
2	-Nothing.
2	
<u>1</u>	
9	

- A.19 (5) -

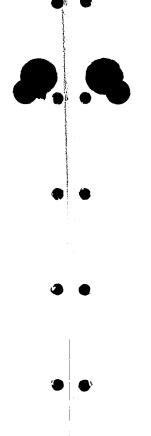
#### QUESTION 6: WHAT WAS THE WORST THING ABOUT IT?

Trainee Responses	Number	Youth Consultant Responses
Attitude of other trainees (over-critical)	4	-I didn't have the right ideas.
Nothing	2	-Not enough time.
No answer	2	-Nothing.
One Youth Consultant talked disappropriately Total	<u>1</u> 9	
	,	

Nearly one-half of the trainees felt that the attitude of the trainees was over-critical. Two of the trainees felt no one thing was the worst thing about it; two didn't answer; and one felt that one Youth Consultant monopolized the Youth Consultant discussion.

One Youth Consultant found no worst thing about the session; one didn't feel he or she had the right ideas to express; another felt there wasn't enough time.

The worst thing about the discussion, then, appears to have been an over-critical attitude on the part of some of the trainees (as reported by nearly half of them) which may have prevented getting the discussion off the ground and centering around a given subject matter.



QUESTION 7: HOW MUCH DID THE SESSION HELP YOU (THEM) UNDERSTAND THE YOUTH CONSULTANT PROGRAM?

Trainee Responses

Quite a bit

Somewhat

Not much, very little

Total

Nearly half the trainees felt the session helped them understand the Youth Consultant Program a great deal; and an additional one-third felt they received at least somewhat of an understanding.

Youth Consultants, however, felt the trainees received very little or no understanding of the Youth Consultant program.

perceive this.

Number	Youth Consultant Responses			
4	-Not much.			
3	-None.			
2	-A little bit.			
9				

This suggests that the trainees were more likely to feel they understood the Youth Consultant program than the Youth Consultants were to

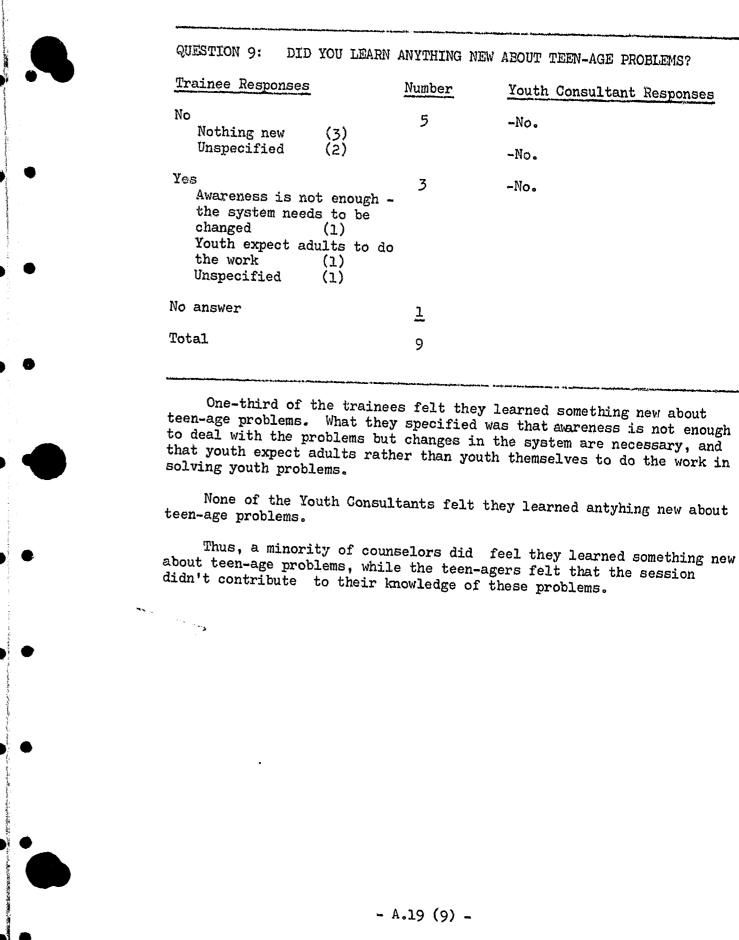
- A.19 (7) -

QUESTION 8: HOW MUCH DO YOU THINK THE SESSION HELPED THE YOUTH CONSULTANTS UNDERSTAND YOUR (THEIR) PROGRAM?

Trainee Responses	Number	Youth Consultant Responses
Not much, very little	8	-A lot - their views of counselors.
Somewhat	1	-Very little.
Total	9	
		-A little bit.

The vast majority of trainees felt that the Youth Consultants did not receive an understanding of the trainee's program; but two of the Youth Consultants felt they received at least somewhat of an understanding of the program, and one of them felt he or she received a great deal of an understanding of the program.

Thus, trainees were prone to see communication as having been less successful from their point of view than were Youth Consultants. A similar pattern existed in terms of the trainees' understanding the Youth Consultant program.

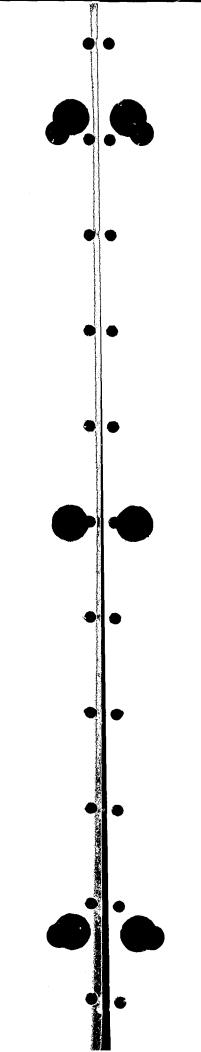


ANYTHING	NEW ABOUT TEEN-AGE PROBLEMS?
Number	Youth Consultant Responses
5	-No.
	-No.
3	-No.
<u>1</u>	
9	

teen-age problems. What they specified was that awareness is not enough to deal with the problems but changes in the system are necessary, and that youth expect adults rather than youth themselves to do the work in

about teen-age problems, while the teen-agers felt that the session

- A.19 (9) -



EVALUATIVE REPORT TRAINING SESSION XX HIGH SCHOOL MODERN PROBLEMS CLASS May 22, 1967 TRAINEES: 25 RESPONDENTS: 21

QUESTION 1: WHAT DID YOU UNI TOGETHER?

### Trainee Responses

To arrive at a better understanding of youth problems (10) Delinquency (2) Dropouts Drugs (1) (3)Unspecified

To have a discussion with the Youth Consultants

To learn about the Youth Consultant program

Total

Over two-thirds of the trainees felt the purpose of getting together with the Youth Consultants was for them all to arrive at a better understanding of youth problems. Specific problems mentioned were primarily delinquency and, with less frequency, the dropout problem and drug problem. More than one trainee, however, felt the purpose of the meeting was to have a discussion with Youth Consultants or to learn about the Youth Consultant program.

The Youth Consultants also felt the purpose of the session was for them to talk about delinquency primarily. One mentioned other youth problems.

The purpose of the session seems to have been clearly understood by both the high school modern problems class and the Youth Consultants, i.e., for the modern problems class to receive a better understanding of youth problems, particularly delinquency; and the Youth Consultants seeing their role as discussing youth problems, particularly delinquency.

APPENDIX A.20

DERSTAND WAS	THE PURPOSE OF YOUR GETTING
Number	Youth Consultant Responses
16	-To talk about delinquency and some of the problems teen-agers have.
	-To talk about delinquency - causes and effects.
e 3	
<u>2</u> 21	

- A.20 (1) -

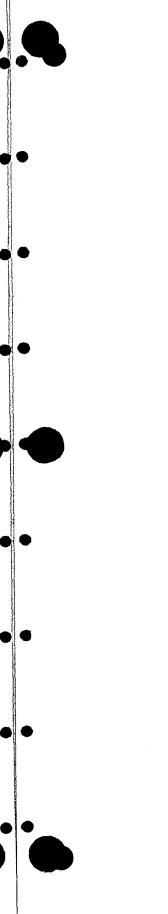
#### QUESTION 2: WHAT HAPPENED?

Traince Responses	Number	Youth Consultant Responses
A lively and controversial discussion ensued	7	-It was slow at the start but turned out O.K. They talked about their school.
An informal discussion	4	
A discussion of delinquency	3	-The group was quiet. We had a slow start.
No answer	3	
Discussion of solutions to youth problems	2	
The Youth Consultants carrie the discussion well	ed 1	
Nothing much	_1	
Total	21	

One-third of the class described what happened as a lively and controversial discussion. More than one member of the class described it as an informal discussion; a discussion of solutions to delinquency; and a discussion of solutions to youth problems. One felt the Youth Consultants carried the discussion well. A small minority gave no answer (one-seventh).

Both Youth Consultants mentioned the slow start of the session. One mentioned the high school class as being quiet, but apparently the discussion picked up speed after it got started.

What happened was a discussion between Youth Consultants and members of the Modern Problems class - a discussion that started off slow but picked up speed. In no way is the presentation by Youth Consultants indicated.



# QUESTION 3: WHAT DID YOU GE

#### Trainee Responses

Insight into (better understanding of) youth problems

Learned about how others in the class felt

Not much

No answer

Understanding of the Youth Consultants and their program

Total

One-third of the class felt they got insight into youth problems or a better understanding in general of youth problems. Nearly onethird learned how others in the class felt. A minority of the class felt they didn't get much out of it; two felt they got an understanding of the Youth Consultant program.

Both Youth Consultants mentioned getting insight into the feelings of the youth in the Modern Problems class - one mentioned the commonness of youth sharing their problems.

Thus, what was derived for the class was a better understanding of youth problems and a better understanding of how their own classmates felt about those problems. The Youth Consultants got less of an alienated feeling from other students of their own age and a better understanding of this particular high school's young people.

ET OUT OF IT?	
Number	Youth Consultant Responses
7	-The notion that pretty much all kids are the same.
6	-A better understanding of E high school and their youth.
3	
3	
2	
21	

- A.20 (3) -

#### OUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Trainee Responses	Number	Youth Consultant Responses
No answer	6	-Been more prepared.
Couldn't have, did good	5	-Been prepared.
Been better prepared	5	
Spoken louder	4	
Have more Youth Consultants present	1	
Total	21	

Trainees were nearly equally divided between not responding to the question; feeling the Youth Consultants couldn't have done better; feeling that the Youth Consultants should have been better prepared; and feeling that the Youth Consultants should have spoken louder. One mentioned that more Youth Consultants should have been present.

Both Youth Consultants felt they could have done better had they been more prepared.

Thus, while the tendency of the training group was not overly critical of the Youth Consultants, it was suggested that the presentation would have been improved had they been better prepared and spoken louder. The Youth Consultants were able to see or become aware of their lack of preparedness in this instance.

Total

QUESTION 5: WHAT WAS THE BER

Trainee Responses

Informal atmosphere encourage free exchange of views

Arguments

Learning about the views of fellow students

No answer

The discussion of delinquency

It was a time-filler

The opportunity to discuss youth problems with youth rather than adult experts

The discussion of the Youth Consultant program

Multiple responses were given to a number of items that were thought to have been the best thing about the discussion by the trainees -- the informal atmosphere which encouraged a free exchange of views; the arguments; the opportunity to learn about the views of fellow students; the discussion of .delinquency; the opportunity to discuss youth problems with youth rather than "adult experts." One mentioned the discussion of the Youth Consultant program. Two felt the best thing about the session was that it was a time-filler.

The Youth Consultants felt the best thing about the session was the interest shown by the high school students and their willingness to speak freely about their school and its counselors and administration.

In general it might be said that the best thing about the discussion was the feeling of rapport established between Youth Consultants and the class and the exchange of views that ensued.

ST THING	ABOUT THE DISCUSSION?
Number	Youth Consultant Responses
ed E	-They seemed interested.
5	-Their willingness to speak
3	freely about the school counselors and the administration.
3	
3	
2	
2	
2	
1	
21	

- A.20 (5) -

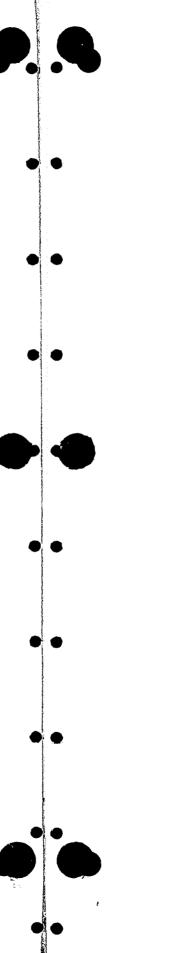
#### QUESTION 6: WHAT WAS THE WORST THING ABOUT IT?

Trainee Responses	Number	Youth Consultant Responses
Disorganized discussion and uncontrolled arguments	9	-The quiet beginning.
Youth Consultants got off to a bad start (long pauses)	3	-Slow start, very little said at first.
No answer	4	
The students	1	
The room was stuffy	1	
Lack of interest	1	
Nothing	1	:
Problem of defining delinquency	1	
Total	21	

A certain amount of consensus centered around this point, with close to one-half of the trainees feeling the worst thing about the discussion was that it was disorganized and that the arguments were uncontrolled. More than one felt that the Youth Consultants got off to a bad start with long pauses. Other "worst things" were the students themselves; the stuffiness of the room; the lack of interest; and the problem of defining delinquency.

The Youth Consultants both felt the worst thing about it was the slow beginning of the session.

It appears that the Youth Consultants did not have an initial presentation, and the session was again slow in starting. The major criticism of the trainess was the disorganized discussion, which suggests lack of preparation and planning on the part of the Youth Consultants.



QUESTION 7:	HOW MUCH DID : CONSULTANT PRO		HELP YOU UNDERSTAND THE YOUTH
Trainee Responses		Number	Youth Consultant Responses
Somewhat		9	-Quite a bit.
Not much, ver	y little	5	-Pretty good.
Quite a bit		5	
No answer		2	
Total		21	

Two-thirds of the trainees felt they received not much, or very little, or only somewhat of an understanding of the Youth Consultant program. Approximately one-fourth felt they received quite a bit of an understanding of the program.

Both Youth Consultants felt that the trainees received a good understanding of the program.

to have been communicated.

Thus, .it appears that the trainees felt they received less of an understanding of the program than was perceived by the Youth Consultants

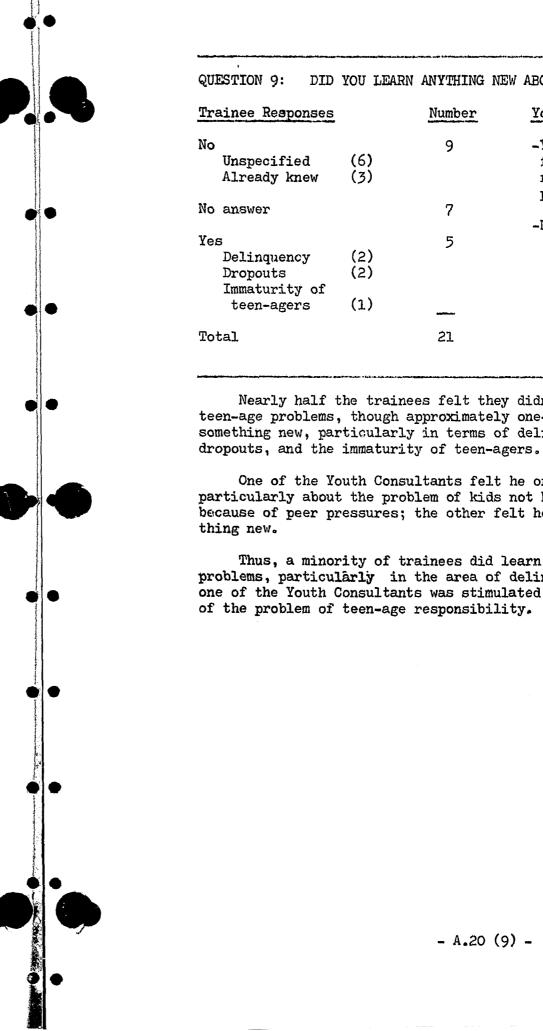
- A.20 (7) -

#### QUESTION 8: HOW MUCH DID THE SESSION HELP THE YOUTH CONSULTANTS UNDERSTAND YOUR (THEIR) PROGRAM?

Trainee Responses	Number	Youth Consultant Responses
Somewhat	6	-I understand the high school setup but I would have liked
Not much, very little (a biased view)	6	to know more about these kids before coming.
No answer	6	-Pretty good.
Quite a bit	_3	
Total	21	

Over one-half of the trainees felt that the Youth Consultants received very little or only somewhat of an understanding of their program. Only one-seventh of the trainees felt the Youth Consultants received a good understanding of the Modern Problems class program.

One Youth Consultant felt that he or she received a pretty good understanding of the program, the other said that he or she would have liked to have been better prepared with knowledge about the class before coming to the session.



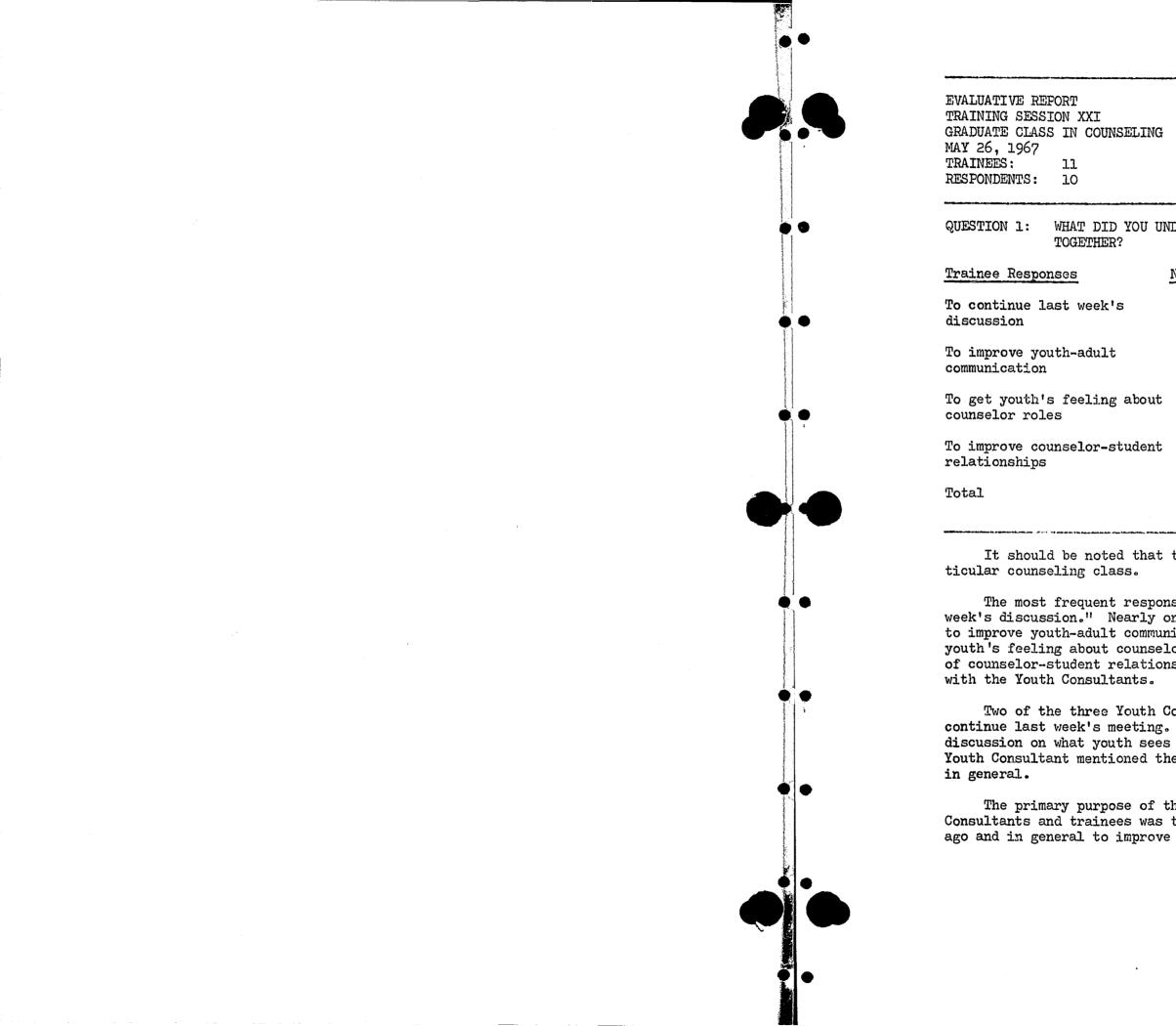
NYTHING	NEW ABOUT TEEN-AGE PROBLEMS?
Number	Youth Consultant Responses
9	-Yes - they talked about the fact that kids don't handle responsibility because of peers.
7	peer o.
5	-No.
21	

Nearly half the trainees felt they didn't learn anything new about teen-age problems, though approximately one-fourth felt they did learn something new, particularly in terms of delinquency, the phenomenon of

One of the Youth Consultants felt he or she learned something new, particularly about the problem of kids not handling responsibility because of peer pressures; the other felt he or she didn't learn any-

Thus, a minority of trainees did learn something new about teen-age problems, particularly in the area of delinquency and "dropoutcy," and one of the Youth Consultants was stimulated into a greater understanding

- A.20 (9) -



APPENDIX A.21

DERSTAND	WAS	THE PURPOSE OF YOUR GETTING
Number		Youth Consultant Responses
4		-To follow-up on last week's meeting.
3		-To continue discussion of what youth sees as the role of counselors.
2		-To talk about schools.
1		
10		

It should be noted that this was the second session with this par-

The most frequent response to this question was "to continue last week's discussion." Nearly one-third of the trainees also mentioned to improve youth-adult communication; and one-fifth mentioned to get youth's feeling about counselor roles. One mentioned the improvement of counselor-student relationships as the purpose of getting together

Two of the three Youth Consultants felt that the purpose was to continue last week's meeting. One of these mentioned continuing the discussion on what youth sees as the role of counselors. A third Youth Consultant mentioned the purpose was to talk about schools

The primary purpose of the session, then, as seen by both Youth Consultants and trainees was to continue a discussion started a week ago and in general to improve youth-adult communication.

- A.21 (1) -

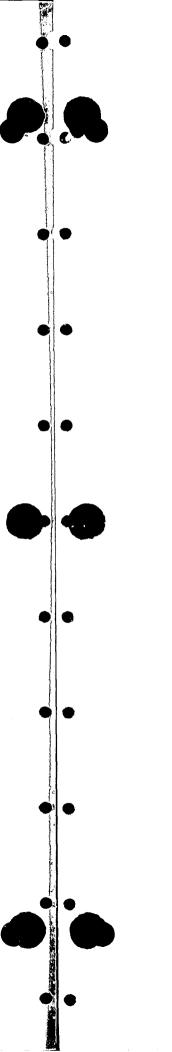
#### QUESTION 2: WHAT HAPPENED?

Trainee Responses	Number	Youth Consultant Responses
Discussed the role of the counselor Discussed the role of the elementary school counselor in particular	4	-A lot. -Slow start but good discussion. -We talked about elementary school counselors.
"Broke the ice"	2	
Discussed last week's session	l	
No answer	<u>    1</u>	
Total	10	

Six of the ten trainees felt that what happened was a discussion of the role of the counselor. Two of these mentioned specifically the elementary school counselor. Others mentioned that what happened "broke the ice," or was a discussion of last week's session.

Only one Youth Consultant was specific about what happened, mentioning that the discussion was about elementary school counselors.

Primarily what occurred was a discussion of the role of the counselor.



QUESTION 3: WHAT DID YOU GE

### Trainee Responses

Clarification of own ideas and feelings

No answer

Quite a bit

Understanding of youth's view of counselors

Understanding of Youth Consultant program

Total

Approximately one-third of the trainees felt they received a clarification of their own ideas and feelings; another one-third didn't respond to the question; one felt that he got an understanding of youth's view of counselors; and one felt he got an understanding of the Youth Consultant program out of this session.

Only one Youth Consultant was able to state what he got out of the session and that was an understanding of counselors.

attendance at the session.

ET OUT OF IT?	
Number	Youth Consultant Responses
3 3 2	-An understanding of counselors. -Nothing. -Don't know.
l	
<u>1</u> 10	

It seems unclear, then, as to what each group got out of its

- A.21 (3) -

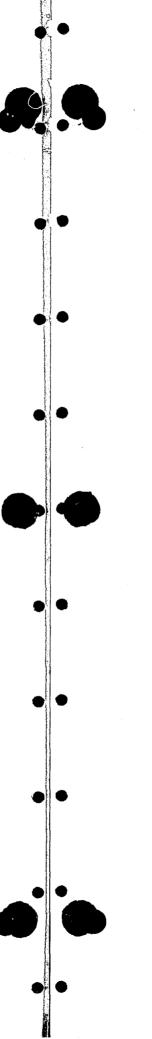
#### QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Trainee Responses	Number	Youth Consultant Responses
Couldn't have, did good	5	-Been more of us and talked more.
No answer	3	-By talking more.
All could have talked more	_2	-We did well.
Total	10	

One-half of the trainees felt that the Youth Consultants couldn't have done better, that they did good. One-third didn't respond to the question; and one-fifth felt all Consultants could have talked more.

One Youth Consultant felt they couldn't have done better; two of the three felt they could have talked more; and one suggested it would have been better if more Youth Consultants had been there.

While the trainees were not overly critical of the Youth Consultants, there was some indication that the Youth Consultants could have participated more. This view was shared by the Youth Consultants. There was also a suggestion that more Youth Consultants should have been present.



# QUESTION 5: WHAT WAS THE BES

Trainee Responses

Frankness and honesty of Youth Consultants

Informal atmosphere

No answer

The shortness of the session

Total

Half the trainees found the best thing about the session was the frankness and honesty of the Youth Consultants. One-fifth mentioned the informal atmosphere; and one said the fact that the session was short.

One Youth Consultant mentioned the atmosphere; one mentioned the best thing was to hear the graduate students' views on counselors. The third saw no one thing as best.

The best thing about the session seems to have been the frankness and honesty of the Youth Consultants.

ST THING A	BOUT THE DISCUSSION?
Number	Youth Consultant Responses
5 2 2	-Their views of counselors. -Nothing. -The atmosphere.
<u>    1</u> 10	

# - A.21 (5) -

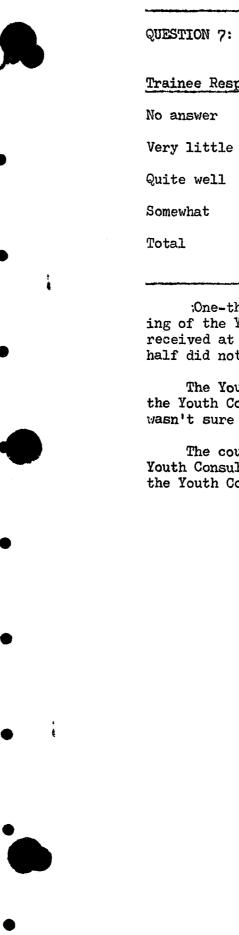
#### QUESTION 6: WHAT WAS THE WORST THING ABOUT IT?

Number	Youth Consultant Responses
3	-The slow beginning.
3	-Not too much.
2	-I didn't talk.
1	
1	
10	
	3 3 2 1 <u>1</u>

No central theme is observed in the responses to this item. Approximately one-third of the trainees mentioned the slow and tense beginning of the session; others mentioned that the trainees put the Youth Consultants on the spot; one noted the vagueness of the session.

The Youth Consultants pointed out the slow beginning also and the reluctance of one to talk.

Thus, the session began too slowly and at times the Youth Consultants were put on the spot by the trainees.



YOUTH CONSULTANT PROGRAM? Trainee Responses

:One-third of the trainees felt they received very little understanding of the Youth Consultant program; and another one-third felt they received at least somewhat of an understanding of the program. Nearly half did not respond to this question.

The Youth Consultants perceived the counselors as understanding the Youth Consultant program quite well. Only one Youth Consultant wasn't sure if the counselors understood the Youth Consultant program.

The counselors did not receive an adequate understanding of the Youth Consultant program, though this perception was not evidenced by the Youth Consultants.

HOW MUCH DID THE SESIION HELP YOU (THEM) UNDERSTAND THE YOUTH CONSULTANT PROGRAM?

Number	Youth Consultant Responses
4	-I'm not sure if they do.
3	-A lot.
2	-Things being what they were, they know as much about the
1	program as I do.
10	

- A.21 (7) -

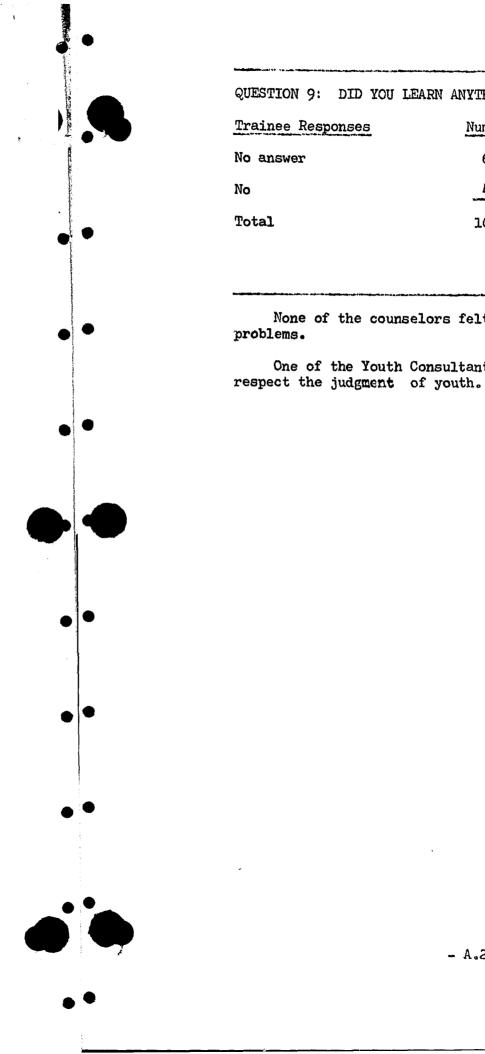
#### QUESTION 8: HOW MUCH DO YOU THINK THE SESSION HELPED THE YOUTH CONSULTANTS UNDERSTAND YOUR (THEIR) PROGRAM?

Trainee Responses	Number	Youth Consultant Responses
Quite a bit	4	-I understand that they are counselors.
Somewhat	3	-They think we think the same
No answer	_3	thing as they do.
Total	1.0	-Fine.

Over two-thirds of the counselors felt that the Youth Consultants received at least somewhat of an understanding of the counselors' program.

Only one Youth Consultant agreed with this view.

The counselors felt that the Youth Consultants had an understanding of counseling programs, though the Youth Consultants did not reflect this understanding.

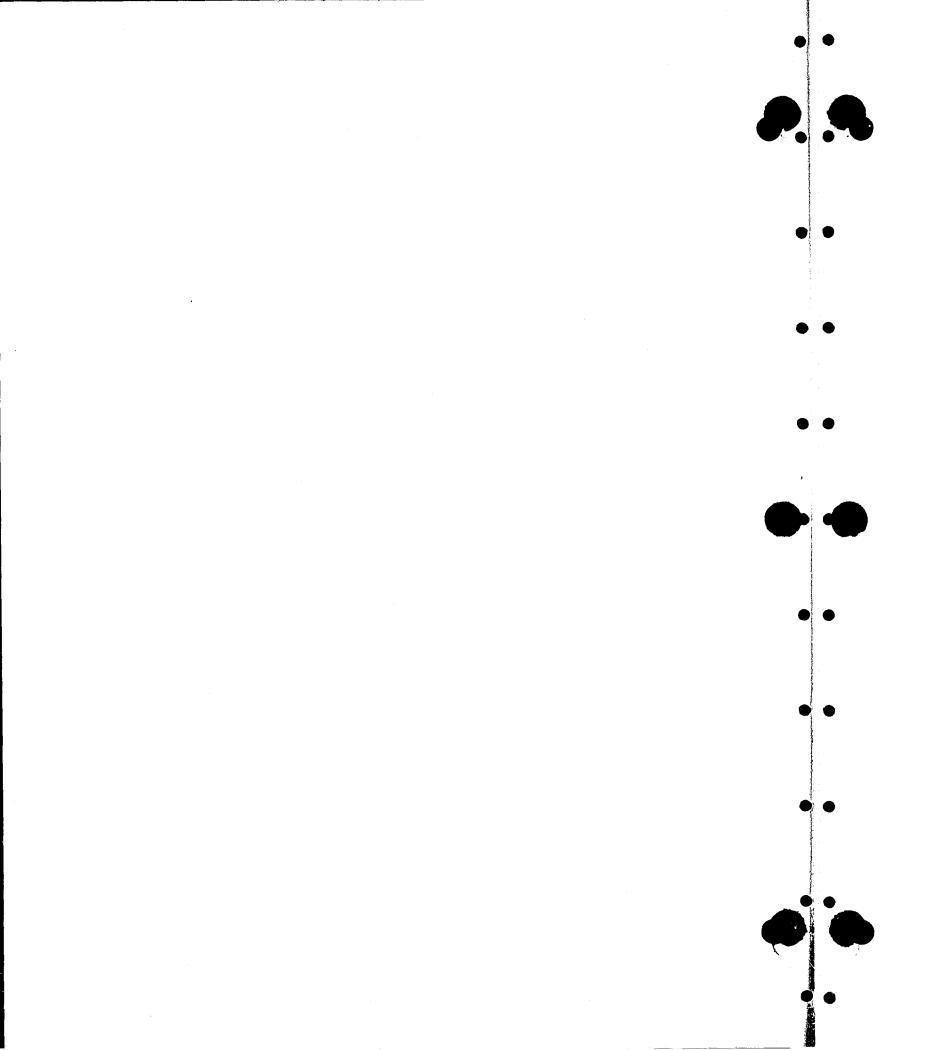


NYTHING	NEW ABOUT TEEN-AGE PROBLEMS?
Number	Youth Consultant Responses
6	-No.
4	-No.
10	-Yes, that the (to be) counselors respect our judgment.

None of the counselors felt they learned anything new about youth

One of the Youth Consultants felt he or she did learn that counselors ect the judgment of youth.

- A.21 (9) -



EVALUATIVE REPORT TRAINING SESSION XXII JUVENILE COURT COUNSELORS June 12, 1967 TRAINEES: 9 RESPONDENTS: 5

QUESTION 1: WHAT DID YOU UN TOGETHER?

#### Trainee Responses

To discuss the feelings of today's youth in a somewhat neutral situation

To communicate mutual feelings, ideas, and attitudes about subjects of mutual concern

To enhance honest communication between young people and adults

The last meeting was unsatisfactory

Better understanding between youth and counselors

Total

Four out of five of the counselors saw the purpose of the session as a discussion between Juvenile Court Counselors and Youth Consultants aimed at improving the channels of communication and thus deriving a better understanding of each other. One counselor felt the purpose of the session was to make up for the unsatisfactory past session.

Three of the four Youth Consultants saw the session as an opportunity to discuss specific youth problems such as drugs, liquor, sex, and counselors. One Youth Consulant felt the purpose of the gassion was for the Youth Consultants to tell the counselors how they might improve themselves.

In general the counselors approached the session with a hope of generally increasing understanding between the groups, while the Youth Consultants were oriented toward (and seemed excited by) specific problems of youth.

APPENDIX A.22

NDERSTAND	WAS	THE PURPOSE OF YOUR GETTING
Number		Youth Consultant Responses
l		-To try to talk with the counselors and give them some pointers on how they could improve themselves.
l		-To express our ideas on what kids feel about dope, booze, illegitimate births, counselorg.
l		-To talk about sex problems and consulting problems. -To discuss sex problems and
l		dope - schools.
<u>1</u>		
5		

- A.22 (1) -

# QUESTION 2: WHAT HAPPENED?

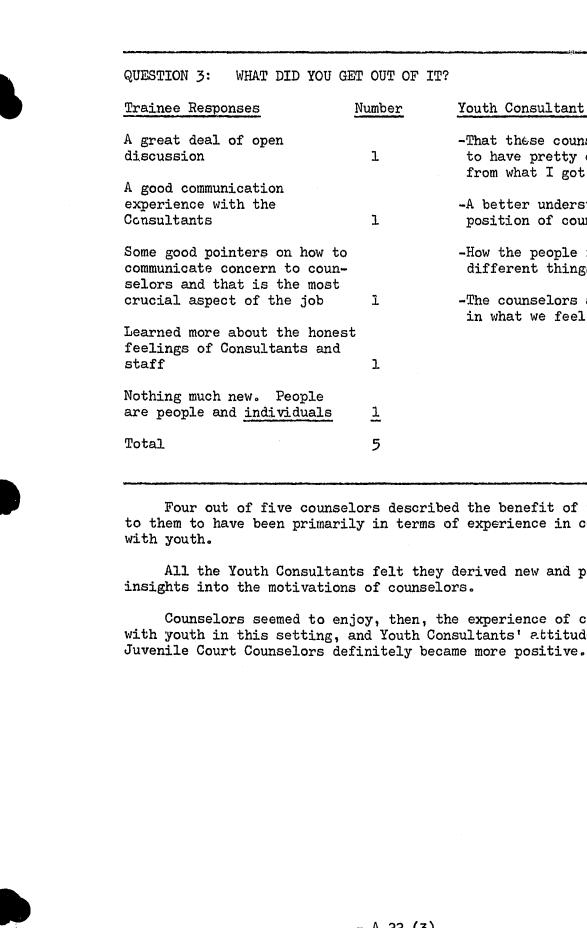
Trainee Responses	Number	Youth Consultant Responses
We discussed	1	-We discussed about several
I think it happened	l	different subjects, including prejudice and counselors at
Honest communication between	ı	school out there.
young people and adults occurred	l	-We had a great discussion about all of the above.
We were more honest and free in our discussion	l	-We had a very good discussion about everything.
Pretty good, but issues tend to get too large. Also, You Consultants seemed too intel gent and verbal to represent those we get who are not	ith li-	-It was real interesting and everyone talked.
Total	5	

Four of the five counselors described the session as an honest and free discussion. No mentioned was made of a "presentation" as such. One counselor felt the discussion was too general and the Youth Consultants were not representative of "problem kids."

The Youth Consultants described the session as a discussion and imputed a great deal of satisfaction and stimulation to it.

It appears, then, that what happened was a free-flowing discussion between Youth Consultants and counselors.

- A.22 (2) -



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OUT OF IT	?	
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umber	Youth Consultant Responses
1	-That these counselors seemed to have pretty cool heads from what I got.
l	-A better understanding of the position of counselors.
	-How the people feel about different things.
l	-The counselors are interested in what we feel.
1	
<u>1</u>	
5	

Four out of five counselors described the benefit of the session to them to have been primarily in terms of experience in communicating

All the Youth Consultants felt they derived new and positive

Counselors seemed to enjoy, then, the experience of communicating with youth in this setting, and Youth Consultants' attitudes toward

- A.22 (3) -

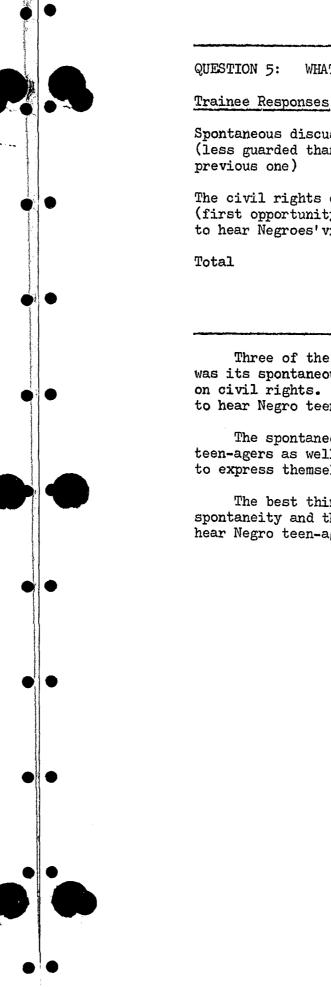
#### QUESTION 4: HOW COULD THE YOUTH CONSULTANTS HAVE DONE BETTER?

Trainee Responses	Number	Youth Consultant Responses
Very well done - (much more spontaneous and open than last time) One or two speeches were too long	2 1	-Some of them could have done without the long reports. -I think we did fine. -Nothing.
Fuller participation by each member No answer Total	1 <u>1</u> 5	-Talked more on the subjects we were supposed to.

One-half of the counselors who responded to this question felt the Youth Consultants couldn't have done better, noting they were more spontaneous and open than at the first meeting with the group. Others felt that there was a tendency for some Youth Consultants to talk too long; they would have liked to see more equal participation by Youth Consultants.

One-half of the Youth Consultants also felt they did well and the remaining felt they should have eliminated the long talks and talked more on the predetermined subjects.

One Youth Consultant seemed to have a tendency to talk too much. More equal Youth Consultant participation would have been desirable.



QUESTION 5:

Spontaneous discussion (less guarded than previous one)

The civil rights discussion (first opportunity for one to hear Negroes' views)

Three of the five counselors felt the best thing about the discussion was its spontaneous, free-flowing nature. Two mentioned the discussion on civil rights. One of these mentioned it was his/her first opportunity to hear Negro teen-agers express their feelings.

The spontaneous and honest discussion was noted by the majority of teen-agers as well, indicating they felt they had had sufficient opportunity to express themselves.

The best thing about the discussion seems to have been its free-flowing spontaneity and the fact that it provided counselors with an opportunity to hear Negro teen-agers' expressions of feelings.

# WHAT WAS THE BEST THING ABOUT THE DISCUSSION?

Number	Youth Consultant Responses		
3	-The fact that everyone was honest and I'm sure got some- thing from it.		
	-The whole discussion.		
2	-Everything.		
5	-Talking with counselors and how they folt. Everyone talked.		

# - A.22 (5) -

#### QUESTION 6: WHAT WAS THE WORST THING ABOUT IT?

Trainee Responses	Number	Youth Consultant Responses
Monopolization of the group by one person	2	"The side conversations and talking among themselves.
All Consultants did not participate fully	l	-Not enough time. -Ed giving testimonials.
Generalization had to recur because of language	1.	-Some people talked too long and got off the subjects.
No answer	<u>1</u>	and got out the subjects.
Total	5	

The worst thing about the session to the counselors appeared to have been the attempt of one of the Youth Consultants to monopolize the discussion which prevented all Youth Consultants from participating fully.

Two of the Youth Consultants shared the feeling of counselors that one of the Youth Consultants talked too long and got off the subject. One Youth Consultant objected to the counselors talking among themselves.

The worst thing about the cession, then, seems to have been the attempt at control of the discussion by one Youth Consultant thus preventing more equal expression of views.

# CONTINUED 5 OF 9

QUESTION 7:	HOW MUCH DID THE	SESSION HELP YOU	(THEM)	UNDERSTAND THE
	YOUTH CONSULTANT	PROGRAM?		

Trainee Responses	Number	Youth Consultant Responses
Quite a bit - much better than last time	l	-Not much cause they knew already previously about it.
No effect	l	-They already knew about it.
Same as last time	l	-Already understood it.
Didn't help to understand the program	l	-They learned about it in the session before.
It did just touch upon other functions of Youth Consultant	ts <u>1</u>	
Total	5	

0

The counselors did not derive a great deal of additional understanding of the Youth Consultant program. While one felt he/she received more of an understanding than last time, another saw no difference. Others felt the session had little or no . benefit in providing an understanding.

All the Youth Consultants felt the counselors already knew about the program. This was explicitly attributed to the fact that there had been a previous session in which presumably they "learned it" but may also have been implicit in the Youth Consultants' notion that Juvenile Court Counselors would naturally be familiar with the program.

The session did not succeed in providing a better understanding of the Youth Consultant program to the counselors, nor did the Youth Consultants feel that it would have been necessary to do so.

QUESTION 8: HOW MUCH DO YOU CONSULTANTS UNI	
Trainee Responses	Number
Not too much - most already understand	l
I think that they may realize that the counselors here are pretty regular people	e l
We didn't talk about it much	1
Didn't help them much	l
Not too well	1
Total	5

Only one of the counselors felt the session had an effect on helping the Youth Consultants receive an understanding of the Juvenile Court program, noting that it gave the youth an opportunity to see that counselors are "pretty regular people." Most of the counselors felt the session didn't help much - one noted that the kids already understood something about the Court's program.

One-half of the Youth Consultants received a better understanding of counselors, one received none, and one mentioned he/she understood their program completely from past experience.

It appears that the session did help some Youth Consultants to better understand the motivations of counselors.

K THE SESSION HELPED THE YOUTH ND YOUR (THEIR) PROGRAM?

Youth Consultant Responses

- -It helped me, and I'm sure the others understand counselors a lot more than what I knew.
- -A lot better. Found that they are more believing in kids than people think.

-None.

-I understand it completely from past experience.



QUESTION 9:	DID YOU	LEARN	ANYTHING	NEW	ABOUT	TEEN-AGE	PROBLEMS?
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Trainee Responess	Number	Youth Consultant Responses
Yes Learned more about	4	-No.
the feelings re: the problems - Most of us		-Not really.
already knew about the problems (1)		-No.
Yes, about prevalence of attitudes about race,		-None.
civil rights, dope, intermarriage, attitudes about counselors (1) How important it is to teen-agers to be seen as valuable individuals (1) Feelings about school counselors, race relation drugs, etc. (1)	15,	-Not really.
No	<u>1</u>	
Total	5	

Four of the five counselors felt they did learn something new about teen-age problems. One noted it was not the problems but the feelings of teen-agers he/she learned something new about; another mentioned specific feelings concerning school counselors, race relations, and drugs. Still another mentioned learning something about the prevalence of youth's attitude on various topics, and a fourth noted the importance teen-agers seem to place on their feelings of personal worth.

None of the Youth Consultants felt they learned anything new about teen-age problems.

Juvenile Court Counselors for the most part felt they learned something new about teen-agers, particularly in terms of their feelings. Youth Consultants folt they did not learn anything new about youth problems from the counselors.

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APPENDIX B

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# APPENDIX B

Appendix B is the copy of the publication prepared by the Youth Consultants entitled "Something Different."

# SOMETHING **DIFFERENT**: The Story of the Lane County Youth Consultants

The material has not been approved or endorsed by this agency.

This paper was prepared for the Office of Juvenile Delinquency and Youth Development. It has not been edited or evaluated but it presents materials for practitioners, academicians and researchers interested in the field of prevention, control or treatment of juvenile delinguency and is therefore made available for limited circulation in its present form.

> U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE Welfare Administration

# FOR ADMINISTRATIVE USE

Office of Juvenile Delinguency and Youth Develop

#### SOMETHING DIFFERENT

The Story of the Lane County Youth Consultants

by

Margaret Johnson Bailes

Jon Jennings

Lloyd McKenny

Margie Shields

Doris Stubbs

With an Introduction by J. Franklyn Johnson, Program Supervisor

Edited by Lee Penny

Lane Human Resources, Inc. 1901 Garden Avenue Eugene, Oregon 97403

June 1967

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#### INTRODUCTION

PREFACE

. This is the story of "something different" told in a different way. "he Lane County Youth Consultants were participants in a unique experimental program, aimed at diverting the energies, thoughts, and feelings of alienated youth into constructive channels by employing them to explain the problems of teenagers to the adults of the community.

The program's supervisors will write the formal reports and analyses, but this is the consultants' story of their project, written entirely by them from their point of view.

In this publication, the consultants have described the structure and operation of the program, told us a little about themselves, summarized some of the material which they presented to adult groups, and given their assessment of the successes and failures of the project.

The consultants were encouraged to go ahead and write, leaving the niceties of spelling and punctuation to the editor. The editing has been held to the minimum necessary to insure readability, understanding, and accuracy.

This is, indeed, the Youth Consultants' own book.

-The Editor

By J. Franklyn Johnson Program Supervisor

Traditionally, programs for youths have been planned and operated by adults, undoubtedly based on such wide-spread assumptions as "children should be seen and not heard" and "experience is the best teacher." In more recent years, there has been recognition of the needs of youth, and program planners have attempted to institute programs which were sensitive to these needs. There has similarly been a trend toward making programs flexible, recognizing that the needs of some differ from those of others. However, even the most "progressive" programs have continued to be planned and operated by adults.

The Youth Consultant Program, more formally known as "Orientation to Youth Problems: A Community Training Program," attempted to bridge this gap. It tried to involve the youths themselves in the process of program planning and tried to gain some knowledge about whether or not this could work, and if so, in what ways.

The program was operated from June 1966 through June 1967, under Training Grant Number 6622 5, made to the Lane County Youth Study Board, Eugene, Oregon, by the Office of Juvenile Delinquency and Youth Development, U.S. The purpose of this demonstration program was to hire youths who, because of their familiarity with youth problems, could sensitize people who needed to be aware of youth problems. At various times throughout the grant period, eleven "alienated" youths were employed as Youth Consultants. They met with service organizations and civic groups, persons from industry and business, school teachers and administrators, and other interested in the

Department of Health, Education and Welfare, under Public Law 87-274, problems of youth.

Introduction

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At the time the Youth Consultant idea was conceived, it was expected that Youth Consultants could stimulate adults toward a greater understanding and sensitivity toward youths which in turn would increase the effectiveness of programs in which these adults were associated. An underlying assumption was that programs frequently failed to meet the needs of certain youths because adults involved either lacked an understanding of these needs or paid only "lip service" to their existence.

To test the assumptions of this program, we employed a wide representation of young people who had experienced some degree of alienation and who could talk expressively of their experiences. We gave them an initial exposure to adult points of view so that they might be able to discuss youth problems with more than personal testimonials. We felt that "gripe" sessions would do little more than further alienate many of the adults and that unless there was an involvement on the part of both youths and adults, little mutual understanding would ensue.

We emphasized an employment base for youths to test some assumptions about the effects of employment on self-concept. We tried (and often failed) to enable the youths to plan the program and put it into effect (and found how easily adults take responsibility from youths rather than help them assume responsibility). We tried to approach this problem on mid-ground, encouraging and assisting youths to take an increasingly big role in program operation without expecting them to assume total responsibility with little or no preparation.

We then arranged opportunities for Youth Consultants to discuss common problems with various groups of adults within the community.

The program contained an evaluation component which carefully assessed such things as the effects of training sessions on attitutdes of community "trainees" and Youth Consultant "trainers." This evaluation will not be Introduction

completed until after June 1967, so that no final evaluative statements can be made at this time.

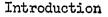
However, certain impressions have been gained by program participants which can be commented upon in this publication. For example, the provision in an employment situation of meaningful tasks, which can be successfully completed, can be a highly successful technique in changing the self-concept of "alienated" youths.

Further, although it seems both simple and yet terribly profound, "noseto-nose" contacts between highly divergent groups (e.g., teachers and school dropouts) can be a very effective means of encouraging mutual understanding and respect. (It seems amazing, but true, that even persons who work with kids and claim some understanding of them, frequently fail to <u>hear</u> them.) We can only speculate at this time as to whether adults who have participated in the program will demonstrate an increased understanding of youths as time passes. Nor do we yet know what permanent kinds of effects might be expected among the youths who participated in the program. Those who have remained with the program appear to have gained much in terms of personal goals as well as potential ability to achieve. Certainly this publication is visible evidence that something happened. As one of the consultants commented, "A year ago we wouldn't have dreamed that we'd ever be writing a book."

Despite the many problems encountered, this has been a valuable experience. Since the idea was new and untried, problems were expected. The existence of problems does not mean the idea is unsound. Probably the most important thing which has emerged from the Youth Consultant Program is a confirmation of the wisdom of the genuine involvement

Consultant Program is a confirmation of the of youth in the problem-solving process.

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The program has again pointed up the fact that youths need to be involved in decisions which affect them, and such involvement should be genuine and sincere, rather than superficial and token in nature; they need to feel and believe they are contributing; and they need to be involved early in life rather than to have responsibility "dumped" on them with impending adulthood.

It has further shown that all youths, not just the "student council" types, need to be involved, and means must be found to provide meaningful and realistic tasks for them.

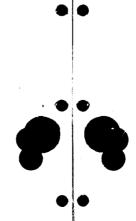
In short, adults and youths must find a way of collaborating on their mutual problems, if they hope to find solutions.

#### #####

### ACKNOWLEDGMENT

When the Youth Consultants talked about putting some of their experiences down in writing, we asked the local Community Volunteer Office for assistance in helping them complete the project. Mrs. Herbert Penny graciously volunteered to serve as Consultant to the youths. Thanks are also due to Mrs. Ray O. Wicks for her help in transcribing and typing.

Mrs. Penny spent many hours, not only in editing and typing material, but also in advising and encouraging the youths to "keep going." There were certainly many times when the Youth Consultants became discouraged and might have quit; to Mrs. Penny then goes much credit for making this idea a reality.



SECTION I The Community and the Program

Chapter 1

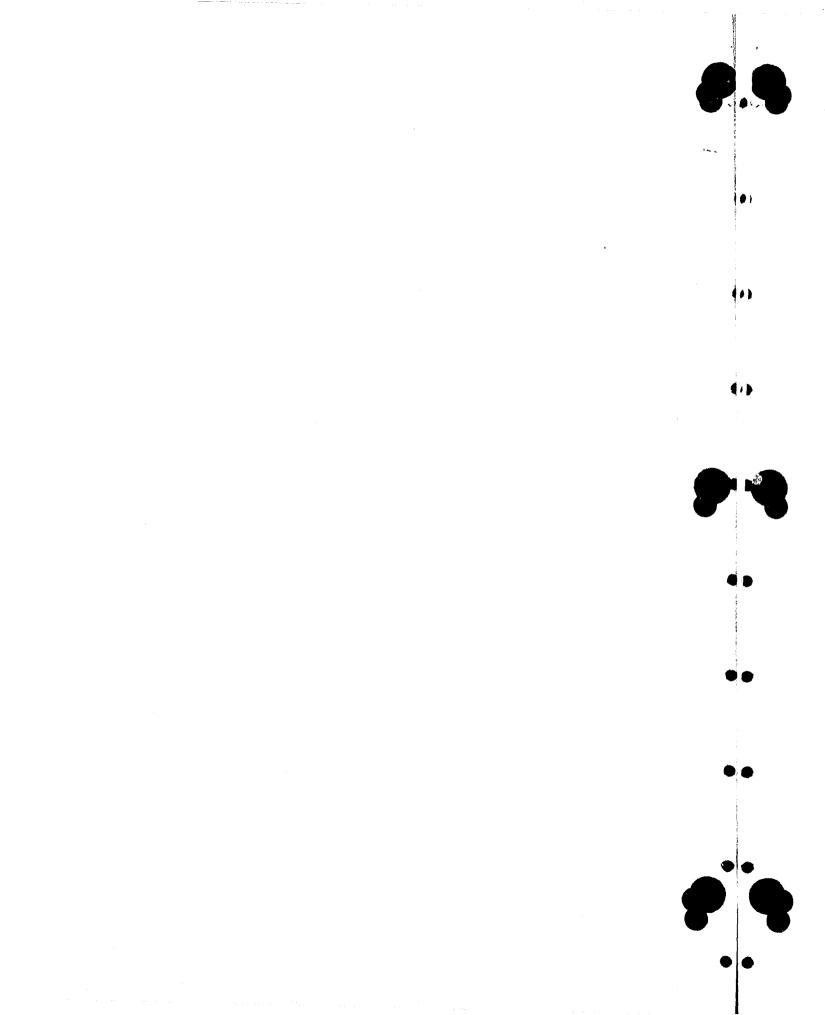
Lane County

Lane County is a geographical area of 4,610 square miles in Western Oregon. The landscape varies from fertile valley land to heavily timbered mountains to ocean beaches.

The population of Lane County is 202,500. The city of Eugene has a population of 75,400, and the neighboring city of Springfield has 24,250. Nearly 60 per cent of Lane County residents live in and around these two cities. The remaining 40 per cent are found in outlying rural communities. The overwhelming majority of the population is native-born, white, Anglo-Saxon Americans, with minority groups playing a minor role in the social life of the county's residents. Lane County's economic life is heavily dependent upon the lumber industry in its rural areas, and production work is found mostly in this industry. One out of every four individuals in the labor force receives his living through work in lumber and woods products; eight out of every ten manufacturing jobs in the area result from lumber and woods products.

Agriculture is also important. The year-round jobs in agriculture number about 2,500; in food processing, about 1,000. Jobs in agriculture harvest work and food processing have been declining in the past two years. Prospects indicate that a smaller work force will be needed in the future to harvest and process an even greater quantity of agricultural products. A great majority of young entrants into the world of work from the agricultural area will be required, of necessity, to find employment elsewhere. Delinquency referrals in Lane County have been increasing at an average

of 10 per cent a year.



The Lane County Youth Study Board

The Lane County Youth Study Board (L.C.Y.S.B. --- this initial system will be used in reference to the Board throughout this chapter)initially began in May of 1962. It was composed of citizens of Lane County of every walk of life. These people were brought together by an interest in youth and the problems youth in Lane County face.

The L.C.Y.S.B. was founded to study juvenile delinguency in the small town and rural area. The program was funded through the Federal government. Department of Health, Education and Welfare, under the Juvenile Delinquency and Youth Offenses Act of 1961.

The L.C.Y.S.B. was a functional foundation for this adventure and headed it "Juvenile Delinquency and Youth Development." As they looked at their project ahead of them, they found this heading was good but the need for more specific things were needed so they broke down this category into five parts: (1) Youth Employment; (2) Educational Programs; (3) Agency Programs; (4) Community Development; and (5) Research and Evaluation. Here again they found a wide range of area in each group so a further division of each group became evident.

- (1) Youth Employment
  - (a) On-the-job training
  - (b) Vocational rehabilitation better jobs.
  - (c) Youth employment training (Lane County Youth Project-this will be discussed later in this chapter) projects.

This provided jobs and training for 150 out-of-school youth.

Here special services were provided to give handicapped youth

Here jobs were provided for youth between 16 and 22 in L.C.Y.F.

- (2) Educational Programs
  - (a) Provided consultive service This provided teachers the training for youth who didn't receive all the benefits of regular school.
  - (b) Developed teaching methods and curriculum This provided teachers to see and understand drop-out prone students and also showed these youth a better way of life.
  - (c) Prepared noncollege-bound youth

Here these youth were shown crafts they could follow.

- (3) Agency Programs
  - (a) Case Aides

This provided services for Juvenile Court and schools through the aid (volunteer) of 70 case aides. This was for disadvantaged and delinquent youthe

(b) Community volunteer cordination

This recruited both adults and teenagers for different project programs.

(c) Small group programs

This service was in coordination with the Central Lane YM-YWCA and provided counseling service for boys and girls not benefitted by the regular "Y" programs.

- (4) Community Development
  - (a) Developed strong community leadership and citizenship Both the youth and adults were given help in finding better ways to help themselves and the community.
- (5) Research and Evaluation
  - (a) Evaluation of L.C.Y.P. education, agency, and community development programs

This was the final gathering of the data for evaluation of progress

or set-back of the L.C.Y.S.B.'s work-

This was only the beginning of the work of the L.C.Y.S.B. In September of 1964 another proposal was registered with the Department of Health, Education and Welfare, only this was sent to the Office of Juvenile Delinquency and Youth Development. This was the first training grant obtained by L.C.Y.S.B. The proposal was granted on March 17, 1965, and ran through March 16, 1966. This was training for L.C.Y.P. staff. This was funded for a second year from March 16, 1966, through February 28, 1967. This was geared for the continuing

of the staff training.

The last grant on juvenile delinquency was again for training. This was also through the Office of Juvenile Delinquency and Youth Development. This was known as "Orientation to Youth Problems" or "Youth Consultants." We were granted from July 1, 1966, through June 30, 1967. The purpose was to orient community agencies, organizations, and project staff to the problems of youth. On November 28, 1966, the project sent in a proposal to the Office of Law Enforcement Assistance, U.S. Department of Justice. This proposal, "Training Materials Development Project," was funded in January 1967. This program was to gather materials used by L.C.Y.P. and extend them and ideas to the correctional settings in our area.

In early 1964, Congress enacted a bill which was filed as Economic Opportunity Act of 1964. This act provided funds for the work in this area. Because the L.C.Y.S.B. was already functioning as the juvenile delinquency program in this area, it was decided (after another proposal which was based on this act) that they should also become the economic mediator of Lane County. So, in July of 1964, L.C.Y.S.B. came to play a dual role in our county. Their main purpose is best stated by an excerpt from the original bill: ... to eliminate the paradox of poverty in the midst of plenty in this nation by opening to everyone the opportunity for education and training, the opportunity to work and the opportunity to live in decency and dignity. It is the purpose of this act to strengthn, supplement, and coordinate efforts in furtherance of that policy.

Because of the non-reference to juvenile problems of this function of L.C.Y.S.B., it will be dropped from this point.

The Lane County Youth Project (L.C.Y.P.) was begun in August of 1962. It began under the sponsorship of L.C.Y.S.B. This was developed to be the action end of L.C.Y.S.B., by this meaning L.C.Y.P. controlled the personnel for all programs under the supervision of L.C.Y.S.B. The L.C.Y.S.B., a non-profit organization, paid the salaries and expenses of L.C.Y.P.

L.C.Y.P. didn't have its own programs but was the staff for all of L.C.Y.S.B.'s programs. It formally ended February 28, 1967, which was the end of the juvenile delinquency program. All of the remaining staff of L.C.Y.P. now work under the title of Lane Human Resources, Inc., which is the new title of L.C.Y.S.B.



The Youth Consultant Program

The Youth Consultant idea came from group meetings we had during the winter of 1966 at the Lane County Youth Project. In these meetings, which were made up of kids from the Eugene and Springfield area, we discussed some of the problems that we as teenagers have in the systems that we are involved in. And what we would like to see done to help kids that were having the same problems that we were and to try and help all teenagers.

We thought we could do this by being consultants to the people in the community who work with youth. We could have training sessions for these people and tell them how kids feel about their problems and make suggestions about how things could be improved.

After these meetings, the ideas and feelings were put into a proposal and submitted to the Department of Health, Education and Welfare, Office of Juvenile Delinquency and Youth Development. We received our grant in June of 1966 and it will run through June 30, 1967. The regular name of the project was "Orientation to Youth Problems: A Community Training Program." Frank Johnson became our program supervisor. He has a master's degree in social work from the University of Washington and has worked with juveniles in both institutions and the community. He came to Eugene from Montana. Nicki Skotdal, who had been working in research with the Lane County Youth Project for the previous three years, was program analyst. Her educational background is an A.B. from San Francisco State College in psychology. In addition, she has two years of graduate school training in sociology at

the University of Washington.

There were 11 Youth Consultants throughout our program although six dropped out for various reasons before the end of the program.



In recruitment and selection of Youth Consultants, we contacted community agencies such as the Lane County Juvenile Department, Lane County Youth Project, Lane County Welfare Department, Eugene Police Department, and Oregon State Employment Service, which sent in kids that they felt would meet the needs. We also used peer nominations and informal community contacts.

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When the kids came in, we had them fill out applications which were followed by the Youth Consultants that were on the staff at the time interviewing them. We tried to find out if they would be able to work in a group, and if they had been in trouble. On hiring kids, we had to consider if they would be able to work with such a new program, where some of the time we as a whole wouldn't quite know what we were going to be doing. Because this was so new and different to all involved and the community itself, we had to consider if the kids would be able to stick it out. And we had to find out what their ideas were toward the systems that they were involved in. The supervisor of our group interviewed them, too, for the same reasons that we did.

Altogether, we hired four girls and seven boys between the ages of 15 and 19, who were "alienated" in some aspect of their lives. These kids came from different backgrounds-ethnic, racial, and economic.

Each Youth Consultant that is or has been in our program has had difficulties in the homa, school, or with the Juvenile Department.

The Youth Consultants that were in school were put on part-time and some of the kids that had dropped out of school were on full-time. We were paid regular salaries, and we had an office with desks, typewriters, telephones, and name plates. The full-times were on monthly salaries, and the part-times were on hourly wages.

The working hours of the Youth Consultants had a lot to do with how our program was run and how much we could do. We had to plan around the part-time mostly and when they would be able to meet with different groups. In some ways Chapter 3

this has held our program back from meeting with more groups than we have been able to.

In our process of hiring Youth Consultants, we picked some that we felt would be able to work in our program. And some of these that weren't hired as consultants were put in our control group. The control group were youth that were in school or out and were involved in just research. The idea of the control group was to see if the Youth Consultants made any changes from the controls who weren't in our program.

In training of Youth Consultants in the early part of the program, we held group meetings several times a week for several months. In these meetings, we discussed some of the problems the Youth Consultants were having and some of the things that we wanted to cover in our program. During these months of planning, we felt a need for further knowledge. In reaching for more knowledge. in these training sessions, we brought in reading material, films and audio tapes and agency personnel to talk about problems from the standpoint of existing agencies.

In the training sessions, we decided that we would specialize in employment, schools, recreation, and delinquency. For example, in employment we had several persons from the Lane County Youth Project Employment Training Center and from the Oregon State Employment Service in to talk to us about employment problems.

Throughout these training sessions, we have had a lot of different persons in from the Lane County Juvenile Department, youth officers from the Eugene Police Department and from the Springfield Police Department. With these people, we got a better understanding of juvenile problems from the adults' point of view. We also interviewed other teenagers to get their ideas. We not only had people in but we also went out and visited some places of interest to the Youth Consultants. Some of these were the Lane County Juvenile Department, local police offices, Sacred Heart Hospital, Weyerhaeuser Coo pulp

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mill, several local employment offices, Lane Community College, and the Eugene Parks and Recreation Department.

A big part of our training was a lot of written material. This was planned by the program supervisor or program analyst with the purpose of assessing the knowledge and attitudes of the Youth Consultants with regard to various problems and feelings of youth and to encourage our expression of our throughts and feelings.

In the early training sessions for the Youth Consultants, we spent a fair amount of time getting our own ideas and feelings together and trying to work more as a group.

For example, all of the Youth Consultants are from different backgrounds and have a lot of different ideas than some of the other Youth Consultants. So we would have to discuss the way that we felt and why we wanted to do things a certain way. We have never completely agreed on everything. But we are able to see someone else's viewpoint and be able to accept it without feeling that no one cares what we have to say or having the feeling that we are being left out.

We spent some time on planning panel presentations designed to give our viewpoint in specific youth areas.

In November 1966, the Youth Consultants began to train community groups and began to act as Youth Consultants.

At some of our earlier presentations, which were at various places such as the VISTA trainees where we were the Youth Consultants training the VISTAs, we had planned our presentation so that we sat in front of the audience and a monitor would explain our program and introduce the rest of the Youth Consultants. Then we would begin by each Youth Consultant giving about a five-minute speech on an area that they were working in, which were delinquency, recreation, schools, and employment. After this, it was thrown open to the audience for discussion.

In the VISTA session, we used the closed circuit T.V. for the purpose of letting us, the Youth Consultants, see how we looked and how we could improve our presentations. We weren't able to use this again since the closed circuit

T.V. set which belonged to the Lane County Youth Project was never again available for our use.

After VISTA we met with other groups such as the Lane County Juvenile junior high school teachers, and youth correctional workers and counselors. At these meetings listed, we followed pretty much the same outline for our program as we had in our earlier sessions, with a little different outlook and trying to be more spontaneous and truthful with the group that we were meeting with. I feel the reason for us not being able to be more spontaneous and truthful at earlier sessions was because we found it difficult to talk to groups and we were lacking in confidence. We seemed to be more superficial than we were in

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Department volunteer case aides, University of Oregon sociology students, a parents' group at a church, a YM-YWCA teenage club, groups of elementary and later sessions when we falt more comfortable and more sure of the rest of the Youth Consultants who we were working with.

Some of the things that came from these meetings were things such as two Youth Consultants were asked by the principal of a grade school which we had spoken to, to sit in on their classrooms there and really get the feel of what was going on and also to help the Youth Consultants to have an opportunity to see for themselves how things were going.

Two other Youth Consultants were on the Oregon Youth Council ((Editor's Note: A group of teenagers from throughout the state which meets periodically to discuss public issues affecting youth)) and there they discussed some of the problems that are facing today's youth such as the 18-year-old vote. We also sat in on the Oregon State Employment Service meetings which they

held for teenagers in search for a job and tried to show them ways that they could go about finding a job suited for them. In these meetings, the Youth Consultants expressed their feelings and experience that they had had in finding jobs.

Chapter 3

SECTION II

The Youth Consultants

Chapter 4 The Consultants Tell Their Stories

Editor's Note: The true names of the Youth Consultants appear on the title page. However, to protect their privacy and allow them to write without inhibitions, fictitious names have been assigned to them in this chapter, in Chapter 10, and in the Appendix.

## Alice

Springfield, Oregon, has been my home for the last nineteen years. I was born in Eugene, which is only about five miles from Springfield. My father works in construction and my mother works at the University of

Oregon. They don't have any high school education. My father has an eighth grade education and the same for my mother. There are four children in our family including myself. My oldest sister is 24 and my brother is 21 and myself 19 and the youngest in the family, my little brother, who is 15. I have attended one grade school and one junior high school which are both in Springfield. I have gone to school in California for a short time in high school and attended another high school in my home town. At the present time I'm living at home and enjoy it very much.

I dropped out of school in the eleventh grade. I have had trouble in reading since I was in grade school and passed on through the grades, and each year making it hard for me to keep up with the classes that I was in. This was just one of the reasons that I did drop out, but there were a lot of different things that add to it, just not in subject matter itself. I have had some trouble with the Juvenile Department, before reaching

the age of eighteen.

This is my first job here at the Youth Consultants. After our project is through I'm planning on finishing school and working for the Juvenile Department

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Another one of our sessions was with the Lane County Juvenile Department counselors. After the session, they asked one of the Youth Consultants to sit in as a co-therapist in group counseling. The Youth Consultant worked with a group of juvenile delinquents at Skipworth Home, the county juvenile detention center.

But in all of the sessions that we have had, I feel we did a fine job. And with each agency that we have met with, they said yes, that we could come. In each of these meetings that we had not met with the group before, they seemed to me not to be real sure of what we as Youth Consultants were. But after meeting with them, most of them asked us back and seemed enthusiastic with us.

here in town. I feel that this type of work would be the most meaningful for me and rewarding job that I might get into. I know how I felt when I was a teenager between 13 and 18 and some of the problems that I have had and a lot of other kids are having and would like to be able to help them work out their problems as someone did for me.

There isn't a lot to do around here on the weekend or during the week. There are a few dances each weekend but they're mostly for the younger kids and kids my age and older don't go to them. So mostly we go to shows or to the coast or to another town for something to do. Most kids date and have some parties.

### Barbara

I was born at The Bronx, New York, on January 23, 1951. I'm a Negro. I live with my mother. My father is dead. My mother works for different people. I have two sisters. One is 17 and she's married and the other one is 6 years old. My mother went to the eighth grade.

I been in Eugene for 13 years. I went to Lincoln Grade School for six years, and went to Wilson Junior High for two years and Jefferson Junior High for one year. I'm attending Churchill High School now.

I'm living in an all-white neighborhood. And I live with my mother until July 8 because I'm getting married. I'm in the 10th grade now.

I haven't been in any trouble with the law that you would call trouble.

The only employment I've had other than the Youth Consultant job is picking beans and babysitting.

My future plans are I'm trying for the '68 Olympics and going to nurses' school and then have a family. I want training in nursing and office work. I really want to be a nurse. And for recreation I like to run. Chapter 4

Carol

To begin with, I was born in Vancouver, Washington, which is right over the border from Portland, Oregon. It is a rather small town with about 35,000 people and there is really not much to it. I was given birth to in the year of 1951, May 15. St. Joseph's Hospital. I am a Negro but my grandmother is part white and grandfather part Indian.

There are ten kids in my family the oldest being 29 and the youngest 13. I have only 3 sisters at home and my four brothers and other 3 sisters are all married, in the service and in college. Most of them live here in Eugene with the exception of one, the oldest one. They are just average families and and employed by the railroad and telephone company, etc. We find little problems here in Eugene actually and find living here easy and comfortable. My dad works for Southern <sup>P</sup>acific Railroad Company and makes an average income. My parents went to school until the ninth grade. They worked in the shipyard until my dad was informed about the work down here which was better pay and easier living so they moved down here before I was even born and so here we are settled down in Eugene, Oregon. They use to live in Little Rock, Arkansas, for most of their lives.

I have lived in no other towns but Eugene although I have visited a lot of others. I go to Portland, Oregon, which is about a hundred miles from here, almost every other weekend because I have a sister that lives there. I also visit certain parts of California about once a month. San Francisco, Oakland, Berkeley, and Richmond. I have friends and relatives there. I have attended only one grows school in my lifetime which was one that was sort of out in the counter and most of my brothers and sisters went to it. I went is some different junior high schools, which were Jefferson and Wilson.

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Ed

Oregone

sitting mostly for family and close friends. I also babysat for the neighbors down the street last summer a little bit. I used to help this lady a little in her store when I was about in the sixth grade. My plans for the future are as follows:

I would like to go to business college for a few years and really get good in typing and shorthand because I plan to be a secretary. I want to be one in a private organization if possible like real estate or some other business firm. If I don't make it in the world of secretarial career, I would like to be cashier at a big department store like Meier & Frank's or something like that or a women's store that has all the latest or maybe in a record shop. In my spare time, and if I get good enough, I would like to be a big time singer so that everyone will have something to remember me by but just for a little while because when I get ready to settle, I want to really settle down and sort of be to myself. This is my main ambition and I intend to follow through if given the chance and if at all possible. You can judge me if you will come to Eugene and you can hear me sometime.

In my spare time, and if I get good enough, I would like to be a big time singer so that everyone will have something to remember me by but just for a little while because when I get ready to settle, I want to really settle down and sort of be to myself. This is my main ambition and I intend to follow through if given the chance and if at all possible. You can judge me if you will come to Eugene and you can hear me sometime. I want to settle down when I get about 21 or 22 because then I will be ready for it because I don't see any sense in settling down if you are not able to cope with it. I want a quiet life with about four kids in the wind up. My interest lies in the field of athletics, my favorite being basketball and football. Usually on the weekends and things I go to parties or dances and after I go to church we go to the park and play baseball or football. I would like to learn how to play the piano or organ in my spare time which is not very often that I have it but it might be interesting to do it. Well, this is my whole dull life history and that's about it.

600 kids. Wilson is a very old school, in fact it is the oldest school in Eugene and used to be the only one. It will be torn down at the end of the season though. I now attend a brand new high school by the name of Winston Churchill. It is also out in the sticks to be frank with you. It is a beautiful school with a gym that is round and three times bigger than the average ones with a 220 indoor track around the outside. It is the nicest school that I have ever seen in my life. I plan to go here for the remainder of my high school days unless things start getting me down, system and all.

Jefferson is also sort of out in the subs. It is a nice modern school with about

I presently live in a quiet little neighborhood on a dead end street. It is not in town but sort of out about 2 miles from town and it has its own little shopping center with several stores, a shoe store, 4 hamburger stands and a large variety store. There are several schools around the area that I attended and I have lived in this area for about  $2\frac{1}{2}$  years now. A lot of kids live in the area, mostly preschool and grade school, with the exception of a few high school kids that live down the street.

I live with my parents and have been living with them for all my life. I plan to live there for some time yet to go. If I go to college though, I will probably move out.

I am now in school and I'm a sophomore attending Churchill.

I have never been in trouble with the law in my life or should I say I have never got caught. We used to do little annoying things like ring people's door bells and take off and steal beans in the beanyard and strawberries and candy and everything. But it was never anything serious.

The kind of work I have previously done was mainly picking beans all summer long. I also did some strawberry picking, cherries and just about every kind of agriculture you can think of. I hated every minute of it until I got my check once a week. Also I did some babysitting in fact quite a lot of baby-

Chapter 4

I am a Caucasian male. I was born on Friday, March 6, 1949, in Portland,

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I come from a family of four kids and one foster sister. I am the only boy. My sisters' ages run 25, 16, 14, 11. My father works for the Southern Pacific Railroad Company and he has for 20 years. My mother works part-time for a cosmetics company. Both of my parents have had 12 years of schooling.

I have lived in Portland, Lowell, Eugene (all of these are in Oregon) and I found residence in Everett, Washington. I have attended school at Lowell Grade School, Bethel Grade School, Adams Grade School, Wilson Junior High School, and South Eugene High School.

I live with a friend of mine in an apartment in Eugene. I moved out of my house toward the end of school year this year.

I am presently enrolled in school at South Eugene and I am a senior. ((Editor's Note: Ed was graduated from high school in June 1967.)) My real problems in school began in the 7th grade when I began running around with the so-called "delinquent" crowd. These youth felt school wasn't worth a damn---- so to belong I developed the same attitude.

My trouble with the law was on one case of run-away but I would be classed as a "delinquent" who just wasn't caught. I ran away because my father tried to choose my friends.

I worked in the bean fields for three or four years. I worked in a pizza parlor for awhile and at a furniture store. All of which I was fired from because of my incompetence.

My future is quite clear to me. I would like to finish school and go on to college and study sociology and law, followed by practice in one or both areas. I want training in these areas I have mentioned above.

I enjoy outdoor sports such as hunting, fishing, camping, hiking, etc. I have a hobby of trains which I enjoy. I like all kinds of music, playing the guitar, dancing, working with people, driving, racing, and for just pleasure, girls, billiards, bowling, drawing, painting, singing, writing stories, speaking, and just being alone once in awhile. In all, I enjoy most thingse

Chapter h

Editor's Note: Several Youth Consultants dropped out before the end of the program or did not participate in this writing project. Brief descriptions of these youths, prepared by J. Franklyn Johnson, program supervisor, follow.

Charles, an 18-year-old boy, employed in August, 1966, was a very bright, somewhat guarded, boy. Having been raised solely by a mother, Charles was skeptical of adults and had almost no peer relationships. He had a history of poor attendance and low performance at school, and had been referred to the juvenile court as a runaway. He had heard of the Youth Consultant Program through his employment with LCYP's Rsearch Division, Although he remained in the program, he did not choose to participate in the writing of this publication.

Al, age 18, was referred by an LCYP Employment Training Center counselor and was employed in October, 1966. A 12th grade dropout, he was living temporarily with his stepfather, having experienced difficulty in getting along with his mother. He had had one referral to the juvenile court for runaway from home and was known to local police for traffic violations. A fairly bright and talented boy, Al was distrustful of adults; he associated primarily with a college-age group. Despite an obvious devotion to the aims of the project, he dropped out two months before the end of the program to take a job in a sawmill. He contributed to this publication before leaving the program. Fred was a 16-year-old boy who had been expelled from the 10th grade following difficulty with the high school principal. He heard of the program through the LCYP Employment Training Center. An articulate boy, he seemed unsure of himself and had difficulty in achieving satisfactory relationships with either some adults or peers. He was employed on a full-time basis, although assigned half-time to the LCYP Education Division. He dropped out about three months before the end of the program to take another job. Dick, age 16, was the third of the original three consultants hired,

and remained with the program until August, 1966. An anxious and insecure lad,

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he had experienced difficulty in both home and community adjustment, dropping out of the 10th grade and being unable to maintain any extended interest in anything. Dick seemed to seek acceptance while inviting rejection; his brief period with the project was marked by intensive limit-testing and spotty performance.

George, a 15-year-old boy with shoulder-length hair, was employed for approximately one month during the beginning phase of the program. A dependent boy, he had a history of family problems. About two weeks after his employment, his family moved to another town. When George was unable to accept a suitable living situation, he was returned to his parents' new home by the juvenile court.

Bob was a 16-year-old boy referred by a juvenile court counselor and employed between late August and mid-October: his employment terminated after his commitment to a state institution for delinquents. He had had referrals to the juvenile court for drinking, truancy, and runaway, and had a history of difficulty both at home and in school. He was highly articulate in a small group, and seemed quite sensitive to the problems experienced by youth. However, he had difficulty in relating readily to peers and was never really accepted by the group.

Dorothy, age 16, was a highly articulate girl who was employed between August and November, 1966. She had a history of difficulty at home, and at the time of her employment, was living with an aunt and uncle. Although she was insecure and lacking in confidence, she had high aspirations for herself and possessed considerable charm and ability. When she located a new living situation, she terminated her employment.

SECTION LLL The Consultants Speak Their Minds On -

Chapter 5

Parent-Child Relationships and Family Life

Part A - A Girl's View

We find today that most kids and their parents cannot communicate together. And in this chapter we are going to try and tell you how some kids and parents act towards each other at home. We are going to try to give some solution to this big problem.

One of the biggest disagreements between parents and teenagers would have to do with their social life, including dating, and their friends. First, we will talk about some of the problems kids face at home when they want to date. These parents will always find an excuse if they don't want their child to go out; they will say that they don't like the boy or girl or say they haven't done their house work. In this situation, you will find that the boy or girl will end up sneaking out to go with their friends. So in order to avoid this, parents should not try and pick their children's friends because the kid has a pretty good idea of what kind of friends he or she should go around with. Another problem is respect. This includes from both parties. What I mean, you will find today that there is no respect in the home from the kids or from the parents because the kids curse at their parents and vice versa so in order to have good understanding in the home, you have to have respect.

Kids find out today that their parents don't trust them. And a lot of parents are just afraid to trust their kids because they don't think that their kids are old enough to take on the responsibilities of going out and coming back on time or they may be afraid they are going to do something wrong. Some parents are just used to sheltering their kids. And they should give the kid a chance to prove himself to them.

In family relationships, you will see that the kids don't like to listen to their parents even though they are right. Kids like to say they know it all and their parents don't know anything. So some kids don't even try to under-

stand how their parents feel towards things and life in general, because they say their parents are old-fashioned about everything. So you see kids are just as big of fault as some parents.

So you see you have to be able to communicate to keep your family together.

### Part B - A Boy's View

Today we find that the family is spread over many different areas. The parents are joining too many different clubs or other activities and/or staying out late with friends. The kids are involved with schools--out-of-school activities occupying most of their time. What does this mean? It means the family is losing its ties with each other and beginning to form a barrier between parents and children.

This barrier is being magnified even more by the relentless attempt of parents to regain and hold their children immobile to the progress of time. Although this problem is growing it can be eliminated or reduced by a mutual development by both parties.

Youth for the most part learn by watching their elders and find excitement by enacting that of adults. To illustrate, let's take a hypothetical case.

Bill Smith is 17 and is the eldest of four kids. His parents are socially inclined and belong to a local club. Let's say three evenings a week Bill's parents retreat to this organization for their social world. (I say retreat because they move away from the family situation to relieve themselves from the tensions and pressures of home.) Bill sees this retreat and respects it. He also is trying to make a big change in his life---from youth to adult. Bill has many friends with whom he tries to retreat, but his parents limit his time and behavior. They tell him what he can and can't do and they say when to be home. Bill begins to form a questionable attitude towards his parents' requests. Upon asking why he has been given such limits, his parents reply that they are Chapter 5

thinking of his health and well-being. But this in Bill's eyes is ridiculous because his parents stay out quite late, waking up the next morning with little sleep, taking their own problems out on the kids.

Bill is trying to grow up and he likes doing those things that make him feel grown up. But he in turn must prove he can handle responsibility before he can be accepted as an adult. This problem is compounded by the fact that his parents are reluctant to give him responsibility because in their eyes he is still a child and they are afraid of the fact that he will make a decision which will harm his future but people (parents) should realize that most, kids given the opportunity can handle most anything they are faced to deal with but if they don't make the right decision they have learned something as do most other people.

The whole problem of child-parent relations is in the lack of understanding each has for the other. The problem is big but not unsolvable. The two groups must learn to have a mutual respect for each other. The only problem is neither wants to give in to the other. They think that by giving the first 60 per cent of change that the other group will expect 100 per cent change, but this is something they must overcome. One of the two groups must give a 60 per cent change or bend to meet agreement. This is understood, but once that 60-h0 has been completed then there can be 50-50 decisions from then on.

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## Schools and Teachers

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In this present day of specialization and automation, the role of the school plays a very important part in our society. Their final product, to be unleashed into the realm of business and leadership, will be either a success or failure. The school is the foundation of our new and prosperous economy, producing minds that will entrap and solve the problems of tomorrow. For this purpose, it is important for schools to develop the youth of today to the best of their ability.

As we look at schools and their enrollment today we find that a certain per cent of the students are going to drop out or do the least they can and still graduate. Why? In this chapter, we would like to express our ideas on why this might be happening.

This chapter is divided in two parts: (1) the views of an in-school alienated youth, and (2) the views of a dropout. The in-school youth will be the first part of this chapter.

Part A - Youth in School

Upon entering the 7th grade (what is commonly known as the first year of junior high school) the student loses his identity and becomes a number. He is moved from a realm of human existence to that of a machine, programed for the future. What problems does this present? Well, let's move back to a grade school in any town and follow a young boy and his problems. Here in grade school, the boy finds individual attention from the teacher. The teacher gets to know the boy and his parents. She knows his likes and dislikes. She can give him help where he needs it because of her knowledge of the boy. When he moves to the 7th grade, he no longer is in this type of relation with his teacher. He is no longer an individual; he is just one

in a group. His problems are neglected as is his true identity.

The special help he is used to in grade school can no longer be found and the boy begins to form a strong dislike for the school and what it stands for. He finds Mimself lost in what is going on or he just refuses to learn because of the fact he is slow. As time progresses, he is even more set back. Now he sets himself apart from the class, refuses to enter into discussion, lets his mind wander to more interesting things or just sleeps.

This in turn causes the teacher to notice him and try to make him feel a part of the class, but at this point it is often too late for just calling on the boy. He later begins to cause attention to himself by his mischievous behavior, which in turn will get him thrown from class and even school. Now the problem is present, but he has labeled himself and he is constantly whacked and accused of anything that happens. This will cause him to drop from school Vor just be one who does the least to pass.

Another problem is the system of handling this boy's behavior. Once trouble has begun and he brings attention to himself, he also begins to find that he becomes an isolated case. When he has taken it upon himself to cause class problems by talking in the back of the room or throwing paper or something to this effect, the teacher, although well-meaning, tries to eliminate the problem by sending him to the counselor.

Under this circumstance, the counselor must act as that of a disciplinary officer. He proceeds in interrogating the boy to find the problem, but because of the circumstances, the boy becomes alienated from the counselor as well. This brings about the further alienation of the boy.

Another problem present in schools is the fact that more and more of the teachers are not dedicated to the art of teaching as a service rather than a job. Too many teachers are becoming teachers because of the fact that there will always be a job when they get out of college. These people are doing no service by teaching. They are only compounding the problem that is already

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present. These people don't really want to be there and they often show it. Another problem is in student government. Here the kids only follow that which the faculty and administration set forth. This causes a form of false security for the kids which does more harm than good to the youth in his or her later life. The administration tries to make things easy on the students and set forth the operational order to follow. They also give the students the material to cover.

I have stated the problems in or with schools and it's proper to state solutions that could be instituted to solve these problems.

First, the problem of the number basis students find from the 7th grade on. The teachers complain that they have no time to take every student aside for help. This is a true and valid argument but teachers fail to see or use that which is in their possession. If the teacher was to delegate the responsibility for the higher scholastic students to help the ones who aren't catching on in subject matter then the teacher has more time for individual attention to students.

Another point related to the time alleviation is that with more time a teacher can become a teacher-counselor. This would enable the teacher to solve problems arising in class without sending a youth out of class. This would also alleviate much tension from the counselor, so he can work with more isolated cases.

Part B - Youth Out of School

In today's society it is not easy to be a dropout. Since I have dropped out, I've felt some things that I'm sure all dropouts have felt. I dropped out of school in the tenth grade, and I suppose that you could say I wasn't the normal type of dropout. While I was in school, I had gotten on the rally squad, which was considered quite a bit at the school I went to.

But for me the social life couldn't fill the gap of feeling "dumb" and left out in class.

I know from working in our Youth Consultant Program a lot of teachers and administration feel that there isn't anything that they can do for these kids that are having problems at home and school. But I feel that this is becoming more and more the school's job to meet these kids' needs. The counselors today aren't meeting the needs of their students and so the drop-out rate goes up each year.

I feel that this would be a big job for the school to take on, but sooner or later I feel they're going to have to. I don't feel that just ((lack of)) counseling is the main reason for kids not being able to fit into school, but I feel it's the whole school system that has to change before the kids will change.

I don't really think that I could explain to anyone how you feel when you sit in the back of the class and try to look busy so no one will know that you don't have any idea of what's going on.

A lot of the problems that I have had in school were due to not learning my subjects well enough in grade school, and some due to home problems. I feel that I should of been held back in grade school so that I would not of had such a hard time in junior high and high school.

A lot of people think that you should be able to go up and ask the teacher for help. But for me, and I think a lot of kids that have had some of the same problems I had in school, to go up in front of the class and ask the teacher for help is something that is almost impossible.

There is a big communication gap between students and teachers. And in our Youth Consultant Program we have tried to explain to teachers and administration how kids feel when they aren't part of the class. Chapter 6

Going up and asking the teacher for help would be the thing to do, I'm sure. But somewhere along the line of going to school kids seem to get a completely different picture of what teachers really are. In our program, I have been real lucky to have the chance to meet with some of my old teachers and be able to find out that they are really human and do care about what happens to their students.

But somewhere along the line I feel it's up to the teachers and administration to look at what is happening to their system (reasons for students losing interest and finally dropping out). I do feel that the students have a share in looking at what they are doing, too. But, as I'm sure everyone has heard, "adults make the rules." So I feel it is up to them to give the first 60 per cent toward helping students.

The schools today don't meet the needs of the teenager today and the world that they live in. A big part of school is to prepare students for the adult world. And I don't feel they do this as much as they should. History and social studies are an important part of school, but I think a big and more important part of school is to learn about the things that are going on around today's teenager.

For example, ISD and pot are so-called big things today for students in college and high school, too. I feel that if the teachers would talk about these things and tell them some of the things it does this might help one student not to have to go out and experience it.

I feel that if you spend an hour in a classroom and during this hour you have helped one student to be more prepared for the adult world, I feel you've done a great deal.

But somewhere along the line some changes are going to have to be made, and I'm afraid it's going to be too late. Everyone talks a lot about doing something, but nobody does, do they?

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Recreation

In this chapter, we want to give you some of our ideas on recreation here and just a general view of it, period. In the first place, what is recreation to teenagers? I feel that when a teenager thinks of recreation, he thinks of something constructive to do in his spare time that they enjoy doing and want this to be continuous. Adults may think of it as parks and playing games and things, but this is where they're wrong. The kids are fast nowadays and want to be in with the in-crowd at 12 and 13 years of age. So we have to provide for a lot more. As far as recreation goes here in Eugene, there's a lot. That is if you like to snow ski, water ski, and other activities pertaining to weather activities. Now this, I think, you'll agree with me can run into quite a few financial problems.

A lot of these rather well-off families do quite a bit of this in Eugene. Now, what about the families that are just about between average and below or just average? This cuts them out of these activities automatically. So what do they do? NOTHING. Well, anyway, it all amounts to nothing constructive. All they do is lope the streets and try to get into something. They might go over to friends' houses or something like that, but that's about it.

Usually on the weekends most of us have something to do. We can go to the Machine, a night club that is located downtown on the main street. It is located on the top of a store and as you walk up the carpeted stairs the lights cast on your clothes and make them look different. It has a snack bar, game room with shuffle board and pool tables and plenty of seating towards the back of the dance floor. There's dances here every weekend.

There is also a place where we have larger bands, two or three of them a night on the weekends. This is called the Armory. This is a nice building that

We went to the Lane County Parks and Recreation and talked to the vicepresident ((assistant director)) there. He's a nice guy and use to play football for Oregon. He was willing to listen like I said, but that was about it. They just didn't seem to want to get involved in this type of atmosphere. Also we talked to a head guy at the Lane Y ((Central Lane YM-YWCA)). This is a sort of recreation center but you have to pay so much a year to become a member to participate and it's no cheap amount, believe me. It has quite a few activities in it like swimming, fencing, volley ball, basketball, all kinds of exercising equipment, ping pong and they have a lot of summer camps and sponsor a girls' track team. Well, he thought we had good ideas also but tried to point out some of the faults there might be and some of

the problems and negative points. So, we really didn't get much out of him either.

In most of the groups we talked to, they thought that it was a good idea and said they had something like this in their hometowns. This was one of the most interesting subjects I talked on, myself, at these meetings because I really felt I knew a lot about it in general and especially here in Eugene. On one particular occasion, we took a trip to Vancouver, Washington, about 120 miles from here. We spent the whole day down there from morning till about seven in the evening. What we did here was visit their recreation center which is called the Trapadero Club. We wanted to get an idea of what it was like actually, because we had heard so much about it, but like the saying goes, seeing is knowing, not believing!

Actually when we went there we were rather disappointed because it wasn't really what was said about it. They had turned part of the upstairs into a nursery school, and the feeling I got was that the kids didn't really have all that much say in the program like they were supposed to. Another thing is that since this was in Vancouver, which is almost right next door to Portland,

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holds a very large crowd. It is located a little outside of the downtown area.

The first place we had though was the Cascade Club but mostly older kids hung out there, 17 to middle 20s. This was a rather old building and since these other dances that have recently come about, it has either closed down or turned into something else.

Right after this went out, a new place came up called the Torq Club. This just recently burned down but is now being remodeled and should open again in about a month. This club went over big when it first came out but then it got kind of old stuff because at its time. it was the only place to go.

Now these are fine on the weekends and things, but like I say, what do we do during the week? From this knowledge we based our plan which is something like this: Having a recreation center open to all teenagers every day of the week. In this we could have maybe a swimming pool, pool tables, and different games like that. Bowling is another idea. But the main thing to have in this would be a dance area with either records or a juke box playing. This would be during the week from about 3:30 until about 10:30. Have a snack bar, of course, also. I know the kids would go for something like this because I have talked to many of them in this community.

Now a lot of you that live in these large cities have these type of places. I know because I've been to several. But now, we would really consider this a pleasure to have something to this effect. See, in our spare time, which we have a lot of, we would like to have someplace to go like a dance or something, especially on the week days. Who knows, we might become in better physical condition in the long run due to this!

Earlier this year, we talked to several agencies connected with recreation facilities here in Lane County. They thought our ideas were real good and they were willing to listen to us but they didn't seem to want to get too involved. Here are some of the places we went:

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most of the kids go to Portland on the weekends and also during the week.

But now if it was in Eugene, would anyone else want to go anyplace other than here, because Eugene is the second Largest city and you have to go quite a little ways to reach Portland. So as far as the Trap goes, I think they'll keep adding different community things on that after awhile it'll be a community center rather than a recreational center. I wouldn't want this to happen in Eugene though. But the kids really worked for that lovely building because they started from scratch and worked on up. And it's amazing what they went through for it. It seems to be a nice place for kids!

Summary: What I am trying to bring out to you is that I don't think there are many recreation centers that meet all kids' needs but this is what we need. It's hard, true, but I know that it can be done, but the main thing is that the kids get a chance to voice their opinions in these different things and become a part of this thing, because, after all, they're the ones that will be participating in the activities and so therefore should have 95 per cent of the say in it. Kids should be picked from all ranks and not just the uppity and popular ones. Kids need something to do after school in their spare time because this is the biggest percent of their time.

### Chapter 8

## Responsibility, Alienation, and Delinquency

"Do you think children should have responsibility?" "No-if they had responsibility it would take away from our authority." I asked that question at a student-teacher workshop in July of 1966. The answer was given by one of the teachers. This attitude was felt by other people I talked with. Is the best way to teach and bring up children done by blind obedience? Is it best to cover a child from outside forces to protect him from harm? Are teachers and parents so God-like they can play with a child's life? Well, that is what they are doing whether they think it or not. They scold a child because he isn't responsible, and so he tries to be responsible, but when and if he makes a decision which is not accepted by the adults, he is again punished or reprimanded. What is the child to do? What do YOU think that the child feels at this point? Well, he becomes alienated and rebellious. because of this paranoid feeling toward anyone of authority. Are teachers and parents so intelligent that they always know what is good or bad for a child?

That's exactly what they are doing. They are saying you can't do that and you can't do this. This cannot be done without communication, because adults don't know what a child wants without interaction between the two age groups. Now, how can an adult communicate equally with a child if the adult doesn't give him or her responsibility?

As one of the other Youth Consultants wrote, "I think that a person has to be given some sort of responsibility at an early age. Pre-school children should grow up with the knowledge of being able to accept responsibility and know when and how to use it.

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"If a kid doesn't have a chance to use his ability and judgment as to how far to go, by the time he has reached the age to go off on his own, he will be lost. He will not know how to handle himself in public and get along by himself in society. Responsibility has to be given to the younger generation. so that when they reach the age that they are doing more things on their own, they will know how to handle themselves and accept the responsibility of being on their own.

"A student going from grade school to junior high school has the responsibility of going from one class to another, remembering the right books, and their locker combination. This alone is quite a shock to some kids who have never had a chance to do something on their own, using their own judgment."

This is the point I'm making: Teachers and parents won't relinquish their authority to give the child responsibility and form a commucation equality between adults and children, so how can we Youth Consultants truly communicate? If adults feel that we have communicated, then they are on the road to giving responsibility to children and close the gap on alienations

I feel that adults refuse to accept the reality of the growth of their children, thereby refusing to give them responsibility. This act alienates the child from his parents and other adults or anyone of authority. Upon entering school, the child has developed this paranoid feeling towards authority and those in command, furthering the separation between society and himself. The farthest point of his withdrawal from society is delinquency.

All children should be taught the art of being an individual from the time they can walk. When a child can make decisions, whether right or wrong, he feels more like an adult. If the child makes a wrong decision, he pays for the mistake; he pays for it through his mistake, so why should the adults punish the child for the mistake, too? He can never learn to face his mistakes if someone's always there to run him or her into the ground for the mistake.

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To be responsible, a person has to face his mistakes and correct them himself. and a child can't do this with someone there to correct them for him. Teachers are the biggest complainers of students not having responsibility. To look at this problem we will first have to look at this: Who makes a child responsible? The child's parents? The child's teacher? Society?

Well, I have stated above that it is the child himself. But the child or student (the word child should be made to build a person up, instead of detract from a person) has to want to be responsible, and he has to be acknowledged for his decisions before he is willing to make decisions.

There is too much unconscious emphasis on the negative attitude and not enough positive in life today. If a child makes a decision and he stands by his act, he then should be praised for his intention, but should be shown the right way to do or carry out his intentions, and then and only then should the child be punished-that is, if he persists in doing something the wrong way. The positive approach should be carried out to the minutest instances in schools. There are all kinds of things that slacken a child's work and cause him to be defensive and alienated toward schools. Tests are a prime example. To the students, the word test has become a completely negative word. The foundation of tests are negative. Children are told to be individuals by their parents and teachers and yet tests compare you with everyone else. Why? Well, this is because teachers don't want to take these students as individuals; they are afraid of the student's individuality; they don't want their ruling world endangered by their children. But this creates chaos and rebellion. Marks on a paper are the same way. A teacher checks all the wrong answers instead of the right answers. Getting a paper back covered with blue check marks for wrong things doesn't make a student feel very good. Wouldn't it be better to have C-for-correct signs by the things he did right? Teachers say that they are showing the students where they are wrong. Well, children

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are shown where they are wrong all their life. They should be shown where they are right some of the time. They should be shown where they are wrong with a right explanation of the wrong answers. This gives a student something to work for.

For example, a student writes on a paper, "I ain't got none of them," and the teacher marks it wrong. So the student writes, "I haven't got none of them," and the teacher marks him wrong again. So he says, "To hell with it."

Things like this hurt the student which gives them their bad attitude toward school, and why not? Does it do the child any good to be told he is wrong constantly? The student feels that he can't do the work, so why try? And he is right!! To help a student, teachers should tell the student where they are right and show them where they need improvement, not telling them they're wrong.

In the American society, we have grown to be an educated people, and the young must be educated to the ways of an expanding life. But teachers have a tendency to treat youth as machines, like a semi-skilled worker needs his machines to do his job. The teachers should look on these youth as people and the leaders of tomorrow and should give them the opportunity of mental and social growth, as well as a formal education.

Parents can help prevent their children from becoming alienated, too, by learning to talk to them, listen to them, try to understand, and try to remember how it was when they were young and how they felt.



Employment

Probably one of the most interesting or important things in a person's life would be his work. We didn't really get too involved in employment like we should of did but what we did get out of it will be discussed in this chapter.

The biggest problem we have in seeking for a job, I think, is age. In most jobs, there is an age limit set on it, which is usually about eighteen. Very seldom do employees go by the ability of the individual rather than by age and/or experience so this just automatically cuts out over half the kids. If they could just omit these facts this would eliminate a lot of problems with employment among kids.

Another thing is that in small towns there is really not much of an opportunity in jobs for kids at all. Most of the jobs for kids have to do with agriculture, like picking beans, strawberries and cherries. Also a lot of little two-bit jobs like babysitting or something.

I think they have come quite a ways in the schools towards preparing us for the particular jobs that interest us. Now they have people come over to the school and talk to the kids about the particular job you are interested in. If you take General Business in your high school sophomore year, you will spend about 3 weeks on the job you are interested in and describe it in detail, write a whole notebook on it, telling qualifications. You will also have to write an application out and I think that all this can really help out in the long run.

I think the business type of jobs have more opportunities involved in them than any of the others like agriculture or operator or stewardess. High school offers quite a lot in business subjects. Such subjects as briefhand,

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chorthand, typing, stenography, office machines and practice, and this is working with all of the machines you can think of from adding to mimeographing machines. So from my stand point of view, the business world offers quite a lot to young people.

In any job you choose though, you can get a part-time job for a few credits in your senior year.

In working in our Youth Consultant Program, we have tried to find out as much as we could about employment and what effect it has on teenagers in our area. We have worked mainly with the Oregon State Employment Office. There three Youth Consultants sat in on group meetings which were designed to help other teenagers in going about finding jobs and what they could do better to get a job. The Youth Consultants' purpose there was to tell the group some of the problems we had had in finding work and what we felt some of the main problems were. There were about six meetings there and it ended finally after most of the kids in the group had dropped out.

We also had people in from different businesses in Eugene and Springfield and in this meeting they told the Youth Consultants what some of the problems were in different types of people getting jobs. The purpose of this meeting was to inform the Youth Consultants more about the problems in getting jobs and what types of people get jobs and people that don't.

We also used a lot of reading material in trying to become more informed on employment.

We met with private employment agencies and employers in trying to understand more of the problems in employment.

One particular session we visited towards the beginning of the project at the ((Lane County Youth Project)) Employment Training Center which kind of helped us quite a bit. They wanted to know what we would tell kids to help

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then out in getting a job. We gave them these hints that we thought might be of assistance:

- 1) Go down to the place early in the morning to apply.
- 2) Look very appropriate.
- 3) Act natural, relax.
- 4) Don't hide any records of juvenile delinquency if they ask because they'll find out anyway.

We also talked about responsibility of the workers. Some of them felt they ((youth)) couldn't handle or cope with the responsibilities given to them. They figured if they can't handle their school work or work at home, chores, how could they take on paying job duties. They just don't think we are responsible citizens. Now this was some of the people. A lot of them thought that we could take on these responsibilities with no trouble at all, though. But anyway

this was one of our sessions we attended to let you know how some felt about it. In most of the sessions in which we talked on all of the subjects, delinquency, recreation, schools, and employment, we never really talked much on employment. No one really seemed too interested in it.

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SECTION IV The Consultants at Work Chapter 10

A Talk With Correctional Workers

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Editor's Note: In April, 1967, five of the Youth Consultants traveled to Salem, Oregon, to meet with a small group of correctional workers, many of whom are employed at the state institutions for delinquent boys and girls. Ed, one of the consultants, acted as moderator and chief spokesman for the group. Following introductory remarks explaining the purpose of the Youth Consultant Program, the meeting was opened to questions and comments from the correctional workers. This was one of several techniques, including panel discussions and skits, used by the consultants to convey their ideas to their adult audiences.

This chapter contains excerpts from a tape recording of this meetinga typical Youth Consultant "training" session. Following the practice of the Youth Consultants, the members of the audience are here referred to as "trainees." The consultants' names are fictitious and correspond to those names used in Chapter 4 and in the Appendix. The excerpts have been extensively edited to aid readability and preserve meaning.

Alice: To start out, if you guys would like to talk about schools and things, or unless you have some questions you'd like to start out with. Trainee: Well, in this group tonight now, have any of you dropped out of school? I know some, one or two of you, have. Alice: I have.

Trainee: That's what I wondered about -- motivation -- like people dropping out of school. So I was going to ask you, what made you decide to drop out of school?

Alice: Just a lot of different things. Not (getting the subject matter) in the first grade or second or in grade school and (just being) passed on.

(And then getting to high school) and sitting in the back of the room and not knowing what was going on, and a lot of other things, you know, not belonging to the subject matter.

Trainee: Do you think this is the main reason why most kids drop cut of school? Alice: I think it's a lot of different things. I know Ed has some good ideas on it.

Ed: Well, I'm a potential dropout, the way I'm rated at the school I'm going to, but I think that for every different person you have a pretty different reason why he or she would want to drop out of school. (Maybe) he feels that he should for economic reasons, you know, for the family that's pretty bad off. This is not (usual) any more, but this does exist.

Also, I think that it has a lot to do with, I wouldn't say the word treated. but the way things are handled. Typically, if anything happens in the classroom. first of all the kid gets reprimanded in the class in front of 30 other students. This probably doesn't make him any too comfortable, you know, sitting there, because once he gets it in class, he gets it from 30 other students sometime during the day.

And if this continues, the teacher doesn't usually take any time with the student. Finally, it's send him down to the counselor, and the counselor is usually busy with kids that are having some problems with their schedules. Therefore, the counselor can't take the time, and he sends him off to the dean of boys, and eventually this kid ends up in the principal's office, and really nothing is solved. They just know he's done something wrong in class and therefore, (he is) judged not so much on the incident itself, just the fact that this kid has disturbed the class, and therefore, they punish him every step of the way, and he feels more alienated to the school as an institution.

When you send a person the whole line, it's like, I don't want to take the time with him, give (him) to so-and-so, and this goes right down the line, and

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finally the kid doesn't care.

A lot of time, people have problems and they're not (related) to schooltroubles with their parents or something that doesn't have directly to do with school. This is in the back of their mind and it's bothering them constantly so they don't take a real active part. For some reason, they don't feel up to par with the rest of the kids in their class, so they do things like look out the window or cause trouble to get attention or something like that, trying to be known, without coming right out and saying like, look, guys, I've got problems, I'm going to need a little extra help or something. This is kind of hard for a kid to do. They don't want to admit there's anything wrong inside. This doesn't make you feel too good, anyway. I know I don't.

If there's something wrong that has to be worked out, I'd rather have somebody come to me and say, can I help you, than for me to go say, look it, there's something wrong, I need some help ... Adults (are) the same way. They really don't do everything they say they They'd rather have someone come to them and ask if they can help... do. Students become just a number in class, which is partly because of the overload. There aren't enough teachers to go around. The problem's got to be solved, because as long as you have this number attitude, you're going to have kids dropping out all over the place. Trainee: What do your parents think about you dropping out? Ed: They don't like it.

Trainee: What reasons do they give you? Ed: They say that you can't get any place without an education. They'd like to see me go to college, but I don't have to. But a college education is very important.

Trainee: If you dropped out, what would your immediate plans be?...You probably thought about it at one time. Well, what were your plans for the futurego in the service, go to work, wait to get drafted?

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Ed: Well, it didn't occur to me.

Trainee: Do you think this occurs to other potential dropouts? Ed: Not a whole lot, but, you see, a kid doesn't have to worry about tomorrow. This is part of the problem—to get a kid to realize that there is going to be a tomorrow, and you've got to plan ahead and the whole bit.

But, still, when a kid becomes alienated or becomes labeled a delinquent by the courts, society (concentrates) on this point, and where there has become a little separation between the kid and society because the kid has been labeled a delinquent student, therefore society takes a dim view of this type of behavior, und, therefore, shoves him out farther than he really is. So, really, it's not so much thinking about tomorrow so much. Today is his big problem. He doesn't have time for it (worrying about tomorrow). He's got a problem that has to be solved today.

Some people say, he's just running away from the problem, but it's pretty (hard) to stay and fight when you are against society. Because society sets the regulations and rules, and if you don't play by their rules, you don't play at all. And this is something they--the kids--have to face first before they can even think about tomorrow.

Trainee: It seems as though you are looking out of your home for help. Do you feel the schools should be able to provide this help? Ed: Yeah, <sup>I</sup> feel the counselors should be counselors, instead of being schedule supervisors, because this is the thing—a counselor would rather take the time so spent with a kid that's having a problem with his schedule or thinking about next year's (schedule) or working on a scholarship, than the kid that really wants to learn and get ahead, but, for some reason or other, inside there's something bothering him and he can't. I mean they worry too much about the college girls (college-bound students).

Trainee: You said earlier that you'd rather have someone come to you and help, rather than your having to go to them and ask for help?



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Ed: Yeah, well, it's...This is the way society is. You don't like to, I mean it's a case of, I mean somebody comes and ask if they can be of any help to you. Well, this is all right. This guy's taken an interest in you. I know he's got an interest or he wouldn't have taken the time to come ask me. Well, he's a pretty good Joe and I could talk and I know he'll listen because he wants to help.

But, if you have to go to somebody, you don't know really how they feel, and they might tell you, you need help and say up one side and down the other that you're a great kid, and you've got a lot of potential, and really got something on the ball and everything else, but you really don't know. It's like kids that are referred to a certain counselor from the court. They don't know if the counselor is really interested in them. He just happens to be the one the court ruled was his. And that's the way it is. But if somebody comes asking if they can help-well, they're willing to take the time. <u>Trainee</u>: In some families, the parents like to take this role. You don't feel this in your special case?

Ed: No, my family takes a very dim view of outside help of any kind. They say that if it can't be handled inside the family, it's too far gone. <u>Trainee</u>: But you don't feel that you can go to either one of your parents with your problems?

Ed: I could go to my mother. She leans upon my father. My mother is all right when she's alone, but you can't talk to her in the presence of, or about, my father.

Trainee: This isn't what made you (Alice) drop out of school? Alice: No. Maybe there were some of the same situations, but not the same reasons at all.

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Ed: Of course, the way I look at it, there's a lot wrong with school, and I imagine this is partly because I'm looking at it as I have to go, because

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that's what the law says, and so, therefore, I can find something wrong.

Our student government---it's kind of a farce. The faculty, they say, all right, you guys are going to make some big decision this week. Where do you want to send your charity drive money-you know, that the kids have made? So they'll decide, well, O.K., this is where we want to send it, and they'll (the faculty) say no. The faculty decided that one of these three (places) would be the best, and you are stuck with a choice set down by the faculty, which is true for a lot of things.

The parking lot-we have a big parking lot at South Eugene (High School), and kids race around the parking lot all the time throwing cigarette butts and beer cans, but the faculty didn't know what to do about it. And the student body said, well, let us handle it, because we think we can. We know what has to be done and we know who's doing it. And the faculty said, no, we wish you wouldn't, because if something went wrong, we're responsible. And so they won't let the kids take enough initiative among themselves, because either the faculty is responsible or the kids just don't know enough.

And this is the situation at home and at school and everyplace you go. You're a kid until you're 21, and therefore, you're not responsible for your own behavior. Therefore, they have to stand over you and watch you until the day you are 21, and then (you are supposed to) face the hard cold world and stand on your own two feet. But you can't be responsible without training for responsibility, and kids nowadays just don't get it.

Trainee: Do you feel that there are too many frills in high school, I mean like new uniforms for the football team every year ... and too many Mickey Mouse activities going on that the students don't appreciate and would prefer someting allegated towards more counseling and self-help programs and things like this?

Well, certain kids want certain things, and no matter what high school Ed: you go to, you've got three groups. You've got your, what the court would

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classify as, your delinquent group, and you've got your middle class, your middle class economic social group, and then your elite peers, which are your popular kids-the ones that hold the offices-and these three groups themselves are in conflict.

It's like now, that football, the new jerseys. The delinquest group couldn't care less. When it comes three o'clock, they are getting out of there, and that is all they are thinking about is three o'clock. Your middle-class kids are for what the upper-class kids are (for), because these kids in the middle-class group are trying every way they can to get in this elite group, and so they want it if the elite group wants it, and if the elite group doesn't want it, then they (the middle-class students) don't. To take a majority, you'd say, if the elite group classified it as

ridiculous, then the middle class would say ridiculous.

There are kids just like adults. Not saying they don't have a mind of their own, but they don't want to take the responsibility to take the first step. They'd rather have somebody else make the decisions for them. This is the way adults look at kids, and yet they (adults) really don't take a close enough look at adults around them, because I think there are just as many (adults) that are just this way. They don't want to take the first step on their own. They want to have somebody there to hold their hand. Trainee: These are the three groups you gave-the delinquent, middle, and upper class. Yet kids in trouble with the court and in the state institutions are from the upper and middle class also. Ed: I mean I'm not saying that all the time you have to be rich (to be in the) upper class. This upper class is someone that's been popular in grade school, junior high, and is popular in high school. You have delinquency in all brackets, and you have all these kinds of brackets interact. There's not a limit-like all families that make over ten thousand a year, they're going to be the popular kids. This you can't say, because the guys that have been

delinquent.

popular all the way through school are your elite group. They are the ones that put on a big show for everybody else around. Your delinquents are the ones referred to the courts, and they feel set apart. They have gotten this feeling that society is pushing them out, so they are not going to do anything about it. <u>Trainee</u>: I'd hate to try to be the teacher and work with each of these three groups and try to meet the demands and needs of each individual in these three groups.

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Ed: Well, I don't think that there's really that much of a problem—I mean taking the time to work with each of these three groups. Your elite groups are the ones that are pretty studious...Instead of doing extra credit, which is fine, I think you could teach these kids more about life than just having Mommy and Daddy hand them everything. Like (having the elite group) working with the kids that are having a problem. This shows them how to work with others and how to get along.

Trainee: You think then that we should have social counselors in school? Ed: I think you could do more by having these kids (the elite group) working as counselors—not directly with the (social or emotional) problems—these problems are going to take someone that knows or has experience as a counselor or a teacher—counselor—but working with the (school) work and getting them (the slow learners) to understand. This work could be done by these upperclass kids, the elite group. They (would be) becoming more able to express themselves, getting to know how others feel, and more able to explain what's going on.

Trainee: This is your leader of the class-the upper class-working with the delinquent groups?

Ed: Well, there are a lot of delinquent kids that are doing all right (scholastically) because they have to go (to school). (I just mean) kids that are having problems with the (school) work, whether they are mental or Chapter 10

<u>Charles</u>: Being separated into three groups, you are going to have to siphon out the ones that are talented in the upper class, and the ones that are cool in the upper class aren't going to want to sit around and help everybody, and the intelligent ones, they are not going to care either. <u>Trainee</u>: Why aren't they? <u>Charles</u>: Because they are too busy worrying about themselves. <u>Trainee</u>: Are you in the upper-class group? <u>Charles</u>: No, I'm not in any group. <u>Ed</u>: This is something we generalize, just as adults do. If the kids would be willing to help someone else, there's going to be a lot we don't like about the other kid. I mean, everyone's not going to like everyone else. <u>Trainee</u>: Do you think the kid is going to be helped with some smart kid telling him what to do? <u>Trainee</u>: If you take that kind of attitude. no. But if you take the attitude

Trainee: If you take that kind of attitude, no. But if you take the attitude that his person is going to help you and show you what's going on-you are having problems and you know you need help-I don't think anyone really wants to flunk school, no matter how much they say they hate it. Trainee: No, you're getting on another subject. You are separating between the ones that have grades and the ones that have social problems...

Ed: Like most kids don't know most of their problems come from their parents being divorced or something or other way back when, and you can't change it... This type of work-what their problems are, what type of motivation is causing their problems-should be done by an experienced counselor.

I'm saying that in the written classwork, kids can be given help by kids that are more (able) to do it--(the ones who) get good grades in class. This would give kids an opportunity to work with others and would give the teacher more time in the classroom where she could work with some of these others, as a teacher-counselor.

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Trainee: In other words, the same type of job as teacher's aides have right now? Ed: Yeah.

Trainee: What do you (Carol) think about these three groups? Carol: The majority is in a middle group and they do try to go with the others (the elite group).

Trainee: Do you think the middle class and so-called delinquents would accept the uppers coming in and being leaders, or do you think they would get along? Carol: They (would) have to know what they are doing.

Trainee: What happens to a possible fourth group that doesn't belong to any of these others?

Ed: The loners?

Trainee: Yes. I don't think they care very much about anything. No, that's wrong-except maybe getting through school. No, I'm a loner. Ed: That is, I don't run around with anybody. I run around with whoever I want. You don't depend on any one group to find your excitement, if that's what you want to say.

Loners feel, for some reason or other, that they cannot belong, that it's going to (cause conflict). Either they think that if I do belong to this group, they are not going to like ma, I wouldn't get along in there anyway, or they say, well, why stick with any one group, because if I stick with the elites and I have a couple of friends that are so-called delinquents--- I don't look at them as delinquents-but I'm frowned on if I associate with them. Then, if I'm a delinquent, and I want to associate with my friends in the middle (class), then people are going to (object to that).

So, if you play a loner, you've got all sides against the middle. You get along better. No one really condemns you, because they know that you're not with this group or that group, and you're on your own and can associate with who you please and that way, you're not infringing on anyone else.

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Trainee: How much influence do you think parents at home have on which group teenagers belong?

Ed: I feel quite a bit. I consider our family as middle class, and my mother and father frown very much upon associating with anybody that has anything to do with the courts. They would rather have me associate with the so-called kids on the hill. They're a pretty sophisticated bunch of kids.

Of course, my parents are of the belief that the lower-class people are always in trouble because they don't know any better, that is just the way they are. And, for me, I should run around with the middle-class kids. Parents are like this. They don't want you to so-called lower your status. But, if you're from up on the hill, you stay right there. And if you're in a lower echelon or lower economic class, the middle class, that's all right. But don't get up to those snobs on the hill, because they'll cut you down first chance they get. This is (true at) present, and it's passed down from

generation to generation.

Trainee: Do you think this division of the class groups is recognized by all groups and the individual can pretty well set in his mind which group he belongs to and take pride in this? Do you think the students are aware of it? Carol: Yeah.

Trainee: Do you think that there is any administrative or student policy that would recognize this and have representatives from these groups form the council instead of elections (from the student body) as a whole? Do you think the students would accept that, instead of the elite elected to the offices? Carol: That's what we are trying at the school I'm going to--Churchill (High) School). They (candidates for student office) don't have to have a 2.5 or 3.0 to get in. (They are) not just qualified on grades, but on activities. Not just the same bunch of kids. (We) try to get different ones. Trainee: Does it work?

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Carol: Well, we had one assembly with the kids, not the teachers, and we did discuss things, several things, and some of the kids that were running it were supposed to get back to the administration and talk about what we talked about, and that's as far as we got. We haven't heard anything. We are supposed to have several other assemblies.

Trainee: Do you think there's enough recognition among the students themselves (of) the problem of growing up and the day-to-day problems and the pressure of grades (which) is too big for you to handle? Do you think most of them realize that they need some guidance?

Carol: I think a lot of them do.

Trainee: What happens to the person that knows which group he belongs to? I've often wondered if they are unhappy with the group with which they are identified. Say, if they're in the delinquent group and yet they are trying to gain status or recognition with other groups and trying to break away from the (delinquent) group?

Trainee: You don't have any comment on that? You think that might have something to do with so-called delinquency?

Trainee: Well, how about just the opposite of what he's saying. Do you think there is much pressure the other way, by saying, I know which group I belong to and I am going to take part in its activities?

Trainee: I know our group up there (state institution for delinquent boys)we had very few leaders, real leaders. Most of them were followers, and it was extremely difficult for the kids to become organized as a group. I don't know whether it was distrust for each other or what. They would run around like a whole bunch of geese and hide. This is why I didn't think they were trying to gain identity, that they might (not) be trying to break away from this identity by trying to gain status, recognition for achieving something.

Ed: I think this thing of being recognized or in a certain group-I would say that the only group that is really happy, that they feel that is where

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they belong or want to belong, is your elite group, and I think that this is present with most adults. You take something like TV commercials. You've got ads for, I don't know what it is, bone china, something like that. They show the cars that are expensive. Even adults are trying to so-call better themselves for the (sake) of prestige or saying, O.K., I'm one of them now. Also, (with) this moving up comes more things to do, like fancy things, cocktail parties, there's more money involved. Instead of being stuck with the same old thing, and this check is going to go this far and that's it, and forget all my luxuries this month. I think this is present not only with the kids. that everybody's trying to work just a little harder, which is, I think, a goal present in democracy-everybody trying to better themselves. Trainee: Where do you put the loner in that group? Ed: Oh, he tries to better himself...He gets prestige, only he gets a different type of prestige. He gets a prestige that I can get along with whoever I want to ... He's somebody who really doesn't care about living a life of a middle class or upper class or anything else. He just wants to be free. ...

Trainee: Do you think this (division into three groups) continues throughout life?

Ed: I think this continues throughout life. Trainee: So actually the adults are under the same pressures in many respects. Do you feel that the teenagers follow the same group as the parents? Ed: Not all the time, no.

Trainee: Do you think when you reduce the problem down to disturbance in the class and you have to go see the dean of men, wouldn't it be much better if the teacher and the student recognized their own responsibility and disciplined themselves? We've got problems in here, people who need help. The teacher is

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here not just to teach mathematics or French or Latin. (He's here) to work together in a group, to give everything he can to everybody, and all of the disciplinary problems are our problems ... (Not) send them off to somebody else to handle the problem ... You've got 30 students in there, and you're responsible for all of them.

Ed: I think there are becoming less and less more dedicated teachers, dedicated to the point where they take an interest in students, not only in the course of study, but (in the) kids, because we're part of their job ... (Some teachers think) if I go through this education (college), I've got a job, there's always a job open, if I become a teacher. That's the attitude. So what. I mean, there's not a whole lot of money in it, but it's secure, I know I'll have a job.

Trainee: A good teacher takes a real interest in the kids, not only in the subject matter.

Trainee: I think instead of saying we need more counselors, (we should concentrate more on) getting the teacher more responsible and (develop the teacher) into being the counselor ... When I was principal, I didn't tolerate any teacher getting out of a problem ... (I said) that's your problem and (you) can solve (your) problem ...

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Trainee: Of course, it's pretty hard for teachers sometimes, too, to get 20 or 30 kids to put their minds into it, sometimes, when they are teaching subject matter. I wondered sometimes if the kids could take it upon themsolves to go ahead and do it?

Ed: Well, I think this is like when there's a problem in the family. Who's going to take the first step? Father and son or mother and daughter? This is human nature. Nobody wants to take the first step. Everybody else is hoping for somebody else to kick over with the ideas and make the first apology, and I think this is human nature.

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Trainee: What do you look for in a teacher? Ed: First of all, a teacher that doesn't think of me as a number ... A teacher that will face you on your own ability and not say, all right, you're not doing as good as the guy up there. You don't want to be judged (by) anybody else... I hear all the time from my parents, you don't have to follow the crowd, just (be) yourself, and this is something that everybody (is) taught, and you go to school, and you're judged (by) everybody else.

Let's say that I'm not a good student, and once in awhile, I get a B. I really put my mind to it and really work. Some other person can get an A halfway keeping awake in class. I always get the feeling that I'm not doing the same type of work that he is, whether or not I'm working as hard as I possibly can. \*\*\*

Trainee: What do you enjoy in a classroom? Carol: Not just the same old drag. I like a teacher that goes through and really explains things until he see that most of the kids understand it. At our school, baseball coaches and things are pretty popular with the kids. The kids know them outside of class, and they're interested in other things outside of school.

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What gives you the most pride of all being a member of a certain Trainee: school? Championship football team or ...? Carol: I think sports have a lot to do with it. School spirit like dances on weekends...

Trainee: What is your responsibility in school? Barbara: What do I think is my responsibility? Go to school, wear clothes that are acceptable, and do what you are supposed to. ...

Traince: You say hardly anyone will admit that they have a problem. Woll, I'll agree with that, but there's hardly anyone that doesn't know they have a

problem, but to get them to admit it is one of our problems.

Barbara: Well, there are students who really know there's (a problem). Yet to get an outsider to help, they won't admit it ... That poor student can't make a B, yet they are going to push him until he doesn't know what to make of himself. Trainee: Do you recognize this as a problem or do you see it as a problem? You don't think that the teacher is justified in giving him a D grade if he's worked hard and made a sincere effort?

Carol: It depends on how you grade. Most of the teachers grade not (on) how hard you are trying.

...

Trainee: Would you feel yourself that this could be part of the problem? Do you feel the teacher should feel justified in doing this (grading on effort put forth)?

Traince: I've flunked kids, too, but they knew they were flunking. I told them beforehand.

Trainee: Do you think we would eliminate all these problems if we just didn't give grades?

Trainee: Like A, B, C ... I feel that all these years, I feel the school system and the educational system has to accept a good deal of blame...because of its absolute cold-blooded pressure that's put there, instead of (blaming) the teachers...At our school, a small school, we only had about 350 boys, where the personal relationship was quite common ... Yet, I still think that the teacher has to say, this is my group in here and this is my group outside, and we've got work to do...Keep it down to 20 (students). Actually, I think a teacher can handle a little more than that, if he isn't doing it five times a day.

Trainee: Alice, you said you dropped out primarily because you got so far behind, you couldn't do the work. Was there grade pressure on top of that, numerical grades, B, F? Was this part of it?

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Alice: Yeah, that was part of it, and a peer relationship, too. I mean, when I was first in high school, I was in what people call the average group, whatever that is ... High school work was just too hard, you know ... Trainee: Do you think you would have tried harder if the teacher would have said, you are doing satisfactory work? ... (Would you have tried), instead of just giving up?

Alice: Yeah, that's right. I agree with you as far as that grading situation. As far as just passing or failing, I think this is a lot better, and it is a lot better for every student in the classroom to relate to other students. Because I think this is what breaks up the kids into different groups. Just naturally, I think they do. It did when I was in high school. It might not now. ...

Trainee: (The suggestion was made that students might earn points or credits for doing jobs around the school, such as policing the parking lot, or for sports activities.) ... Accepting responsibility like that and getting credits for it. This could help incorporate them into society instead of just a coldblooded school grade deal ... responsibility of running the school, seeing the school is maintained, the responsibility of life ... If you can't quite cut the mustard, do you think some system like that could be (tried)? Carol: Yeah, I think that would probably work, because I don't think every kid is equal in their (ability), and everyone can't do the same work, and that would be a lot better. I think a lot more kids would try, if there was something like that. If they knew, if they did do a certain thing, they would be able to pass or whatever.

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Trainee: How important do you see social interactions being in the classroom? Alice: This is my personal thought. Maybe someone else would feel different, but it is my personal thought that everyone wants to belong. I think that you can work together ... I mean, not looking at each other's work and stuff like

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this, not going that far, but knowing that you are equal in the classroom. I think that this is very important to every student ...

... Sometimes I think I talk too much though .. too ... Trainee: Again, though, you think it was a communication problem (in school), too? Alice: Yeah, it was. It wasn't as though I didn't talk. The communication just wasn't there. I said something, and the teacher said something else. So 40 I didn't get what he was saying, or he didn't get what I was saying.

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Trainee: Are there any subjects that you felt would be worth talking about? Alice: We thought maybe recreation, something that we're interested in... Trainee: Do you mean organized recreation for youth?

Ed: Now, it's all adults. Adults get together and say this is what we'll make and that's what it is...They form another teenage night club like Eugene. We've got several of them. Some of them don't allow adults in there at all. The kids know they have responsibility, things work out quite well, but there are bad (times)----the in-group and the out-group have battles. They usually have their own student government-president and secretary. Most of them work out quite well.

Trainee: (The suggestion was made that the youths with whom the correctional workers come in contact are not capable of assuming this responsibility.) What do you think about this?

Trainee: Well, it's difficult, because you get into a place like (the state institutions for delinguent boys and girls), kids are there for a short period, they are not raised together, they are not attending the same schools, (they are) strangers when they first meet...and again after about six or eight months, the kids leave.

We have the ... Youth Council, and this is only part-way successful, because the kids really don't get too much out of it, and I think this is perhaps one of the greatest problems...I wouldn't say they are not capable.

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but on the other hand, as was brought out before, there are not many real leaders that feel strong enough to run the show and that will organize something that will get off the ground. Trainee: That's one of the problems that we in institutions have, people such as you. We deal with the followers as much as with the exception of the real aggressive-type leader (who may be) too extreme, and we deal with all the kids who are alienated against society ...

It's been ten years practically (since I was associated with the public schools) and I don't have any kids myself and I have a pretty hard time thinking back to the high school that I went to ... We didn't have these student-teacher problems or recreational problems, because when you got home from school all the kids in our particular area were ... going off to work or something around the farm. It was a rural area and so eliminated a lot of these problems.

However, I always felt that (in cases where) adults have nothing to do with running these teenage night clubs, (it is) a little better probably than the ones who have too much interference from adults. I think that they (the youths) know each other, and they become more confident, and they accept more responsibility, and I think that 's part of our problem. Adults today ... keep complaining about the (youths) not accepting any responsibility, but, by the very nature of our society, it keeps stripping away more responsibility from the teenagers.

Trainee: I wonder how much the teenagers want to grow up, too. Whether they fear becoming adults or whether they'd like to stay teenagers or whether they are looking forward to becoming adults and carrying adult roles in society. What do you think about that?

Ed: I think that a lot of that rebellion ... is more or less the accepted way for kids to act, part of the process of growing up... There's a lot of problems that the parent doesn't want to let go of his son, because they look at him

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SECTION V The Consultants Sum Up

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How the Program Helped the Consultants

We learned a lot of new things that we had never really thought of before 1 What some of the kids that were in school felt was that this would sort of bring their morale down working with kids that had dropped out because they had never really before had much contact with them at all so they were just actually going by what they had heard and been taught. Well, after they got to mingling with each other and talking together and getting to know each other, you couldn't keep them apart because the kids in school learned that you have to get to know the individual within himself and then formulate your own opinion from there. These dropouts had just as good ideas about life as the others and there was no difference at all.

The two Negro girls here expressed their opinion about working with kids not their color. They, and the whites also, found someone that is not your own color may have the same, or at least some of the same, ideas as they do. They are people like me, and this is good. During the training period we talked to different agencies such as school aides, teachers and the police. In talking with them we tried to express some of our ideas on delinquency and how we thought teachers and administration could be improved. We found that some people just don't want to hear the

None of us had actually been in front of these large groups like the ones we were in but after we got use to it, it came just real easy for us to handle. Two of the kids felt that when going to a meeting with a small group, it is a lot better or easier for them than talking to people in a large group. They felt it was easier to get their points across.

truth and admit when they are wrong.

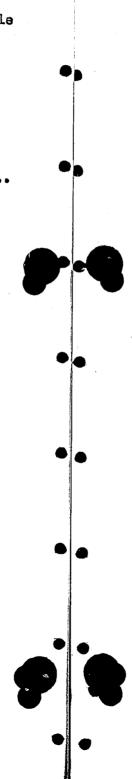
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as a little baby, and they don't want him to make a mess out of his life ... Well, look, Mom, I'm 18 years old, (I want to get) out and see what life's really like.

A lot of this rebellion is coming about more ... just because of the times. It's like women's suffrage. There was a time when women were sitting in a hole and that was it, and as time progressed, they became more social ... and now they are alongside men.

The whole process is being demonstrated again ... More kids are doing more things and involved with each other more, and more people (are) moving into the cities...and (there is) more leisure time to do more things on their own...

The kids that are four and five now, they are going to have more of a problem when they are my age. They are living in an age (of) rockets and that's all they know. There's nothing new about guys (orbiting the earth). So what, this is something that has been present to them (all) their life. (It's) a big change from the horse and buggy until this time now. It's something that we haven't caught up with yet.



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We all agree that we learned to listen to what the other party has to say instead of just letting it go through one ear and out the other because if you put yourself in that position, you know how it feels, so it's best to respect what everyone has to say and that doesn't mean that you have to agree with what they say.

One statement was made concerning the job: "This was my first job and I'm glad it was. I feel that I have learned more from this job than I would from any other job that I could have gotten." I know that all of us working here have learned a heck of a lot from working here just this amount of time and that is real good. It opened up our minds and ears, which is what a lot of us need now;

We have visited quite a few places but we didn't feel that the places visited were quite as important as what we got out of them. We learned to work and get along with people and take people as they are, which we sort of didn't do before.

We felt that this program in general was a real help to all of us in our own way. It made life easier already for all of us. It's shown all of us that there is a road that we can take and that people are actually alike in several ways.

One of the most important things was that we had a chance to get out into the public and speak our piece. We learned to talk in small groups of kids to bring out all of our views and things. It taught us a great deal about working with adults and the community. It has done us all a great deal of good in preparing for the future as an adult and with the ability to get into society.

Some of the kids that dropped out plan to go back to school to get their G.E.D. ((general education diploma)) and they say that is is because of this program.



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One of the consultants wrote, "This is the first time that I could be honest and frank with someone without anyone jumping down my back. I've learned so much about juveniles, that it seems that I know them better than themselves." We learned that some of the people think that if you give a kid a chance, he will try to take advantage of the privilege, but the only thing that adults have to understand is that all kids are not alike at alliss We as Youth Consultants have something to say and one way or another we are going to say it. This program has taught us a great deal in working with adults and the community as our program comes to an end.

((Editor's Note: Here is an account by one of the Youth Consultants, an 18-year-old high-school dropout, of his involvement in the program. His views are shared by many of the other consultants.))

Last year in the month of October, 1966, I was walking along the highway. The day was young and the sun was breaking away from behind the clouds. I was in a cheerful mood but at the same time I was depressed. I had been looking, searching and even begging for a job. Jobs were scarce this time of year, particularly this year. I had been turned down so many times I wondered why I even tried any longer.

I knew that I didn't stand as good a chance as most kids because I had quit school. My appearance was O.K. and my manners and ability to address someone formally were quite different than that of the average dropout. A couple of times I was almost hired. Everything passed until they found out I had dropped out of high school.

I passed a building on my journey home that evening, and on the door was a sign which read: Employment Training Center and Job Corps. I didn't want to admit that I needed help, but what would happen if I never got a job? Would I be a bum the rest of my life? How could I get some educational background and a job? This particular place stayed in my mind the

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Chapter 11

rest of the way home. That evening I thought about it some more and decided I would go and see what they could do for a dropout.

I was at the office door before they opened the next morning. An appointment was set up for me at 11:00 a.m. that morning with one of the counselors. I filled out applications and other paper work and then I was asked what kind of job I was looking for. I very truthfully told them I didn't care what I did, just so long as I was working and able to eat.

These people were somehow different. They accepted me as a human being, not a dropout or a punky teenager. They worked with me and showed that they cared about kids who had made a few mistakes and has some problems also.

My spirits were lifted for a fow days, but then I still hadn't gotten a job and I began feeling depressed and I wanted to get away from everything, but where do dropouts go?

I never went to the center for a couple of days and the evening of the second day I received a phone call from the man who had been working with me. He asked if I could come to his office in the morning. Well, of course I could go, especially if it meant getting a job. When I arrived there the next morning I was told to have a chair, that Mr. L. would be back shortly. When he did arrive he told me he wanted me to meet someone. Well, this someone was a supervisor for a group of kids, some my own age, that were involved in a program called the Youth Consultants.

The Youth Consultants were a group of kids with different backgrounds and problems. There were two Negro girls, a dropout, which really shocked me when I saw her behind a desk with typewriter, phone, and a bright red carpeted office. There were also two boys in school that evidently worked part-time.

I was introduced to the people there and they told me that their program was to talk to people, mainly adult groups, about the problems teenagers have today. You had to be quite verbal and understanding when you were in front of a group of teachers or something and not spout off to them, but just voice your opinion.

They asked me questions and I filled out an application for the job as a Youth Consultant.

I returned the next afternoon and got the good news that I had been chosen for the job.

My first feeling was disbelief! I just couldn't believe that I, a dropout, had such a position, a white shirt job in an office, with paid mileage and a monthly check. What was wrong with these people? How come they were so different from the rest? I mean hiring a dropout-this was something that isn't done very often, at least to my knowledge. My first full day on the job consisted of filling out questionnaires, and moving into a desk where I had my own phone and name plate. I got to know everyone quite well and they were a lot of fun to work with. We were in training for the first few months of work, that is were learning how to go out into the public and tell them what we know and teach them how the barrier between adults and teenagers can be narrowed.

Our open house was coming up and we were looking forward to it. Wo'd meet all these different people with whom we would later be working. After the open house was Health Day at the Eugene Hotel. From the beginning I was able to use what artisitic ability I had, and now I was asked to make some large posters for the conference.

As time went on we were working more with the public and different agencies. The year 1966 was drawing to an end, and everyone was looking forward to the new year with great enthusiasm. We had many goals to conquer and quite a few places to go. We went out-of-state once. That was when we visited "The Trap," a teenage club in Vancouver, Washington. We went to quite a few places during the next few weeks, including Salem, Woodburn, and Corvallis.

This program was doing all of us a great deal of good in dealing with society

A few of us were sitting in on classes at a grade school, learning classroom procedures, responsibility put upon each student, and the progress made by the students.

As of now we were making quite a bit of progress but lately things have started going downhill. When we took this job, we all knew that there was an eventual end. But deep down I saw us going on without an end ever. This program meant an awful lot to all of us and we worked hard at accomplishing our goals. But as we see the end coming closer and closer as the days go by, we are slowing down considerably. We wonder where we will be or what we will be doing from day to day. What is there to look forward to now? Except that we can work harder on leaving something behind to help someone else who may want to start a program such as this one.

This program has taught us as consultants a great deal in speaking and working with adults. The communication barrier between us and the adult world has grown a lot smaller in the last seven months but where do we go from here? So we know how to speak to adults, big deal they say, but how can that help us get a satisfactory job with a half-way decent pay? We knew that we would be faced with the problem some day, but now that the time has come we are lost, as to where we can go from here.

Will I go back to being a bum? I hardly think so, but who knows? What if I don't get my G.E.D. ((general education diploma)) by the time I have finished my job in June. I could probably go to work in a mill, but then I wouldn't have time to finish going to school. ((Editor's Note: This consultant quit the program two months before its end to take a job in a sawmill.))

My mind is so cluttered with problems and ideas that I am worried as to whether or not I will continue my education and what will this program mean to me ten years from now? Chapter 11

6)

What will my co-workers be doing? This is a question that bothers me considerably. Only time will tell as to what happens to the Youth Consultants. Maybe we could have annual meetings or something like a reunion, or will we all go our separate ways and never see each other again? Who knows what is ahead? I can truthfully say that this has been the best 6 or 7 months of my life, working with people that I like and doing something I like more. So as time goes on from day to day I will eventually see the future and I hope that I can accept it satisfactorily and become a better adult and my kids will be able to learn from my mistakes and in turn I hope that each generation hereafter comes closer together and all people are equal.

### How the Consultants Helped the Community

This program has helped the community by letting them know how teenagers feel about the problems of their parents and delinquency. This project also helped the community in knowing what kids in Lane County want in recreation and how they feel about school rules and regulations.

When our program started, we had an open house for the people of the Eugene and Springfield area to come in and see what our program was like and this had a lot to do with how the community felt about us. because governmentally funded programs are looked somewhat down upon by some of the people. Also with our program, it is all kids and a lot of people don't think that kids are people and that they can't do a good job on many things. So, I think that this had a great deal to do with the community's feelings in general.

But all of the places that we did go, we did something to change their feelings about teenagers. We talked to quite a few different groups in the community and I feel that the biggest thing that we got out of it was that we changed the feeling of the groups that we talked to. I feel they have a different feeling toward teenagers and that it changed because of us partially opening up their minds and making them think a little more.

Another thing that helped out a lot was the fact that when we went to talk to the different agencies, there were always some people in the audience that were on our side and helped us out a lot and they saw our side of things. This kind of gave us a boost along and gave us more confidence. Just knowing that there was some adults on our side who were willing to stick up for us was good. Another thing was feeling that you had convinced some of the people in the audience that you had a point to get across and to not have a set mind

about things, in other words to listen to what we had to say. All in all,

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what I'm trying to get across is that just knowing that someone out there is pulling for you and some are listening to what you have to say with an open mind and that you accomplished something either for yourself or the group as a whole gives you more power and makes you want to be that much more talkative in the next group that you attend.

One consultant wrote, "I think that one of the more beneficial groups that we talked to was the group of grade school teachers out at Yolanda ((Elementary School)) in Springfield. I seemed to really get a lot out of this group and they seemed more willing to listen and contribute and help out as much as possible. Also they were small and we got to know them a lot better. It also helped when we went back there again, in fact we went there several times which was good. So, when we went back there again we had them pretty well Agured out and things." And other consultants agreed with this.

We talked to a group of 60 teachers at Briggs Junior High. Here we discussed problems that arise between teachers and students. We opened the eyes of several teachers to things that they didn't even think bothered the students.

Concerning community agencies, I think we did a great deal of good. Adults were reminded of the past and could visualize how a kid must feel. Adults didn't realize that times are changing very rapidly and the teenager faces a lot more problems than their parents did and of a different degree.

Teachers learned some of the problems that students were having in school and weren't able to actually discuss with the teachers. The kids we have talked to and have met feel that we are doing a wonderful job. The main reason being that we can express our feelings and stand up for the teenager's point of view. Most kids can't talk to adults on the level about their personal problems.



### Chapter 13

How the Program Could be Improved

Editor's Note: Following is one Youth Consultant's view of the program. For other viewpoints and more detailed discussions of the program, see the Youth Consultants' final reports in the Appendix.

Every job that you work at, I'm sure, has its good and bad points, so in this portion of our book, we will try to point out a few of these points. Now as far as bad points go, we had plenty. In the first place, the fact that we didn't really have anything to do half the time. Most of the jobs, there is a definite thing to do, but in our program there is no definite plan laid out. We just kind of go along until we come to something. We have a meeting with counselors or something and the next day we might not do hardly anything but maybe discuss the previous session. In this spare time of ours, we would just sort of mill around a little taste and get into everybody's business.

We became real close and stuck together quite a lot. I will always believe that due to the fact that there was no definite plan laid before us, this is why a lot of the kids that had been working with us quit. In this job there is a lot of responsibility on your shoulders and if you're not ready to accept it you better either try to learn or forget it. Another thing that kind of hindered us is that we would say we were going to do this and that and we kept putting it off, so I guess we never really caught up with ourselves. The only thing we really did get down to was this book. At first it was a little slow but then everyone got serious about it and really put their minds to it.

With the exception of the book, it seems as though we were always one step behind and in a way it reminded me of my school work. I would always put it off till the last minute and then rush through it and probably not do as

# Chapter 13

good a job as I could of done. So by putting things off like this I think we wasted a lot of time and we did too much talking rather than something constructive.

Something that I shouldn't say is really bad but that sort of slowed us down was the fact that this was a new program, so therefore we didn't have any previous structure to go by so we were kind of blind and felt our way along. So anyway this being a new program and all and being that we didn't have anything to actually go by, this sort of slowed us up.

One of the Youth Consultants said, "One thing I definitely didn't like was the fact that people would come over from the other project ((Lane County Youth Project)) and get us to do their little work for them that they didn't want to do and we would have to go and I think that our job should of come first no matter what the situation was because I hate the idea that people are trying to use me and I'm sure the rest of the kids felt the same way."

Some of the kids felt that some of our staff, we could have done without. Some of the kids took advantage of the less strict rules and slacked off cuite a bit a lot of times.

I think that as far as improvement goes, in the first we should of had a better idea or more constructive materials to go by. Instead of talking so much we should have gotten right down to it and followed through. Seeing that we just kept putting things off we just went back further and never really caught up with ourselves. So, I think, it is important to know what to do.

I think another improvement would have been to talk to more teenagers than we did because we actually didn't get much of a chance to do this. We talked mostly to adults. So from this experiment I would suggest talk more to teenagers than so many adults.

Now let's look on the bright side of the situation. The first and I feel most important thing about this job was the main idea behind it—the youth getting a chance to voice themselves to this cruel society on an equal 2.4

# Chapter 13

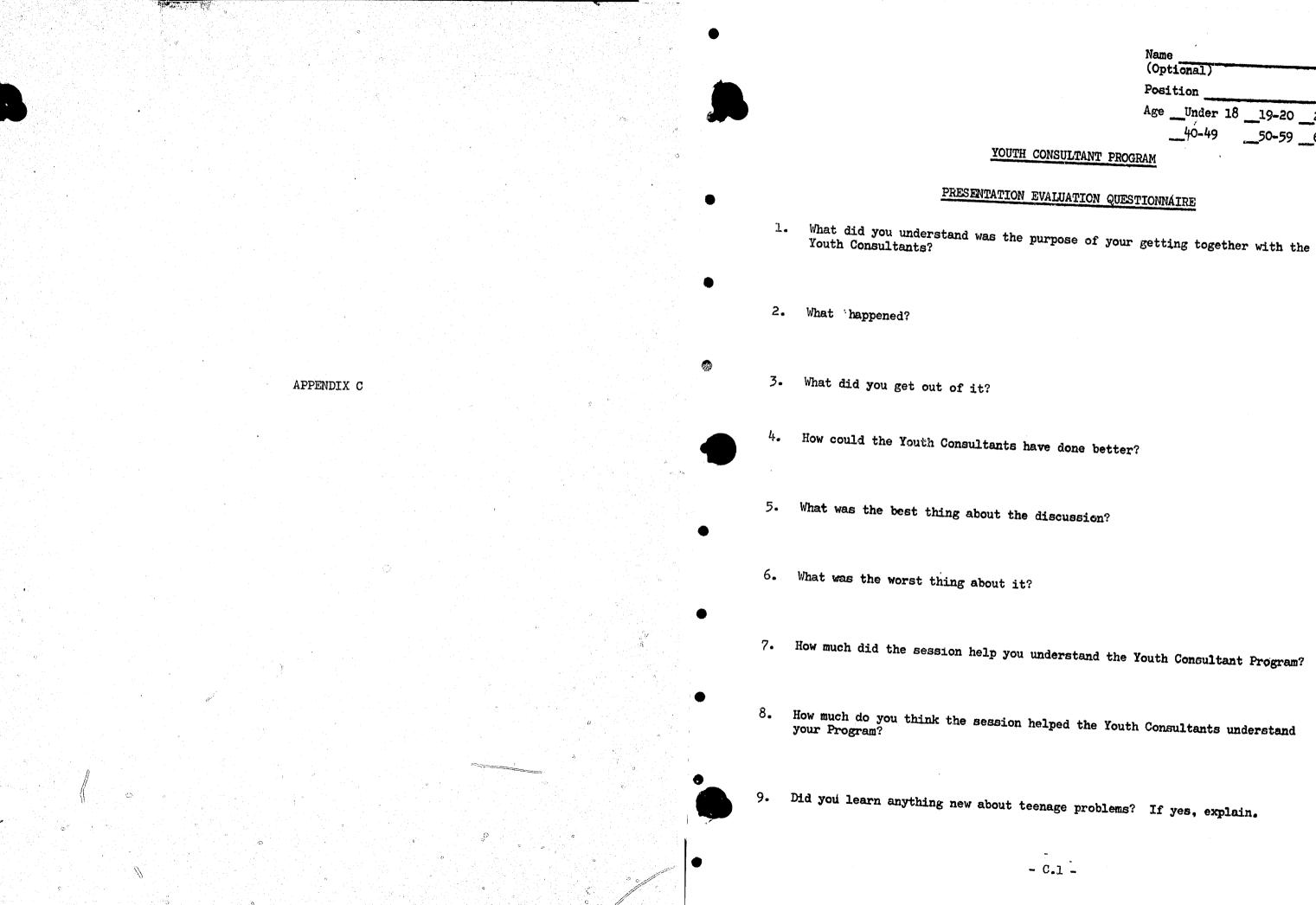
basis which is good. They don't have to worry about feeling they would say the wrong thing at the wrong time and so this was real good.

Although I previously stated that since this was the first program of its kind and we didn't have anything to go by, I'm sure it will be something we will always remember and something we can really be proud of and we'll never forget. Since this was a demonstration program, it was up to us to see that it worked and how it worked.

There was so much you could do in this job and it made you feel kind of at home. For example, if you came in late you weren't pinched for it and a lot of other little things. But most of us handled this responsibility quite effectively and I'm sure learned a lot.

I think it had some good points also with the individuals that were involved in it. I'm sure that we each got a lot from this program. We learned to speak better and were not as scared as we were at first. We all got to meet a lot of people and just got an opportunity to see what the outside world is like.

I think it was a good experiment for all of us.



Name (Opt:	ional)			
Posi	tion			
Age _	Under 18	19-20	20-29	30-39
-	_40-49	5059	60+	
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YOUTH CONSULTANT PROGR

- C.1 -

Skotdal	Date:
B2067	YOUTH PROBLEMS ATTITUDE SURVEY
Community Trainee Questic Draft II	nnaire Name:
	Occupation:
	Age:202930_3940_49
DIRECTIONS :	50-5960+
Following is alisted stat We would like your opinio	ements frequently heard in connection with juvenile problems, ons concerning them.

Source	Area		
A	Delinquency	1.	Juveniles should be transported in marked police cars.
B	Recreation	2.	More recreational opportunities, such as playgrounds, etc., are needed for youth in our community.
C	School	3.	To be accepted by other kids is more important in school than getting good grades.
C	Employment	4.	Many employers are prejudiced against kids with certain kinds of hairdos, clothing, and speech.
D	Delinquency	5.	The detention population could be reduced by providing shelter care to children who otherwise would have to remain continuously behind locked doors awaiting court action.
F	Delinquency	6.	Police departments should include juvenile units with officers specially trained in juvenile work.
G	Delinquency	7.	If slums were abolished and the residents given decent housing, along with aid in adapting themselves to the new environment, we cannot doubt that delinquency would be reduced.
A	Del <b>inq</b> uency	8.	Physical punishment is effective treatment for the juvenile who causes personal injury.
B	Delinquency	9.	More kids should be sent to state institutions, such as MacLaran School for Boys and Hillcrest School for girls.
C	School	10.	Kids and teachers don't really have a good chance to communicate with each other.
C	Recreation	11.	There are adequate recreational opportunities for middle- class kids but not for the lower economic groups.
D	Delinquency	12.	If a group foster home program operated in Lane County, the number of commitments to the state institutions could be reduced.

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	sols	24.	Most teachers don't care enough about the students' problems.	•	В	Knowledge	43.	Most deline
D Know	reation		More opportunity to engage in sports activities should be made available to youngsters in the community.	!	С	Family	44.	Most teen-a ignorant of
	wledge		Approximately four-fifths of all referrals to the juvenile department from Lane County come from the metropolitan Eugene-Springfield area.	• •	С	School	45.	High school a job.
H Empl	loyment		More vocational guidance for work choice and work adjustment is needed in our schools.		D	Knowledge	46.	Nearly one- court were truancy, a
H Yout	th Consultan		28. The community needs to pay more attention to youths' point of view in planning programs for troubled youngsters.	• •	Е	Delinquency	47.	Probation whenever po
A Deli	inquency	29.	Public ridicule is an effective way to handle the "young tough."		G	Delinquency	48.	Juvenile de more severe
C Fami	ily	30.	Most kids are unable to talk to their parents about personal problems.		В	Knowledge	49-	police and Most deline
C Scho	7	31.	Everything is geared for the college-bound students, and offers little to the non-college bound.		~		170	THE COLOURS

out of every five boys in Lane County is to the juvenile court before he is eighteen l.

s should give kids a chance in spite of their ad or whether or not they have been a juvenile at.

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ty needs a trade school that could be attended school dropouts.

ne of delinquency among upper-class youth is Ly greater than the statistics indicate.

rs should be encouraged to speak frankly to bout their gripes relating to school, home, byment.

inquents are feeble-minded.

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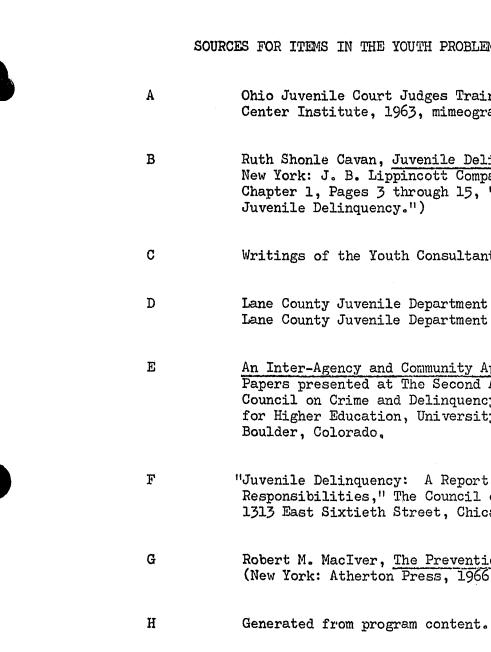
n should be used instead of institutionalization possible.

delinquency can be corrected by more discipline, ere penalties, and more vigorous action by the nd the courts.

inquents are superior in intelligence.

- C.4 -

	<u>ce Area</u>	
C	Family	50. Home problems are largely responsible for youth problems.
C.	Employment	51. The ability to do a particular job should be more important than whether or not a kid has a high school diploma.
D	Know ledge	52. Thefts, including shoplifting, were referred to the juvenile department more frequently than any other kind of offense.
E	Delinquency	53. The juvenile courts' concern should be the offender and his problems rather than the offense.
В	Knowledge	54. Most delinquents are seriously maladjusted emotionally.
С	School	55. Kids who feel left out of the social life at school are more apt to drop out.
C	Employment	56. There are not enough jobs available for teen-agers who want to work in Lane County.
D	Delinquency	57. The need for juvenile court services could be reduced by focusing more attention on repeaters.
C	Knowledge	58. Probably not more than 10 per cent of all children apprehended for delinquency need detention.
3	Knowledge	59. The children of some races and nationality groups are "naturally" delinquent.
2	School	60. More emphasis in the schools should be placed on letting kids go at their own rate of ability.
3	Employment	61. Special jobs should be created in the community for young people.
)	Delinquency	62. The need for juvenile court services would be reduced if problems were handled in the school at earlier ages.
3	School	63. Many youngsters could be kept in school if more trade and related skill training was offered.
3	Knowledge	64. Punishing parents of delinquents would reduce delinquency.
1	School	65. The subject matter in school bores most teen-agers.
ļ	Employment	66. Employers should be encouraged to hire and train young people without experience.
1	School	67. Teachers need to understand the problems of teen-agers more.



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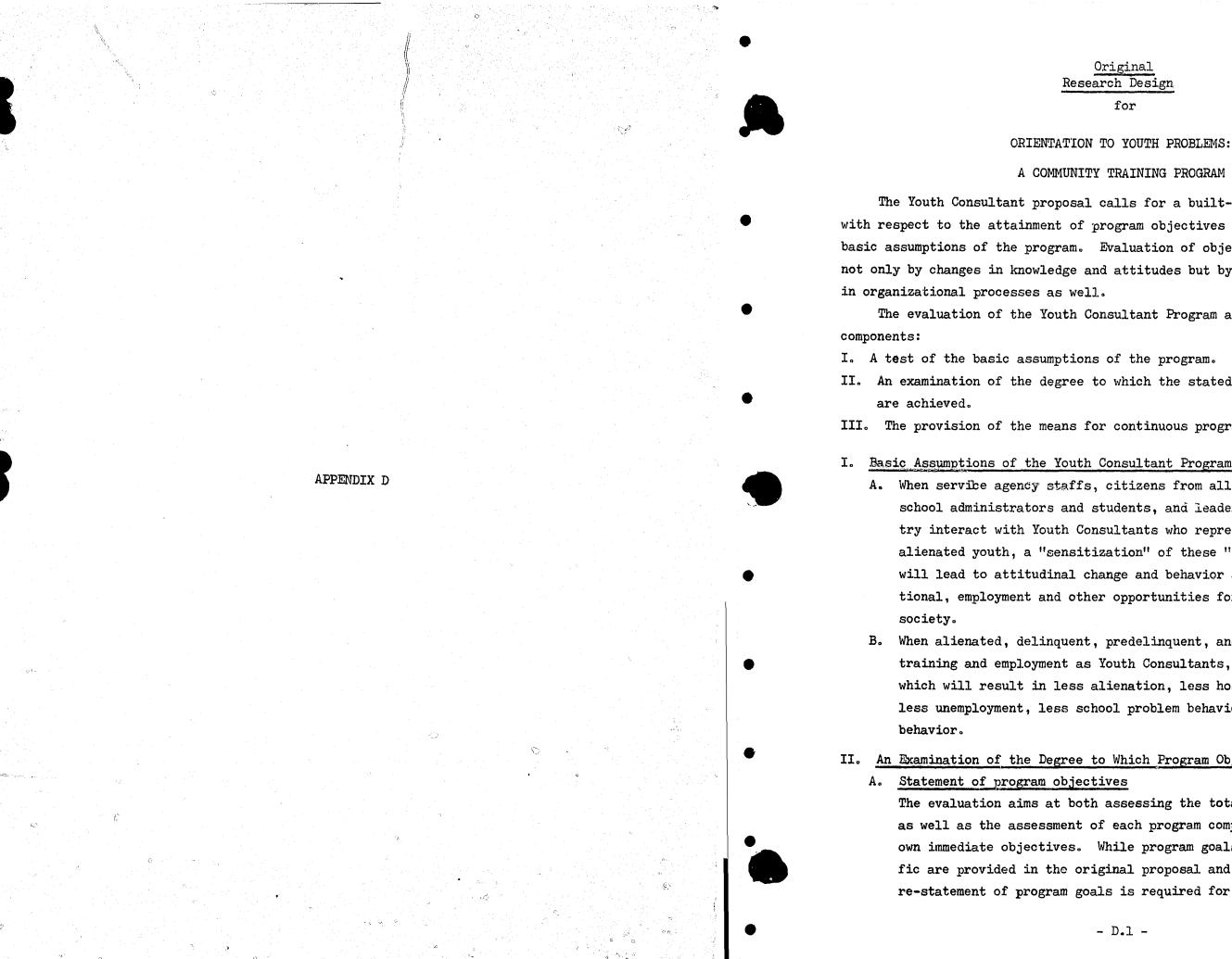
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- C.6 -

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# CONTINUED 6 OF 9



# Original Research Design

for

ORIENTATION TO YOUTH PROBLEMS:

# A COMMUNITY TRAINING PROGRAM

The Youth Consultant proposal calls for a built-in evaluatory procedure with respect to the attainment of program objectives and the testing of the basic assumptions of the program. Evaluation of objectives will be determined not only by changes in knowledge and attitudes but by changes in behavior and

The evaluation of the Youth Consultant Program addresses itself to three

II. An examination of the degree to which the stated objectives of the program

III. The provision of the means for continuous program improvement.

A. When service agency staffs, citizens from all socio-economic levels, school administrators and students, and leaders in business and industry interact with Youth Consultants who represent a cross-section of alienated youth, a "sensitization" of these "trainees" occurs which will lead to attitudinal change and behavior aimed at expanding educational, employment and other opportunities for alienated youth in our

B. When alienated, delinquent, predelinquent, and jobless youth receive training and employment as Youth Consultants, they will learn skills which will result in less alienation, less hostility toward authority, less unemployment, less school problem behavior, and less delinquent

# II. An Examination of the Degree to Which Program Objectives are Met

The evaluation aims at both assessing the total impact of the program as well as the assessment of each program component in terms of its own immediate objectives. While program goals, both general and specific are provided in the original proposal and the program addendum, a re-statement of program goals is required for evaluative purposes.

- D.1 -

1. General program objectives for trainees:

To increase or create positive change in the following areas for the trainee population:

- a. Awareness of the problems of delinguent and disadvantaged youth.
- b. Attitudes toward delinquent and disadvantaged youth.
- c. Knowledge of existing programs in the community geared to serve delinquent and disadvantaged youngsters.
- d. Support of existing youth programs.
- Opinions concerning the need for new programs for youth. е.
- f. Willingness to support new community approaches to youth problems.
- g. Engagement in behavior aimed at expanding educational, employment, and other opportunities for delinquent and disadvantage? youth in the community.
- 2. Specific program objectives for trainees:
  - a. To stimulate staff workers in service agencies to assess the adequacy of agency youth services, and to motivate them to act toward improvement of existing services or provision of new services for alienated youth.
  - b. To make members of civic and lay organizations more acutely aware of youth problems and stimulate organizational actions in providing recreational and educational facilities for the community's youth.
  - c. To sensitize school board members and school administrators to the problems of youth and to stimulate policy decisions and the provision of programs which affect the life of the disadvantaged school population.
  - d. To interest student body leaders in the problems of delinquent and disadvantaged youth, and to motivate them to work toward the provisions of opportunities in extra curricular activities in which the alienated youth may participate.
  - e. To motivate leaders in business and industry to work toward solutions to the problems of unemployed youth, as well as the actual creation of work opportunities for these youth.

- g۰ of youth problems. additional training. community. 4. The development of a Syllabus: include:
- B. The degree to which Program objectives are met

To increase the understanding of Lane County Youth Project staff of the problems of youth and motivate them to search for new methods and programs directed toward the solution

3. Program objectives for Youth Consultants:

a. To have the Youth Consultants become objects of the training program themselves, and increase or positively change their own awareness, attitudes, and behavior toward expanding educational, employment and other opportunities for delinquent and disadvantaged youth in the community. b. To reduce alienation and hostility toward authority. c. To improve school conduct and academic achievement for inschool youth and to motivate out-of-school youth to seek

c. To reduce delinquent behavior.

d. To improve the effectiveness of the youngster's functioning, at home, in school, with peers, at work, and in the

e. To change expressed attitudes, values, and opinions of the youngsters in relation to pro-social activities. f. To provide training and employment as Youth Consultants, with the training geared to help them secure future jobs.

A syllabus will be developed in order that replication of program will be possible in the event that the developed program demonstrates a successful approach to meeting the above program goals. The syllabus will be developed along with the program and will

a. A statement of the training program objectives. b. A description of the process in which techniques and content are developed by the Youth Consultants. c. A designation of the potential trainee groups. d. An ordering of the content of the curriculum including bibliography and specially prepared materials. 1. Assessment of the impact upon trainees:

- D.3 -

A classical experimental design will be implemented whenever possible. Limitations on a classical design will occur only to the extent that obvious interferences with program goals might occur. Where possible trainees from a service agency or civic organizztion will be selected at random from the staff or membrachip of that group. This will be possible when agency staffs or organizational memberships are of a size to warrant the provision of more than one period of training. Individuals not selected for the first session would constitute a control group. In that manner service could be provided to these groups in keeping with program goals without interfering with a classical, random selection of trainees. When service agency or organizational staffs have too small a number of personnel to warrant random selection; groups not included in the service will be selected as controls. These groups will be matched as closely as possible in respect to age, education, socio-economic status, organizational purpose and implicit and explicit functions in the community, and community status in relation to other agencies and organizations.

Questionnaires and interview schedules will be designed to measure changes in attitudes and actions related to youngsters in the community. Instruments will be administered to a randomly selected group of trainees both before the trainees participate in a training session and after completion of the session. General items pertaining to the program objectives for trainees found in "A" under Roman numeral II will be accompanied by specific items which will be included for each type of trainee that is mentioned in "B" under Roman numeral II. Changes in awareness, attitudes, knowledge, and opinions that contribute to the provision of educational employment and other services for alicnated youth will be considered measures of short range program goals. After sufficient time has elapsed for organizational structure to be modified, additional interviews will be required to measure behavioral changes. It would be suggested that 3 to 6 months after exposure to training, follow-up interviews be given to trainees to examine long range effects. Additional information will be provided in this manner on the permanency of program effects if change had taken place initially as well as measuring a possible "sleeper" effect that may not have been noticeable in the post-training sessions interview.

2. Assessment of impact: Youth Consultants:

A classical experimental randomized design will be utilized for the selection of Youth Consultants and a Control Group. The individuals who the following criteria:

- discussion.
- c. Be able to get along in a group.
- adjudicated delinquent.
- e. Be determined suitable for hiring as a Youth Consultant by the Program Supervisor.

Due to the high predicted mobility rate of the control group, their number will be at least twice that of the Youth Consultants. The high rate of mobility among the control group is predicted because of their non-involvement in the Program and their inherent alienation from society. Youngsters randomly selected for the control group will be examined, observed, and followed up in the same manner as the Youth Consultants themselves. The control youngsters will be asked to participate in a study and will be paid for their questionnaire and interview time. Questionnaire items and interview schedules will be aimed at a measurement of 1-8 of "C" under Roman numeral II. As was anticipated with the trainees, behavioral observations will be made on both short term and long term bases to determine the relationship between short and long term program effects. Many behavioral items will be appropriately measured during the final phase of the Youth Consultant Frogram. Academic records, employment records, juvenile court and police records will be utilized as well as the questionnaire and interview schedules.

The Program Analyst will be concerned with two basic process questions: (1) How is the training carried out, and (2) How is it received by those for whom it is intended. When training components are well received, interpreted, and utilized by the trainees, recommendation will be made to retain them. When this is not the case, trainee interviews will be utilized to point to the development of new methods of program implementation. Thus techniques, training materials and methods of presentation will be tested and continually modified to promote increasing effectiveness of the program.

crease program effectiveness.

form the population from which these two groups will be chosen must meet

a. Possess an extensive knowledge of youth problems in Lane County and a desire to help solve some of these problems. b. Have the ability to articulate their feelings about topics under

d. Be either an in-school alienated youth, a school dropout, or an

# III. The Provision of the Means for Continuous Improvement of the Program

The Program Analyst will work closely with the Program Supervisor and Youth Consultants in ongoing modifications of presentations in order to in-

- D.5 -

## APPENDIX A.2(e)

# 1965 JUVENILE COURT PROCEEDINGS

# "Impact of Innovative Correctional Treatment"

JUTERI ECOURT SUMMER ASTITUTE PROCEEDINGS **THEME:** THE IMPACT **OF INNOVATIVE CORRECTIONAL TREATMENT** EIGHTH ANNUAL SESSION—EUGENE, OREGON

> THE OREGON JUVENILE COURT JUDGES ASSOCIATION AND THE UNIVERSITY OF OREGON



**Sponsored By** 

August, 16th through 20th, 1965

# JUVENILE COURT SUMMER INSTITUTE 1965

# OREGON JUVENILE COURT JUDGES ASSOCIATION

The Honorable William S. Fort, President Lane County Court House Eugene, Oregon

# COMMITTEE ON TRAINING AND RESEARCH

The Honorable Edward Leavy, Chairman Lane County Court House Eugene, Oregon

## DIRECTOR

D. R. Rinehart, Training Chief Lane County Youth Project Eugene, Oregon

# ASSOCIATE

Kenneth Polk Department of Sociology University of Oregon Eugene, Oregon

# ADMINISTRATIVE ASSISTANT

Carolina Conn, Training Assistant Lane County Youth Project Eugene, Oregon

# **GUEST SPEAKERS:**

Arthur Pearl, Associate Director, Research, Center for Youth and Community Studies, Howard University, Washington, D.C.

Charles Brink, Dean, School of Social Work, University of Washington

# PANEL PARTICIPANTS:

John Hungate, Director of Special Services, Clark County Schools, Vancouver, Washington

Lyle Newport, Area Supervisor, Juvenile Parole Services, Division of Juvenile Rehabilitation, Spokane, Washington

Dale Swenson, Superintendent, Luther Burbank-Martha Washington Schools, Division of Juvenile Rehabilitation, State of Washington

# WORKSHOP LEADERS:

William Callahan, Family Living Supervisor, Cascadian Diagnostic Center, Division of Juvenile Rehabilitation, Tacoma, Washington

Jack Ellis, Delinquency Prevention Consultant, Division of Community Services, State of Washington

Gerald Jacobson, Assistant Director, Lane County Juvenile Department, Eugene, Oregon

Robert Lee, Case-Aide Supervisor, Lane County Youth Project, Eugene

Richard McDevitt, Coordinator, Economic Opportunity Programs, Lane County Youth Project, Eugene

Ross Peterson, Delinquency Prevention Consultant, Division of Community Services, State of Washington

## **RESOURCE SPECIALISTS:**

Carolina Conn, Youth Worker, Central Lane YM-YWCA, Eugene Jewel Goddard, Director, Lane County Juvenile Department, Eugene Paul Laughter, Juvenile Law Enforcement Consultant, Division of Community

Services, State of Washington

Kenneth Polk, Director, Research and Evaluation, Lane County Youth Project, Eugene

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These proceedings describe the eighth annual Juvenile Court Summer Institute which was held August 16-20, 1965, at the University of Oregon campus, Eugene, Oregon. The Institute was sponsored by the Oregon Juvenile Court Judges Association and the University of Oregon. The theme of the conference was "The Impact of Innovative Correctional Treatment."

There were 141 Institute participants representing some 25 counties in Oregon, Washington, and Idaho. Participants came from juvenile courts, law enforcement agencies, schools, correctional institutions, courts of law, and youth agencies.

The Institute provided an opportunity for persons of various professions, interested in youth problems, to come together for a week's learning experience. A wide selection of speakers, panel participants, workshop leaders, and resource specialists was provided to give the participants the chance to broaden their experience.

# FOREWORD

KONDAY	TUESDAY	VEDNESDAY	THURSDAY	FRIDAY
8-16-65 (Ra. 221)	8-17-65	5-18-65 (Rn. 221)	8-19-65	8-20-65
9-9:33 Greetings:	Field Observation	9-12:00 Panel	Vorkshops	Vorkshops
A TO I OF ITTTITA VIOU	a) Eugene Folice Dept.	"Communication with Corrections [ Cliants"	9-10:00 SESSION III	111 NOISSES 00:01-6
9:30-9:45 Theme: "The Impact of Innova-	777 Pearl Street Eugene, Oregon	a) John Hungate	Rn.	a) Rm. 215
	b) Enployment Training	b) Lyle Newport	E.	b) Rn. 216
ureatment" D. R. Rinchart	Center 2660 Oak Street	c) Dale Swenson	c) Rm. 306	Er.
. SESSION I	c) Lane County Juvenile	Inoderator	Ra.	d) Rm. 319 a) Er 211
10:00 - 12:00 <sup>uU</sup> sing Products of	Department 2400 Patterson Rd.	Jack Ellis	Ganc	f) Ganoe Lounge
Social Problems to Solve Social Problems"	d) Central Lane Yr-YWCA 2055 Patterson St.		10:00-10:30 Breek	10:00-10:30 Break
Arthur Pearl		•	10:30-12:00 SESSIGN IV (Continuation of Morde-	10:30-12:00 Rm. 221
Pag			shops)	Evaluative Seminar
e 2				William Callahan
	Vorkshops	Field Observation:	Jorkshops	Jack Ellis Gerald Jacobson
1:30 - 5:00	1:30-3:00 SESSION I	2:30-6:00	1:30-3:00 SESSION V	Robert Lee
a) Eugene Police Dept. 777 Pearl 5t.	(Continuation of Work- shors)	(including dinner) to be announced	(Continuation of Work- chone)	Richard KcDevitt Ross Peterson -
oynent	-		/ Stons	Moderator
Center 2660 Oak Street			3-3:30 Break	12:15-1-15
c) Lane County Juvenile			3:30-4:00 SESSION VI	Luncheon (Ganoe Hall)
Department 2400 Patterson Ed.			(Continuation of Work-	AWARDING OF CERTIFICATE
d) Central Lane Yi-YiCA	3-3:30 Break		sitops)	(1) K. KINENATI)
	3.30-130 SESSION TT		DNINEAT	
	(continuation of Work-		Harris Hall (Courthouse Auditorium) - 7:30	
Evening No Host Social Hour	sitops)		Speaker - Charles Brink "New Trends in Preven-	
			tion of Sccial Problems"	
		•	•	•
				•

The Honorable William S. Fort, President Oregon Juvenile Judges Association

If you will examine your program, ladies and gentlemen, you will notice that it allows from 9:00 to 9:30 for greetings. Thus, you'll understand the long history of being late on the first morning, because nobody can extend greetings for a half-hour. I thought perhaps for those of you who have not attended any of these sessions before, I would take just a minute or two to give you some of the background out of which this program originated. This might be of some help in understanding the objectives of both the University and the Juvenile Judges Association in holding this annual Institute. The Juvenile Court Summer Institute, for those of you who may not know it, is the oldest institute of its kind in the United States. It was the first of this type of institute to be sponsored and developed on a local level, and on a continuing basis. We are now entering our eighth consecutive annual session. It should be apparent to you who have attended the session in years gone by, that it is a valuable and a worthwhile opportunity to meet together with other people who have the same general interest and concern in youth and its problems presented today in our society.

The Judges themselves originally induced the University to establish the Institute. Thus, it was a result of about a year and a half or two years' effort on the part of the Juvenile Judges which led to the establishment of the summer Institute. This grew out of the conviction of the Juvenile Judges of this State that in the first place they themselves needed instruction, and in the second place there was a very real and deep

# GREETINGS

Page 3

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need for the continuing opportunity for people in various disciplines who deal with aspects of the overall problem of the adjustment and correction of youth in our society to meet together in an environment and upon an occasion where there was no pressure to resolve the problems of a particular case; also, to give perspective as well as a learning opportunity in attempting to understand the problems of each others' agencics. That includes the courts, the schools, the police, the welfare department, the juvenile departments, and all other agencies which have a primary interest and responsibility in these problems.

I think I can safely say that as far as the Juvenile Judges are concorned the program has been more successful over its lifetime than any of us envisaged when it was started. We feel this is due entirely to the interest of the people in the various fields who work with youth. We do think, and this year is no exception, that in having brought to the University outstanding authorities in all phases and fields of juvenile corrections, and juvenile problems in general, the Institute has donc a great service. If you were to go back over the roster of people who have taught at these sessions and worked with the students in the past seven years, you would, I think, agree that there has probably been no institute which has been carried on in the U.S. during that period which has attracted the caliber and leadership, from a teaching standpoint, which this program has had to offer.

Another thing which distinguishes this Institute from any I am familiar with in the U.S. over the years is that it has never been supported by any grant at any time from any agency. Many of the juvenile institutes throughout the U.S. which have been held in a great many states have been supported by grants of one kind or another. At the time we began attempting to get this Institute set up, funds were not available for grants of this type. The President's Committee didn't exist at that time. As far as we knew, it hadn't even been thought of. None of the HEW funds at

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that time had begun to be channeled to areas of this sort. We have found that it has been able to support and maintain itself, and we think this is the way it ought to be operated. For this we are grateful to you and your predecessors here. We think too that the best measure of the value of the program is found in the fact that both agencies and students are willing to pay from their own funds tuition and board and room to attend it. It is a far better measure of whether it is doing a constructive job than would be true if people were given grants or were paid to come. We have been very grateful to the University for allowing course credits to be given for the Institute. This was not true, if I remember correctly, in our first two years. Because of the high caliber of the programs, the Institute then became an opportunity for student credits. We have been very grateful to the University for its sponsorship. Certainly from the beginning it has been not only cooperative but actively has

encouraged the development of this program.

This year's program in one vital respect is to be no different from any of the others. You are going to get out of it what you put into it, no more, and, I hope, no less. I notice from the program schedule, as will those of you who have attended previous institutes, the format is somewhat different this year in that this is the first year that there has been a real effort made to experiment a little with something in the nature of what's referred to in your program as "field observation," an opportunity to visit under a supervised and structured program some of the agencies in this area. This was not done by your program committee because it thinks the programs which happen to be in the Lane County area are necessarily of any more interest or significance than others to be found in Oregon or Washington, but for the obvious reason that geographically there are no others that are close enough for us to take you to.

We hope that when you leave you will be able to make suggestions to us and to our director, Nick Rinehart, which will enable us to improve the quality and content of this program each year. I feel sure that you will find the experience to be as valuable and worthwhile as most of the students have who attended it in years previous. Thank you.

# GREETINGS

# Dr. Kenneth Polk

# Department of Sociology, University of Oregon

I would like to welcome you to the Juvenile Court Summer Institute on behalf of the University of Oregon. On this occasion of my fifth Institute, I want to underscore the role that the Institute is going to serve in the future as well as the present. The experience we have gained from the Institute is coming to play a very important role in our thinking on how to train people. Most of us who are working with innovations in correctional treatment are inevitably concerned with the question of training. The Institute has provided a testing ground for certain kinds of training, especially training geared to reach people who come from a variety of backgrounds.

I have been excited over the past few years about the extent to which the Institute requires a change in the university instructional model. The university is pretty much geared into a B.A., M.A., Ph.D pattern on instruction, which is very nice if you are living in the world of the 1880's and you are interested in producing scholars or gentlemen. The problem is today that we don't produce scholars, and there is a little question in my Therefore, there is a mind that the men we turn out are gentlemen. question as to the appropriateness of that B.A., M.A., Ph.D model for the world of 1965 or 1975, particularly when the world out there is changing very drastically. I think that I have always been excited by the Institute because of the attempt on the part of the university to contend with the realistic needs of people out in the corrections field, people who need a different kind of model. Most of you are in positions where you cannot run off and take two years of training, particularly much of the nonsense

that passes for "professional" training. We need, therefore, to develop new training models.

In my opinion, what we are going to see coming in the next few years is the expansion of institutes like this one, expansions that include new thinking on how people come to assume professional careers. This theory may become one of the central issues of the near future. A whole new thinking process is developing as to what the correctional professions require, as to what is appropriate, and how we go about providing this training. The universities as well as the professions need both to examine and to experiment with this problem.

We have an individual coming to speak to us this morning who I think is one of the best in the field. Art Pearl has gone through the process that many of us had to go through -- first starting with a kind of professional bias, then going out and developing programs on the basis of this background of professional training, and then finding out they don't work very well. Well then - what do you do? What most people do is argue that if they only had more money they could do a much better job. So instead of writing for the \$50,000 grant next time they write for \$100,000. But some people say that maybe those ideas are inappropriate, maybe we ought to try some new ideas and maybe we ought to test them out. Arthur Pearl has tried some of these new ideas, some different ideas, and he's going to talk with us this morning about some of these, what happens when they are applied, and the implication these might have for our collective futures.

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# "LAYING FOR WHITEY"

Dr. Arthur Pearl

School of Education, University of Oregon

Violence in the streets is a terrifyingly real phenomenon today. It is important that so crucial a problem be carefully analyzed and effectively controlled. How is it that the violence which has taken place in Los Angeles, Chicago, and very likely in Portland, Seattle, San Francisco, and Philadelphia, comes about? Why does it happen? What implications does it have to our activities?

It is not really too hard to understand why such things happen. It is more difficult to understand why the Portland OREGONIAN expresses surprise over the magnitude and extent of the hatred of a disfranchised and alienated population against dominant society. Alienation is a process taking place not only among the disadvantaged Negro, Mexican-American, and Puerto Rican, but to a large extent among all adolescents who are exiled from the "establishment." This is why we can find not only the havoc that takes place in Los Angeles, but also the destruction of property in Seaside. Unless we can understand why violent eruptions occur, it 'bes not make much sense to continue to employ devices which have yet to prove effective to meet the problems. For not only are current preventive measures ineffective, but they tend to become part of the problem.

Alienation in a changing world produces part of the problem. Alienation takes place when, for a variety of reasons, a population finds itself in a state of powerlessness. This is true of nearly all youth. Not so long ago young people began to assume responsibility at a very early age. In Old Testament times a boy came of age at 13 because he was expected to assume responsibility and attain a sense of worth from being a contributing member

of society rather than an enforced dependent upon it. Nowadays a young person has a prolonged sense of impotence extended through his mid-twenties. Adults continue to exercise punitive control when a young person refuses to respond in ways they deem appropriate. Our youth must abide by rules imposed on them by adult authority over which they have no say and in which they find very little meaning. They are told when they must go to bed, by way of curfew; they are told at what age they may drink; they are asked to conform to a sexual code which they feel (with considerable evidence) that we do not abide by ourselves. They may argue, with considerable evidence of scientific validity, that marihuana is no more harmful to the organism than cigarette smoking. But we impose severe penalties on persons possessing marihauna, and this now becomes another influence of colonial imposition by an adult authority on a "captive" people. Not only is our youthful alienated population indignant about the lack of meaning in many rules imposed on them, but also poor youths fail to perceive a connection between conformity and ultimate rewards. There is no payoff in the investment. It is one thing to tell a middle class youth that if he abides by the rules of the game there is a place for him in our society. He must go through the ritual of high school, on through college, on to certification procedures, and eventual employment as a doctor, lawyer, teacher or businessman and so achieve a recognized status in society. You can't tell the disadvantaged Negro, who attends a school which discourages advancement to a college education, that conformity will bring success. All that you can tell him is to stay in school so he can be an unemployed high school graduate. If this is all we have to offer, don't be surprised if there is somewhat less than total enthusiasm for our programs. Our school system and our menial economic dead-ends are denying the disadvantaged population any feeling of reward, of gratification. The whole institutional structure seems to aim at demeaning him. The urban poor are degraded by their welfare workers and continually subjected to humiliating investigations. They are degraded

when they go for employment counseling and are made to feel lazy and inadequate when in essence the service is inadequate and the laziness can be better attributed to the case workers than the person seeking work. Most of all they are totally humiliated and degraded in their school experience. There they are told day after day that they are stupid and incompetent and worthless, and yet they are forced to return day after day to more of this meaningless punishment. These forms of degradation build a wall between the disadvantaged population and broader society. The OREGONIAN, in an editorial, somehow gave the impression that things are getting better for Negro youth. But there is not evidence to support this at all, and, in fact. the situation seems to become worse. The gap between median income of Negro families and white families has in fact increased every year since 1939. Now this is not an unmixed picture, because, for a Negro with a high school education or less, times have never been as bad as they are now. This has not come about through any kind of plot against Negroes, but is simply a factor of the technological changes taking place in industry. In the late 1930's to the early 1950's the unskilled Negro had the best opportunity in his history to enter industrial society. He was able to work on the assembly line, help build the ships, and otherwise become part of the complex of industrial work. But it is precisely these jobs which automation has most reduced. The jobs which were made available to the Negro in the late 1930's have been taken away from him in the '50's and '60's. And herein lies much of the problem, While we have had machines eat away at the unskilled labor market, the new opportunities which they create are largely for persons with college educations and we have systematically denied Negroes a college education in a variety of ways. Let me tick off some of the ways we have denied college opportunities to Negroes. To cite the evidence from Patricia Sexton's book, Education and Income, the poorer you are, the poorer education you get by any kind of standard; poorer buildings, low-paid, less well-trained instructors, more crowded classrooms,

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fewer and older books. Now is this the total picture? Because, in addition to the concrete disadvantages, the poor suffer from differential education. We have decided, as instrumentalities of the state, who shall be educated and who relegated to academic limbo. We do it on the most tenuous of grounds: I.Q. testing and teacher impressions. We have decided that disadvantaged persons are not as educable as advantaged persons, and we cease to educate them. To give you concrete evidence of this, in Washington, D.C. at one high school which is attended almost exclusively by poor Negroes, where the median income of the families which the school draws from is less than \$4,000 a year, 85% of the students are placed in a non-college curriculum. In other words, we have decided that six of every seven children of this school are not college material. Anutus High School in Washington, D.C. has an almost 100% white student body and the median income of families surrounding that school is over \$10,000 a year; 92% has enrolled its students in college bound curriculum. More than nine out of ten children of these affluent white families are considered to be college material. There could be no more explicit way of closing off the opportunity structure than to shunt them into non-college preparatory courses. A college education was not the only entry into the opportunity structure a few years ago. There were many alternatives; many avenues into our society have been and are now being closed off. A person could advance by starting as an unskilled laborer and by applying sufficient dedication and skill. This is no longer possible. Henry Ford could no longer hire people with the same starting qualifications that he had, for other than menial dead-end positions. They couldn't get inside his factory. But nonetheless, the opportunities for advancement for an unskilled laborer in an establishment are effectively blocked off and this is not only true in the private sector but in the public sector. Some public agencies have directors who would not meet the minimum qualifications for entering a professional position today. In other words, they couldn't get into the businesses that they are now directing. We

fail to realize that we have structured out of the running, through the credentialling process, a great number of persons who will never have a chance to exercise their abilities. Entrepreneurial enterprise which didn't take much capital to initiate a few decades ago afforded an avenue to success for the ambitious poor. Many of the great businesses of this country can trace their founding to men possessing very limited capital. Changes in technology and mobility have made it nearly impossible for the person with limited capital to compete effectively with larger establishments, so entrepreneurial enterprise is no longer a means by which any sufficient number of persons can effectively enter the system. Changes in credentialling procedures have largely closed the fields of health, education, and welfare to the poor. This wasn't true too many

Changes in credentialling procedures have largely closed the fields of health, education, and welfare to the poor. This wasn't true too many years ago. Many people with limited training skills and experience could, in effect, learn as they worked. Ralph Bunche said that the teacher who had the most profound effect on him had begun her teaching career with only an 8th grade education. That person couldn't enter this field now, and the same is true in parole, probation, and social work. You find that a person can't make a start without going through credentialling procedures which effectively lock out the poor. They are denied an education and told that without it they can't even get in the front door. It's this kind of dilemma that we are continually presenting the poor.

The ghetto existence also continues to show problems of poverty. The ghetto existence is a much more vicious phenomenon than it was in the past. The problem in Watts, the problem in Chicago, resides in the fact that the ghetto is no longer a transitional preface to entry into dominant society. The ghetto is no longer a place in which a population resides temporarily before it moves into the broader stream of society. The ghetto no longer provides cultural and sponsorship support to the population. The ghetto is enforced from the outside, and it is a miserable imposition on a population that has been despised and forced to surrender to rules which it never

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bargained for. Each year we keep talking about how much more difficult the problems are, without trying to attend to them. Locking people into the ghetto existence, locking them into menial jobs, means "locking them out" of equalities in a broader society. Locking people into a ghetto existence means a poorer education, a greater association with others, a segregated school experience (with no neighborhood contact with teachers and other school personnel), a continual confrontation and abrasive relationship with "outsiders" -- police, welfare workers, and merchants. The ghetto existence denies access even to the limited job opportunities. The tragedy of poverty is that the poor are locked out of the fastest-growing industries -- health, education, and welfare. These are the important growing industries of our country. Here is where there is a 67% growth since 1947. Here, by mere population extrapolation, you can project even greater growth in the next decade. By 1975, there will be 119 million people in this country under the age of 25 and most of them will be going to school. Very likely there will be a marked reduction in pupil-teacher relation, so instead of the 2 million teachers we have now it wouldn't be out of the range of possibility to need ten million teachers in ten years. Where are we going to get them if we don't open up the doors to the population which is now effectively locked out? We can make the same case for health, education, probation, parole, social work, recreation, and the other careers needed to provide increased services to an expanded population.

And in our search for solutions to social upheaval, we have failed to recognize that to a large extent, for the poor Negro, this has been a nightmare of a decade. For many of the Negro poor, talk of civil rights has no relevance to their struggle to exist. They are not concerned about the right to be able to live in an area where they can't afford to buy, to frequent public establishments which they can't afford to patronize, to have the right to vote for candidates that are going to misrepresent them. The Negro poor wants, first and foremost, jobs and then an opportunity for a

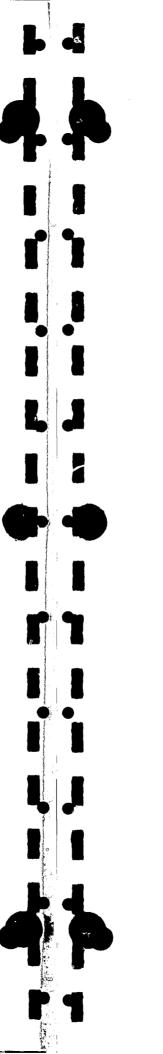
career. They want to have the same opportunity for advancement that everyone else has and which they have been effectively denied in the whole course of their existence. They are sick and tired of cleaning up "Mr. Charley's" house. They are sick and tired of doing those jobs that the white man doesn't feel it fit to do. They are sick and tired of public service, private household service, and sick and tired of being janitors, dishwashers, car washers. They want the same rights, the same jobs, the same kind of good life. They want access to the good life as much as every person in this room does. They will refuse to accept second class citizenship no matter how it's packaged or how it is labeled. Many persons who understand the frustrations of poverty in the ghetto refuse to recognize that many of our attempts at alleviation only complicate the problem. We persist in the idea that punishment is an effective deterrent; and all we have to do is to pass a law and somehow problems will disappear. For example, we as a nation have taken this position that addiction to heroin is a terrible thing and should be discouraged by laws which call for severe penalties for illegal possession of this drug. The logical thing for the addict to do then is to turn to some other psychoactive agent like the amphetamines or barbiturates which have similar physiological effects, and this of course has happened. As a consequence, new laws have been passed which call for long prison terms for those convicted of illegal possession of amphetamines or barbiturates. The addict then turns to things like glue to get his kicks. Society can then entrust police to raid toy shops and pick up every vial of airplane glue; and I guess when we reach the point that we have to get gasoline by doctor's prescription we will recognize the futility of attempting to deal with a social problem solely through the threat of punishment.

The concept of punishment as an effective deterrent is further complicated. Locked-out populations may look upon punishment as reward. Some experimental findings have bearing here. It is easy to establish avoidance conditioning in rats. A light can be flashed before a shock is

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delivered to the rat, and now the rat, having determined the relationship, will heed the warning and take his foot off the terminal and avoid the punishment. Punishment with rats is an effective deterrent. However. when a similar procedure is used with Harvard students, many of them passed out because they thought it was an experiment on an ability to accept pain, so they held the terminal as if their manliness depended on it. Something analogous to this occurs with deviant groups. They are rewarded by attention and reputation when we insist that they are being punished by trial and imprisonment. Delinguency may be a means by which a person attains status, and may also be the only way of a change which does not relegate him to being a non-person. Empey has set up a series of projects in Utah through which he thinks it is possible to transform delinguents into nondelinquents by continually impressing on them the non-utilitarian nature of delinquent ways; he uses peer groups as agents of sanction to punish persons every time they engage in a delinquent act. I think that is not enough. It is also important that a structure be created that allows people to adopt different ways of life. If we lock persons out without providing a payoff for conformity to wholesome existences, then there is no reason to expect that they will perform desirably. It's our job to open the system. It's our job to augment punishment for deviancy with institutional support for acceptable behavior.

Now how does one open a system? It is a particular problem to open up a system for a population that up to now has been totally alienated and locked out. I think we begin first of all to determine what this population is capable of doing. Are they already fit to lead effective roles in our society, or totally unfit? Is it possible that disadvantaged persons, by the very nature of their experiences, have generated certain skills that could be utilized for profit? We now train middle class persons to understand poor youth. Could we possibly train youthful poor to take over some of the functions and skills that we reserve to middle class,



white persons? Aren't there some things that a teacher does, a probation officer does, a social worker does, a doctor does, that a person with limited training and skills could do just as well? Wouldn't it be possible, after they have mastered an entry position in one of these fields, they might move up to more skilled tasks?

Delinquent youths in institutions which employ group therapy and other forms of counseling are quick to master both the concepts and terminology of these processes. Now why isn't there a way for a person who has served his term in such a therapeutic community to play a role which utilizes his knowledge after he has served his sentence? There is some evidence that they do quite a good job. In the state of California, some paroled men have been hired to perform semi-professional roles in research and group therapy, utilizing skills which they acquired while serving their sentences. But by and large, we operate in just the opposite way: a person who has served his time is declared ineligible for any responsible role. We structure him out by law and by agency practice. He continues to pay his penalty for the rest of his life, for we effectively force him back into delinguent occupations by denying him any other opportunity. And at the same time, we have a scarcity of qualified persons to staff the programs which could use the skills and knowledge of the ex-convict. We're planning for more group counseling programs, yet where are we going to get the professionals to function in them?

Why is it that, in places such as Job Corps Centers where there is a scarcity of personnel on the dorm counseling levels, this population isn't looked at as a possible resource? I think it is important to recognize that even where we have opened the door to intake positions this will not suffice. One can be dead-ended in a human service just as one can be dead-ended as a janitor or domestic.

Opportunities for upward mobility must be created with the chance to continue to function within the system and move up, as well as the chance to obtain the necessary credentials for involvement of the disadvantaged in

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social services. For example, we can look at education in more flexible ways and we can begin to give credit to people for what they learn on the job, and not necessarily limit credit to courses taken. I would suggest that we introduce the poor as aides in schools. We would define a relatively low-level position, which a person with minimum experience could perform, and as he functioned under the supervision of a professional he would begin to get credit for his experience and increasing skill and knowledge. In addition, if he were to take courses at a college or a university to supplement his practice within two or three years, he would advance from aide to assistant and increased responsibility. This sequence of three years of experience and academic work could be extended to the rank of associate, and finally full professional status. Such career sequences could be established in recreation, parole, etc. Each step in the sequence would constitute a career landing in which a person could remain if his abilities or motivation did not incline him to higher roles, while anyone sufficiently capable and motivated could move on up to ultimate professional status. I'm sure that many of you are thinking "That sounds all right, but it would never work with the kinds of people we have to deal with. With unsocialized youth you must first of all teach the basic rudiments of discipline before they can perform in a society." But I would say that first of all they need to be given an identity, roles which will allow them a sense of worth and self-respect before they can now be expected to perform in that society.

Many people believe that you couldn't possibly extend these kinds of opportunities to the people who looted the stores in Watts because they would destroy professional standards; they would engage in irresponsible acts because they lack the basic rudiments of discipline. Now I argue that they do not lack rudiments of discipline. There is no evidence of this and if one were to observe certain parts of their lives it would be apparent that they do not lack for discipline. When they play baseball they have no difficulty in knowing where they bat in the batting order.

They have very little difficulty in a basketball game in knowing when to shoot and knowing when to pass off. This is much more disciplined activity than we have acquired as passive students. They have very little difficulty in knowing what time to show up at a dance, or at other events in which they have investments. What we really should be concerned about is not a lack of discipline, but lack of investment in our systems. Why should they get to class on time? Why should they conform to rules which simply have no meaning for them? What payoff do they realize by subjugating themselves to us? I will submit they have none. Consequently, we make an inference of lack of discipline where a much better inference would have been that we have not established a system in which people feel they have any investment or right.

I would maintain that the root of alienation among the underprivileged may be found in the following circumstances:

- 1. They have no power and no say in their own destiny.
- gratification from it.

Now I am going to describe a program for precisely this population which made some effort to deal with the factors mentioned above. That is what we did in an experiment at Howard University and I would like to spend a few minutes talking about that.

We decided that we would create jobs in the field of social services because these seemed to be growing industries which could offer opportunities for youth as aides in a day-care center, as aides in a recreation center, and as aides in a research project. The only qualification for entrance into the program was that the applicant could not have any pending legal action (i.e., they couldn't be coming up for sentencing or trial), but any past legal involvement was unimportant. They could not have an active venereal disease. One of the other qualifications was that they had to come from the most impoverished sections of Washington, D.C. We began our

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2. What they have been asked to do is often very meaningless to them. 3. They see no reason for performing acceptably without receiving

first program with seven boys and three girls. Four of the seven boys had extensive delinquency backgrounds; they would have seemed to have been the most intractable sort of youths. One of the boys had spent eleven prior months in a local detention home for truancy. The reason he stayed so long was that every morning he challenged the system and every evening he would spend in isolation. The next morning he would again challenge the system and it would react in the same predictable way. For eleven months, for something as insignificant as truancy, this boy was in the local detention home because he needed some more discipline training; he had to be fully convinced of the nonutilitarian nature of his ways. We had others that had rather serious backgrounds in armed robbery, burglary, number running, and shoplifting. None of the boys had ever held a job for more than a month. They had averaged eight to eleven years of schooling. Two of the three girls had borne children out of wedlock and the other girl was having a problem of sexual identity, and a similar problem beset one of the boys. Now these would hardly have seemed to be optimal choices for the kind of program that we had set up. We started by explaining to them that they would be the primary policy-making body of the group, but that we would not, however, renounce our authority in the program. We would stand as a review court. If they came up with policies that we found unacceptable we would return their decision for further consideration, but we would always give them our reasons for finding their policies unacceptable. There would be no unilateral decisions imposed on them; furthermore, we would train them on the job so that everything that they were being trained for would have a meaningful relation to their work tasks. We also tried to point out the possible linkage between this program and life careers. We intended that they should attain gratification from work by generating a sense of competence and the realization that they could do things and do them well. We hoped that they would get gratification by making a contribution to others. They would also be afforded the satisfaction of receiving pay for their

gram.

. . .

Now one of the points I would like to make with regard to this group is that they knew much more than we gave them credit for. In school they were informed, in both subtle and explicit ways, that they were stupid. but actually they could handle many more concepts than they knew. But they had come to accept the school's definition of their capacities through constant reinforcement. Most of them, it was pointed out, did know quite a bit about probability theory, which is quite basic to research. Probability theory was not a foreign concept to them because they used it in gambling. They knew it was a two-to-one odds that they would get a ten in a crap game. But while they knew some probability theory. I knew more. We went through a simulated crap game and I pointed out how much money they would have won if they had known more theory. It wasn't an even money bet on a six or an eight, actually it was a six-to-five against it. I pointed out how you could determine whether the dice were honest by contrasting frequency of certain numbers with chance expectancy. They became very much interested in probability theory suddenly, mathematical theory wasn't the meaningless stuff they had disliked in school, but had a lot ilo. of value to them. In fact, for weeks they called me the "odds man." Over a time they became disinterested in gambling because, on the one hand, it became clear to them that they were playing the other man's game; and also they had some investment in a new system. Reliance on fate (which is emphasized by many theorists as an attribute of the disadvantaged population) stems largely from the fact that there is nothing else to rely on.

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work. We expected them to thrash out the rules which would govern their hours and work performances, with the power of review over these reserved to ourselves. We spent the first day of the program presenting these expectations to the group. The next three days were spent in orienting them to the tasks which would be performed in research. The following three days were given to orientation for the day-care program, and the following three days were devoted to an orientation in the recreation pro-

The youth didn't give up an old way of life (gambling) because people told them it was no good; they gave the enterprise up when they were provided with a better choice of activity. At the end of two weeks in the program the youths were asked to make their first important decision, to assign four youth to the day-care center and four to the recreation center, and two to the research program. They decided to place the boys with the most extensive delinquency record in the day-care center. The woman who ran the day-care center was seriously opposed to their assignment. She was perfectly willing to have the three girls and the gentle boy, but she didn't want to have these two organized hoodlums in her daycare center. She wondered, "What am I going to tell the parents? What are the parents going to say when they find these hoodlums now members of the staff? How can we allow children in the most formative years of their lives to come in contact with such negative influences?" (The day-care center was in a disadvantaged area in Washington, D.C. The children who attended the center lived in that area and were subjected to that negative influence more than half the day, when they were not in the school.) "We already have a large pilfering problem and what will happen when we engage organized criminals?" But most of all, she jumped to the conclusion that this was not a carefully thought-through decision. The group had no good reasons for this decision but were simply testing their power. It was, in her opinion, a manifestation of their essential rebelliousness. We went back to the ten youths, and asked them to describe how they came to their decision, and they proceeded to carry us through their decision-making. First, they pointed out that during the three days of orientation at the day-care center, these boys were the only ones who participated in the program. The other eight stood back up against the wall petrified while the forty little "monsters" were running back and forth, but these two would swing them, play with them, and from this they would describe some gratification. Next, they seemed to be suited for the job. One girl pointed out that she has a 21/2-yeargoing to make it on the playground. take care of.

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old daughter of her own and that she didn't take to the idea of taking care of more that weren't her own. One of the chosen boys pointed out that he was getting a lot of kicks at the nursery school. It made him feel good to be called "daddy," to be important, to be needed by somebody. It was not something that he had experienced in anything else he had done. But also he tried to figure out what would happen if he weren't assigned to the day-care center. In his words he said he wasn't "heavy" enough to do research. He didn't think he was bright enough to handle the research problems, and on the other hand, if he were to go into recreation, he had a reputation as a trouble-maker on the playground. If he went back to the playground, someone would challenge him by taking away the basketball, then what would he do? His alternatives would be to "drop the dime" (which is Washington street-talk for calling the police), but that was out for a variety of obvious reasons. He lived in that neighborhood and he couldn't tell on his friends and this wasn't the way he really handled problems. He could sit around with his hands in his pockets and he would be fired, or he could "punch the kid out" and be fired. He could handle the three- and four-year-olds but he wasn't

So the assignment was a carefully thought-through decision, and as it turned out, it was a much better decision than the professional nursery school teacher would have made. She agreed to try it on a day-to-day basis and for the next four weeks they were supposed to work half a day and spend the rest of the day in meetings to discuss their job activities and receive further training in their work. Within a week or so the teacher was asking that these two boys be excused from the meetings because there were problems in the day-care center that only they could

There are logical reasons why the "tough" boys worked well in their positions. Day-care is a field which is almost exclusively a female

occupation and having some very "male" males in it was a healthy change. In subsequent programs this policy was confirmed. Delinquent youth are functioning in many day-care programs and without exception they have done very well because they provide a very meaningful addition to the program. At the same time they are getting real gratification from being useful and important. They are building a sense of competence and a sense of making a contribution; they are getting a sense of being a part of a world that up until now they have been effectively locked out of. We had money, in this original program, for only 12 weeks because we felt that the probability was that we wouldn't have any of the original group left at the end of 12 weeks or perhaps only a couple, and at that point we could say that we had used this as a learning experience for preparing better programs. But at the end of 12 weeks we had retained all ten. At the end of the year we had many more and we couldn't have gotten rid of those kids with a stick. We didn't have to worry whether they showed up for work on time, they got there before we did. We didn't have to worry about whether they were appropriately dressed, they dressed better than we did. In fact, the ones in recreation went out with their own pay, on their own initiative and bought Howard sweatshirts, whistles, and caps and the whole recreation leader "bit." The ones in research bought attache cases. We didn't have to worry about discipline because they disciplined each other much more than we ever did. The rules of performance they decided on were much more severe than we would have accepted and group members were much more desirous of and committed to a job than were many professionals. These had been prime examples of alienated and locked-out people. These were the young people for whom society's previous first offer was like the local detention center, training schools, youth employment counselors who couldn't produce jobs, teachers who scorned them. And from such alternatives, what can we expect but further reinforcement of their lack of values, a further alienation? And the price. is explosion in Watts or Harlem or Philadelphia or Chicago. If

to keep people content in big prisons.

There is no question that allowing the poor, the uneducated. the delinguent into provinces heretofore restricted to the contented middle class is risky, but it should be remembered that there is also risk in

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you lock people out they are not going to stay locked out. If you offer them no opportunity to make it in the world that you control, you must expect to come to terms with them on another level, a much more expensive level. We control the worlds that are really important now. We decide who can be school teachers, we decide who can be probation officers.

we decide who can be policemen. Walter Miller would like you to believe that the lower class is an autonomous class that has always provided many necessary functions in our society. He states that they have provided the policemen, and firemen; but at least in Multnomah County you will find that if a person wants to be a deputy sheriff, he has to be a college graduate. A poor Negro has almost no dream of attaining a college degree: and, at the same time, there is no way that we can manufacture enough college graduates to deal with the problems we are now insisting . that only college graduates can perform unless we change our system of higher education. At this particular time, less than one person in five that enters school and survives, graduates from college. What are we going to do with the other four in five? How can we relegate them to nothing but spectator roles unless we provide other alternatives? One of the ways to operate is to get more people through college. This is to be accomplished by starting out with them when they are two years old. This might work, but two decades will pass before we know for sure. In the meantime, 7½ million persons are going to fail to complete high school between 1960 and 1970, and another 7½ million are going to fail to complete college. What is to become of these 15 million people? Unless there is opportunity for them, unless there are opened-up alternatives and re-entry systems, more prisons will have to be built; and something better than group counseling procedures will have to be developed

excluding them from the functioning society. It is the latter risk that we have tended to ignore and only dimly comes into our counsciousness when a conflagration like Watts occurs. Now is the time to heed the lesson of Watts -- and one such lesson should suffice. There should be no need for two Watts to light our way to an unlocking process in which the poor and the alienated can contribute to the society rather than be forced to be a constant and expensive drain upon it.

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## PANEL -

for this morning.

First, Mr. Dale Swenson, who was formerly Assistant Superintendent of Green Hill School in Washington State and is now Superintendent of Martha Washington and Luther Burbank Schools, both of which are operated by the Division of Juvenile Rehabilitation of the Department of Institutions. Second, Nr. Lyle Newport, who is a Supervisor of a Juvenile Parole Area Office in Washington State, and is employed also by the Division of

Juvenile Rehabilitation.

Third is Mr. John Hungate, Director of Special Education in the Clark County School District in Vancouver, Washington.

Our special guest is a young man we shall know only as Jack. Jack, for two or three years now, has indicated to some of us in Washington that he felt the things that have happened to him in his life, which all of you know has been a very complex life experience, he might be able to share with us in this way, thereby helping us to have a better appreciation of the problems of management and treatment of children who are considered to be delinquent.

I'm going to address my first question to Mr. Swenson. I wonder if you could comment briefly on some of the points of breakdown in planning that you see in this record, and equate these with the problems that Jack has faced?

# "COMMUNICATION WITH CORRECTIONAL CLIENTS"

I would like to introduce our three panelists, and our special guest

- Panel: Maybe we can get some information from Jack about this type of thing. I don't know if you understand what equating means, Jack; maybe I can rephrase it so that it will make some sense to you. In the things that have happened to you, when you were involved with various service agencies, can you think of anything that happened to you that you personally thought was a violation of a contract or a commitment made to you by any of the agencies that were dealing with you. Like at \_\_\_\_\_\_ or the parole counselor's -- or anyplace where there wasn't a follow-through, in your opinion?
- Jack: Well, for one thing there was a diagnostic center there up in Washington, and in 1961 I was referred there for care, for the second time. They didn't guarantee it but they had indicated that I would go to a forestry camp, if I kept my nose clean and I did; so when I went to the Board for my sentencing they sent me to \_\_\_\_\_\_ School which Mr. \_\_\_\_\_\_ at the time was there. And it was the hardest Juvenile Rehabilitation center there is really, and I was pretty well broken up about that. But I really don't think it was unjust, in the sense that I didn't have it coming to me, but they did tell me that I could go up to the forestry camp.
- Panel: Can you think of any other occurrence, Jack, where things happened when you were dealing with all these people, just very frankly where you were lied to?
- Jack: Well, I can't remember, really I can't.
- Panel: All right -- Can you go back and remember in your early life, when you first thought you were in difficulties with yourself and other people?
- Jack: Well, this goes back to about 1952, maybe 1953, when I was going to grade school, when me and one of the teachers had a difficulty; I went into the lavatory, and broke a big picture mirror over my head.
- Panel: This is the first time that you really expressed your own anger in this way?
- Jack: I think so, I don't really remember.
- Panel: Jack, what happened to you?
- Jack: Well, I think I got sent home and referred to the Juvenile Authorities Board, as an uncontrollable student, I think; but I'm not sure.

Panel:	Were you very mad at be
Jack:	I was very mad.
Panel:	Who were you mad at, Jac
Jack:	I do think now that I w I went into the lavator dealt with unjustly, so I was fairly mad at the
Panel:	You had association with too, didn't you? I this some relationship with pick up some of the this
Panel:	Jack, do you remember i school? How do you fee If you remember, I was that?
Jack:	At the time there was a at the time I think you than anyone else. And
Panel:	Do you remember how you that the school and oth pline and what their re I think I talked to you
Jack:	Well, I don't know.
Panel :	The school was trying t tradicting the school a this situation where th ment to your advantage?
Jack:	Oh, yes.
Panel :	Have you used this late
Jack:	Oh, sure.
Panel :	How would you react the of progress?

# being referred like this?

ick?

was kind of mad at myself, but at the time bry, I was mad because I felt that I was so I took my anger out on the lavatory, and he principal.

ith schools that turned out to be problems hink the gentleman sitting at my left had h you on this basis. John, maybe you could hings that have occurred during this time.

that we had many, many difficulties in high eel about the way you were dealt with there? s pretty hard on you. How do you feel about

resentment I think, but as I told you before, bu did me more good in the school district d I won't forget it either.

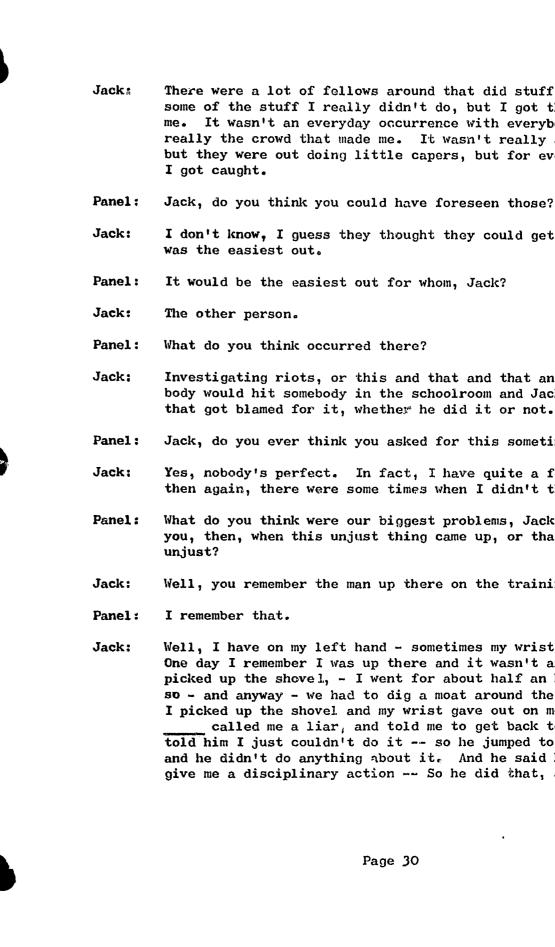
our folks responded to you in certain things thers were trying to do when you had discireactions were to some of these programs? ou at one time about this.

to do one thing, and the parents were conand doing another thing. Did you ever use the school and your parents were in disagree-?

ely?

en to the years that you made quite a bit

- Well, I thought it was a pretty good thing. For myself anyway, Jack: because I was pretty undesirable as you know. And you were fairly strict with me, in teaching me the things I should do and the things I couldn't do. And I think that helped me quite a bit, and when I found out I had to do these things in order to advance, that's it right there.
- Do you have any particular feelings about when you began to Panel: take part in school activities? I mean like turn out for the basketball team, and things of this kind?
- Jack: I felt good -- I really felt good!
- Panel: Any other particular feelings you have now about those years? For instance, Jack, I remember that you got along better with men teachers than you did with women teachers.
- Jack: Well, I could talk to men and I couldn't talk to women, I guess.
- Panel: Why?
- I think I was afraid of them. Well, I think it was because my Jack: mother wore the pants in the family, and my father was just a bystander. I thought if anyone was going to discipline me it would be a woman and not a man.
- Panel : Do you remember that feeling?
- Yes, I think when I was in your school. I think I was in the Jack: fifth grade when I had a teacher and I had Mr. in the mornings for something and a woman teacher in the afternoon who was real nice. I forget what subject she taught me; she was one of the nicest teachers and I thought I could really get along with her. And the women weren't out to get me, really.
- Panel: A little further along, Jack, you went on into junior high then, and it wasn't very long before you fouled that up in pretty good shape. Do you know why you did that?
- Well, not really. I guess because everybody else was doing it. Jack:
- So you went along with the crowd? Panel:



There were a lot of fellows around that did stuff like that, and some of the stuff I really didn't do, but I got the blame put on me. It wasn't an everyday occurrence with everybody, but it was really the crowd that made me. It wasn't really a roughneck crowd, but they were out doing little capers, but for everything I did

Jack, do you think you could have foreseen those?

I don't know. I guess they thought they could get around me. It

Investigating riots, or this and that and that and this, or somebody would hit somebody in the schoolroom and Jack was the one

Jack, do you ever think you asked for this sometimes?

Yes, nobody's perfect. In fact, I have quite a few faults. And then again, there were some times when I didn't think it was justful.

What do you think were our biggest problems, Jack; in dealing with you, then, when this unjust thing came up, or that you thought was

Well, you remember the man up there on the training job?

Well, I have on my left hand - sometimes my wrist gives out on me -One day I remember I was up there and it wasn't an easy job - I picked up the shovel, - I went for about half an hour or an hour or so - and anyway - we had to dig a moat around the corn flat. And I picked up the shovel and my wrist gave out on me. Well, Mr. called me a liar, and told me to get back to work, -- and I told him I just couldn't do it -- so he jumped to conclusions, and he didn't do anything about it. And he said he was going to give me a disciplinary action -- So he did that, and I went to

- Jack: solitary confinement, and I think that was the first time anything (cont.) major has happened to me. And when I went there I think I talked to you, and I told you about him. I don't know at the time if you believed me or not but you said ok, fine, we'll go to the doctor about it. Well, we went to the doctor to have X-rays and they showed negative, so they kept me in there for a while. I felt it did hurt me, and I thought I was being dealt with unjustly there.
- Panel: You were pretty eager about it, Jack, if I remember about it.
- Jack: Right.
- Panel: You felt that people didn't really have your best interest at heart?
- Jack: I suppose so.
- Panel: Can you go back now, Jack, to one thing that happened to you quite early; I think it was quite unique in your situation. You were one of the youngest kids to be sent (I shouldn't call you a kid but you were at that time), to be sent to our Juvenile Training School in 1953. Can you remember crying at a very young age?
- Jack: Yes, when I felt that I was dealt with unjustly. I was eight years old at the time, and there was a cottage called the Silver Star that was for the younger kids, and I was the youngest - I was 8 years old - and the other kids that were there were 11, 12, and 13 years old, and I had it rough over there. I was the youngest one there. There was a party one night where I got beat up, and I tried to do something right and I got cut down for it. And I had it hard up there. If the other kids did something wrong and they wanted an out, well, "Jack was the one who did it." And I got more picked on than the others that were up there.
- Panel: What did you think of this when you returned to the community, Jack? How did it effect you? Do you remember?
- Jack: Oh yes, I was ready to get even. The kids older than me and younger than me that I thought I could get away with stuff, well, I did it. I could get away with this and that and that and this.
- Panel: Did you use your reputation at the Hill, or did you use some of the things you learned at the Hill?
- Jack: Well, I didn't use my reputation for the first year or so, no.

Panel:	Did you try to hide th
Jack:	Yes, but it didn't do
Panel:	Jack, do you mean that you?
Jack:	Yes, everyday.
Panel:	Now how do you feel at
Jack:	Are you talking about
Panel:	Through the years, Jac times. What do you th you for this occurrence
Jack:	Well, they were pretty kids in school knew at wasn't until I got in that I really got ambi I think that after my the right class of peo when I was with this of class of people, the f were just a bunch of k their black leather ja just a bunch of punks.
Panel:	How much, Jack, do you come this?
Jack:	Quite a bit.
Panel:	When did you get inter ing School?
Jack:	Yes.
Panel:	You carried it on back
Jack:	Yes.
Panel :	Say, Jack, do you reca I called your Probatic tive of the Child Guid

he fact that you had been there?

any good.

t people used this kind of thing against

bout this, Jack?

then or through the years?

ck. The fact that you were there several hink the action of the community was towards ace?

y resentful about it, I guess. 1 mean, the about it and I was an outcast there. And it a high school, I think it was my junior year, bitious and tried to live my reputation down. The senior year I did it because my friends were exple, the cheerleaders, and all sorts, and class of people I found out that the other hoods that I had an association with before, bums. They went around with ducktails, and ackets and their cut-off jeans and they were s. And this just made me sick.

ou think that your music helped you to over-

erested in your music? Was that at the Train-

k into the schools?

all a meeting just following your release when on Officer, and I believe he was a representadance Program, and someone that had worked with

- Panel: you? We had a meeting and we started you in a new school. Do (cont.) you recall what happened following that? And it wasn't too long after that that you were in trouble again. Did you feel that you were getting a fresh start like that at all?
- Jack: No, not really, because I went to a different Junior High school then, and most of the kids I had run around with before went to this school, and I didn't know anybody at this new school. I was fresh and everybody knew everybody else except me. And the only people I knew were the kids I used to run around with before. So I managed to fit right into that crowd there.
- Panel: One other question: You know, I noticed that you have said to several other people that you wish that the teachers, and the probation officers, etc., would have been more strict with you.
- Jack: Say like for instance -- the first time I was released in 1959 -the second time I was really going to have to behave. When I came out I don't think I had any probation reports. There was only one time I went from a "free cottage" to a "security cottage," and then later I went to an "open cottage" where there were no locks on the doors or anything. I was getting away with murder. I mean I did just get away with it.
- Panel: Jack, I get the impression that oftentimes you were aggravating, don't you?
- Jack: Yes, I guess so. Yeah, I got away with a lot of stuff. I paid my way through most of the way.
- Panel: Do you remember when the second time you were coming out, I insisted that your parents move from that neighborhood, or you wouldn't be released? Did you resent that?
- Jack: Oh boy, I really did. Because my parents owned a house down in the district that we were in; but then again, I really don't because anything that happened down there in that district, well, "Jack was the one that did it." Say like for instance something that made me very mad. I would never do it in my life, but some kids or brats or adults took a Siamese cat, pulled its toenails out of it and tarred and feathered it. Well, I wasn't even there at the time and my parents wouldn't even back me up at the time about it. In fact, they said, "Jack did it, I saw him do it." But then again, when I heard that you made my parents move or you asked them to move, well, I was very resentful because I could have owned my own house down there and it was just a big upset for them really.

Panel: Did they actually move? Jack: Yes, they did - before I was released. Panel: Did you feel that it was any different in the new neighborhood? Did this help at all? Yes, it did, because I made different acquaintances and this and Jack: that. Panel: Jack, if you could pick out several people (and you don't have to name them) that in your mind were interested in you, and what they did, I wish you could try to relate this. Those people that you felt really had your best interests at heart, and really did something that was helpful to you, that you could use to help yourself. Could you think of something like that to relate to this? Jack: Well, say like for instance in the institution. I couldn't really say the supervisor at the time, because I had no dealings with him - he didn't have dealings with anybody. He didn't have any dealings with the kids, he was just for heavy bookwork and all this. But of course I was at the institution for a time, and he caught me for a few capers and gave me a little dickens and that and this. I think it helped me, but then again I think there was one person up there, and I don't particularly know about it. but you remember a secretary that was out there by your office? Panel: I do. When I worked in the kitchen, right next to the office, it was a Jack: five-hour job, and I worked for an hour for each shift. And I spent most of my time in the office, I remember that right - And she helped me, I mean really -- She was about 23 or 22 at the time and she was married to a barber -- In fact, I'd been in to see him three or four times -- And she helped me with quite a few things --I mean she taught me that when you get on the outside, some of the things that you do here in the Institution just don't go over. And she tried to keep me interested in my music and different things in education and this and that -- I mean she helped me almost just as much as anybody, I guess. Panel: Would you say that she was interested in you as a person? Jack: Right. Page 34

Panel: How about on the outside when you were between various scrapes or in scrapes? Can you remember people in the community?

Jack: Oh sure. I mean I have gotten in scrapes, I mean in one instance I was in the fifth grade, and I was a very young smoker at the time -- And I went across the street with a friend of mine who is a semi-mute -- He had hearing aids in both ears and he couldn't talk very good -- And we went over there and he had swiped some cigars from someplace, and we started to smoke them. We stayed there for a couple of minutes and we found out that the church was on fire and I didn't have anything to do with it, but I was over there at the time. And this went and got caught for it. He went to Mr. 's office and he said .that I was the one who did it. And there was another instance with a girl and he said I did it. I think that he just got things mixed up in his speech, and he made it sound like I did it -- But I know that I didn't -- But still yet, I think I was dealt with unjustly because I was, without any reasonable doubt, involved in it from what he said. And there was disciplinary action there. But the same goes with the Probation Officer at the time. I think they all tried to help me, but it was just a little while back that I decided that they were trying to help me and not condemn me.

- Panel: Jack, you said something very interesting -- that other adults sometimes get things mixed up on who meant what. Is it different, though, than someone like yourself? What was the problem, that you felt was the problem, with adults?
- Jack: Well, let's face it. I'm under stress right now as I'm talking to you.
- Panel: You are doing darned well, Jack.
- Jack: Well, there you go.
- Panel: Do you listen?
- Jack: No, well yes, but then again, no.
- Panel: What do you think your problem is in the listening bit?
- Jack: In listening or me?
- Panel: Both.

J	ack :	Well, I'll tell you. they were doing and I want any help from any and some of the times as far as them listen a couple of them but I that every time I oper And they couldn't poss I remember the occasio I know I wasn't suppos defend myself, well, o
Pa	nel:	So, Jack, they all cal
Ja	ick:	Well, not all of them,
Pa	nel:	How did you feel about
Ja	ick:	Very resentful. I mea to blame me for it. S
Pa	nel:	Jack, we have gone ove you think of anything Is there any way that better or with more sk
Ja	ck:	Well, when I was livin life. I mean, never d and really whip my tai she did. She, took a b laughed at her and she spanking since then. should have been a law whaled. I think it wo
Pa	nel:	How do you mean, Jack;
Ja	ck:	I mean, say like for in I was up at a fellow there that was him and first I told his had visitors every othe they were downstairs at on the cell door for th me to come down there a was young then and he w

Page 35

At the time I thought they didn't know what was just looking out for myself and I didn't bybody. Some of the times I would address them is I thought, well, bag it, I was dirt. But bing to me, I mean I think that there was only I don't remember who it was, but I do remember ened my mouth, they said that I became a liar. sibly believe me because of past experiences. on that there was something that I did that besed to do. And everytime I opened my mouth to out came lies, the person said.

lled you a liar?

, no.

t this, Jack?

an I know I didn't do it and they were trying So why should I even try?

er things that have happened to you now. Can or any way that could have been done better? you think that things could have been handled kill as far as you were concerned?

ng at home I had never had a spanking in my did my father take me out behind the old barn il -- and my mother, never; oh, in one instance belt to me and when I was over her knee, I was hurt about it and never gave me a But I think that when I was younger, there or something that when I broke it, I'd get buld have done me better.

from anybody with authority?

nstance my probation officer. The last time I was in the Juvenile Hall, and there was is trying to escape and he asked me to help him, no, I wouldn't do it. Because I always her night or whenever it was they came. And it the time, and there was a little trap-door he trays of food or something. And he wanted and unlatch that. I told him no, but I was older than I was so he pressured me into

Jack: (cont.)

it. So I said ok, fine, so I came back down -- it was in the middle of visiting so I told my mother that I had to go back down to get something -- so I went back down. And he was in my room, so I unlatched that for him and then there was a matron who is a very good person. I mean she was very nice, and I really thought a lot of her. And when he went down there they were hiding outside the door and a couple of them jumped out with an iron bar and threatened to kill her if she didn't open the door. That made me mad because I really liked' this woman, and I didn't think any harm would come to her. So I tried to stop them and I got knocked down for it. There were four of them and there wasn't very much I could do. It made me so mad that I knew where they were going and I was willing to tell everybody where they were going. I was mad and I got my feelings hurt and this and that. So I did do that, and I asked her if I could go find them and I told her I would bring them back. And she knew at the time that I was sentenced to the Diagnostic Center, and I was waiting for transportation back up there. She had enough faith in me -- and I think this was a training point too in a way -- she had enough faith in me to let me out that door, which was locked, to let me out the door with no questions asked, to go after those fellows. Well, I was running down the main street of town in my T-shirt and pants and I don't remember if they had the insignia of the Juvenile Hall or not, but an officer stopped me and asked me where I was going. So I explained to him everything about it. So me and him had gone out and they had changed plans, and I was gone until about 11:30 that night. And they left about 8:00. When I came home, or not home, to the Juvenile Hall, I knocked on the door and the matron was waiting for me. And she fixed me a plate of ice cream and I watched the late late movie, which was strictly taboo. And I think that was pretty good in a way because I was in security, which was downstairs at the time -- But when I came back from there, I had slipped a little dagger in for my fingernails and everything, you know to clean my fingernails and clip my fingernails with. It was just one of those little tin daggers. When these two fellows came back and I got caught, they were resentful because they thought I had put the squeal on them but I didn't tell them this. So they went and told the Probation Officer that I had a dagger in there and told him where it was. So he came down there and got pretty rough with me and was going to take me over his knee and I told him that if he tried it I could get pretty rough with him, too. I was just a little guy, you know. I mean I was pretty mad, too, but I told him to -- -- I told him he better not or selse I'd whip him. Well, there was no chance of it, you know, but he thought that I was just like a hardened criminal. I mean the arm behind the back

and they put cuffs on me. So they did this and, you know, I had Jack: to walk up a flight of stairs and this sort of hurt me because (cont.) there were a lot of people around and I wouldn't hurt anybody. I mean I rarely hurt anybody in my life, I mean except when I had to. I think that that was a resentful time because I know that I wasn't going to hurt anybody, but they were taking maximum precaution with me. So, Jack, you mean that one time you were something of value and Panel: the next time you were nothing? Jack: There you go, right there. How did you feel being put in that kind of bind? Panel: I felt real bad. I mean my feelings were hurt. Jack: Jack, when you got out you were pretty large and heavy for your Panel: age and you had a tendency to push the smaller kids around. I remember that we decided we would move you ahead a grade. What effect do you think that had on you? Well, at the time I was pretty glad because I would have graduated Jack: a year before my time and the fact was, I was in with the older crowd and everything. But then again, I skipped to the fifth grade and if you stop and think about it, the fourth grade was pretty essential to an education, really, because I missed out on a lot of stuff. I mean for instance, (it was really minor but to me it was a great loss) was my timetables, for instance, and that was taught in the fourth grade and I had to make that up because in the fifth grade you're supposed to know your timetables when it came to math and arithmetic and I had to look back on a chart and this and that. So I mean I had to figure a lot of things out from the first. But I was kind of glad at the time but now I wish I wouldn't have done it. But I can see now that it was a good thing for me. What did your folks think about it, Jack? Panel: I don't remember -- I still don't remember. I think they were kind Jack: of glad but I'm not sure. Your dad told me shortly before he died, he spoke of this, that Panel: it had created many problems for you. It could have been, I can't say that now, I don't know. Jack: Page 38

- Panel: Say Jack, as you remember we tried to get your dad to be more active with you on various outings, fishing, hunting, and so on and so forth. Did that ever really take place or do you wish it had taken place more?
- Jack: Well, as you know, my father was quite up in his years. He died last January and he was 65 years old. He wasn't like most fathers, in their early 30's and late 40's who did things with their kids. But my father was always too tired. He was an accountant down at Alcoa and he had a pretty trying job out there, and when he got home he just liked to relax and this and that. I remember a couple of incidents when he went out to play catch with me and took me fishing once. He bought me a fishing pole once, and I had to ask him many, many times "why don't we do this or do that?" and he said, "Why sure, son, when we have time." So he went down and bought me some camping equipment and said we would go camping more. And when that time came, well, I had to go with some other kid or by myself because he was too tired and this and that. I think there was only one time that really impressed me and that was when he took me fishing and we stayed out the whole day. On our vacations - he had two weeks a year - we went down to the beach one year. This year really stood out in my mind because that whole two weeks that we were down at the beach, he used all his time for me. I mean we went out deep-sea fishing and, you know, he just spent money on me. And he really showed me a good time. I mean that there was about the biggest excitement I ever had.
- Panel: Was you mother along, Jack?
- Jack: Oh, yeah.
- Panel: Were there times that you wished that just you and your dad could go?
- Jack: Oh yes, very much so.
- Panel: Jack, do you think there would have been anyway possible that someone could sit down with you and your family and discuss some of the problems that you had had with your father and mother and possibly avoided the chance of going to an institution?
- Jack: Well, in a way yeah -- and no, in a way, too, though -- because I knew what kind of an environment I was in. I knew that my mother wore the pants in the family and that my dad was just there. And I know as my school principal recalled, that I told you that you thought it was your business, and I told you that my home life was my business and that my school life was yours.

Panel:	You did, Jack. Do you s
Jack:	No.
Panel:	Do you think it would ha
Jack:	Very much so.
Panel:	Why do you think it neve
Jack:	Well, I think it was mos fronted with the idea, I
Panel:	Were you frightened at w
Jack:	Well, I really thought t put me in a foster home from here.
Panel:	Wasn't there a time 'way in a foster home?
Jack:	Yes, there was.
Panel:	How did you feel about t
Jack:	I resented it, and as y
Panel:	You really did not want
Jack:	No, I didn't.
Panel :	OK, fine. In your mothe an excuse for having the Did you feel that someti and they would have take fending you, quite possi
Jack:	No, I don't think so, I help my parents would g know the old story. I m was never in the wrong. And I don't think so, I chicken things in my lif it, but in my mother's e

still agree with that?

nave helped?

er occurred?

ostly my fault because everytime I was con-I just dummied up and wanted no part in it. what might happen in a situation like this? that they really knew and that they would e and this and that. I didn't want to move

ay back when it was proposed to place you

that?

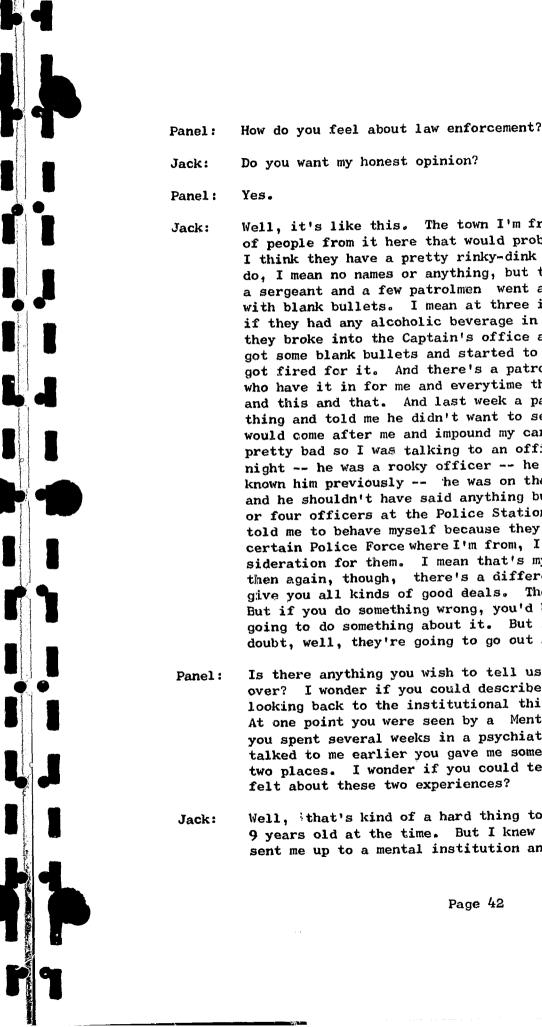
you see in your records, I didn't go either.

t to go?

her's concern for you, oftentimes she had he police pick you up possibly at the school. times you wish she wouldn't have done this ken more appropriate action? She was desibly. How did you feel about this?

I really don't think so, because all the give me I would take at the time, but you mean I was the innocent child; I mean I . It was always somebody else, to my parents. I mean really, because I was doing a lot of ife. I was just a little brat, let's face eyes, I was God's gift to everybody. I

- mean, you know how mother was. Which I wasn't really, but at Jack: (cont.) the time I thought, well fine, if you're going to do this for me. It gave me the opinion that, well, in a few incidents I did get out of trouble because of her. And so it came to the point that if I did anything wrong, well, fine, she was going to get me out of it. So that's where it started. I mean really, when I found out that my parents had a little bit of pull around. But then again, then why do something really wrong when all the pull in the world couldn't get me out of it?
- Did you, Jack, feel that your mother supported the schools at Panel: times and at home did she ever say, well, the school's right?
- Jack: Oh sure. I mean she said that a lot of people were right. But then again, she contradicted a lot of people when they were right. and in some instances she would with the other person. But then again she gave me a reason to doubt it, that if I did it, maybe it would be hard on me. But then again, she always told me to tell the truth because it never hurts. I mean the truth never hurts. That's why I did it for awhile, but when I did tell the truth, I got in trouble so I started to lie my way out of it. I think that if somebody would have taken a little sterner action with me and showed me that they really trusted me like Mr. I mean he really trusted me. I mean he tried to whip me and it worked with him. I trusted him. I mean, I thought he knew what things were right and what he did and said went. He got real rough with me sometimes. I don't remember where it got to the point where he had to use the old paddle on the rear end. But I think that he got to these persons really.
- Jack, how are you making it now? We talked about the past, but Panel : now you are 20 years old. How are things going now?
- Pretty good. I don't think I'm a child. I am not working right Jack: now and I don't have a job. Some of this is my fault and some of this isn't my fault. From the institutional care, it gets back to the employers. As you very well know, there are a few things that are going on where I am completely in the middle. is trying to help me, he is helping me. And I'm But Mr. on this adult probation which is very strict. And I'm supposed to be off that in March. There's a little clear-up. I had a little discrepancy with my probation officer and I suppose there will be some more time added on for that. I've been on probation for five years now and it's been a pretty rough road. Just for any little old thing today I can get picked up for it.



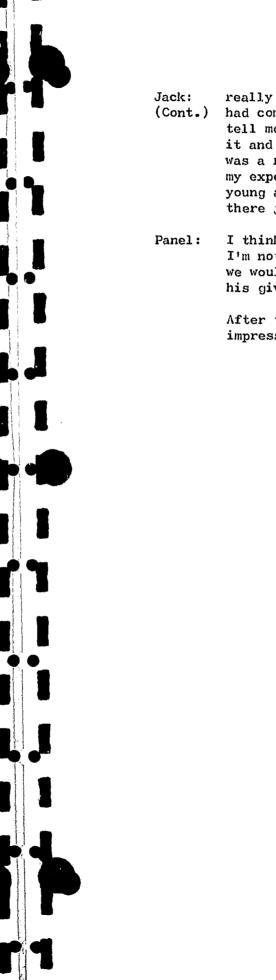
Well, it's like this. The town I'm from (and there are a couple of people from it here that would probably disagree with me) but I think they have a pretty rinky-dink police force. I mean, they do, I mean no names or anything, but they had an incident where a sergeant and a few patrolmen went and shot up the City Kall with blank bullets. I mean at three in the morning (I don't know if they had any alcoholic beverage in their systems or not), but they broke into the Captain's office and started shooting and got some blank bullets and started to shoot them around. They got fired for it. And there's a patrolman, a couple of patrolmen, who have it in for me and everytime they see me they follow me and this and that. And last week a patrolman stopped me for nothing and told me he didn't want to see me in town again. He would come after me and impound my car. Well, I thought that was pretty bad so I was talking to an officer -- it was last Saturday night -- he was a rooky officer -- he was on the force so I'd known him previously -- he was on the force for about two weeks and he shouldn't have said anything but he told me that three or four officers at the Police Station had it in for me and he told me to behave myself because they don't like me. So the certain Police Force where I'm from, I don't have very much consideration for them. I mean that's my honest opinion. But then again, though, there's a different kind of police that will give you all kinds of good deals. They're a bunch of good guys. But if you do something wrong, you'd better believe they're going to do something about it. But if there's any reasonable doubt, well, they're going to go out and comment about it.

Is there anything you wish to tell us that we didn't really go over? I wonder if you could describe a picture, Jack? We were looking back to the institutional things that happened to you. At one point you were seen by a Mental Hygiene Clinic, and then you spent several weeks in a psychiatric hospital and when you talked to me earlier you gave me some of your impressions of the two places. I wonder if you could tell the group about how you

Well, ithat's kind of a hard thing to say, really, because I was 9 years old at the time. But I knew that I wasn't crazy and they sent me up to a mental institution and I felt that I was dealt

Jack: unjustly. I didn't really ever tell you that there were real (cont.) crazy people up there.

- Panel: Sort of a bad experience for a 9-year-old, wouldn't you say, Jack?
- Jack: Yes. I was the youngest one up there. There were instances up there that were very trying to me, like I was up there in 1954and then it was a pretty rough place. I mean it was really rough. There were a bunch of nitwits up there and there was one experience up there where this one kid. I think he was in his early 20's, I mean he was loonier than anything. I was in the bathroom taking a shower and when J got out of the shower he was there with these laundry bacs which we used for towels. They were pretty deep and he came at me when he was in one of them and he looked like a bogeyman or something. He jumped out on me and grabbed me around the neck and commenced choking me. I knew it was for real, I mean the guy was going to kill me. He was -- you know -- that way. So I called for help and one of the staff came in there and they protected me. They locked him up and this and that, which I was very grateful for. I never had any dealings with him after that time. But I was only 9 years old then and I didn't start smoking or anything. There was one galoot up there that gave me 17 cartons of cigarettes. It was a big box and they weren't in the cartons or anything. There were all kinds of cigarettes in there and there were 17 packs of them. When the staff was in the other part of the building, well, I got a cigarette and started smoking. They asked me who did it and I wouldn't tell them anything so I got punished for it. There were a lot of people in there that were instigators. They really frightened me by saying that right above us there was Ward 23 and that's where the shock ward was. Every now and then you could hear some blood-curdling screams up there and a couple of the guys said that that was where I was going next. They'd put a band around you and give you about a 1,000 volts. I mean I really got shocked about it. There were a lot of people up there who gave me an inkblot test, that and this, I mean I went through them because I had them before and I thought it was just a waste of time. They forced me to stay there for a 90-day observation test and survey and they found out I wasn't really crazy so they lct me out. There was another instance there where there was a fellow who was my buddy. I mean he was usually like a father to me and he took me out and played baseball and showed me a good time. Everyday when he came off of work, he came in and brought me some treats and this and that. I mean I was



- there just to be there, really.
- his giving us this time.

After the break, our panel will reconvene to discuss their impressions about Jack's situation.

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really hurt because when I got out my parents told me that he had committed suicide, and he was an alcoholic. They didn't tell me for about three years. I didn't know anything about it and this made me feel real bad because I thought this ouy was a real ok guy. I thought that was too bad really. But my experiences up there I felt were very unjust because I was young and I really didn't know what was going on. I went up

I think we are going to have to bring this to a close, which I'm not very happy about, but we did agree at the onset that we would take about an hour of Jack's time, and we appreciate his

# "NEW TRENDS IN THE PREVENTION OF SOCIAL PROBLEMS"

Charles B. Brink, Dean

School of Social Work, University of Washington

Mr. Chairman and participants in the Juvenile Court Summer Institute, I have been asked to speak tonight on "New Trends in the Prevention of Social Problems." A topic of this kind always frightens me a little because the problems with which we are confronted have been with us a long time, and I am not at all sure that what we may identify as new trends are new at all. They may be old trends which have been retreaded. There is what might be called a circular aspect to our approaches to social problems, circular in the sense that we frequently return to methods and techniques which have been tried and abandoned before. I think, however, that as we return to old methods we return with a greater knowledge, a deeper understanding, and a more complete kind of insight than before. Trends, therefore, are not so much circular as they are spiral in shape, and the spiral is one of improvement.

Before getting into the substance of my talk tonight, I wanted to take note with you of an article which appeared in your newspaper today. This article reported that a delinquent boy appeared before one of your groups and in responding to questions he said that he thought that his problem had stemmed from the fact that he had not been spanked enough by his parents. One of the most persistent suggestions for the solution of delinquency is punishment. It has been suggested frequently that harsh punishment of the delinquent or the law offender will prevent him and others from committing offenses against society. Spanking, flogging, bread and water diets, and other harsh treatment have been tried repeatedly throughout history without effect. It is noted in some of the historical journals that, at one time, the crime of picking pockets was punishable in England by hanging and yet one of the hazards to the assembled groups to witness these public hangings was the presence of unapprehended pick-pockets who moved through the crowd relieving them of their purses. There is no evidence that bread and water diet has any deterring effect upon the delinquent who experiences this nor upon the other delinquents in the community. A recent feature story in Life magazine reported that six young delinquents had been taken on a tour of the prisons in a certain state where they saw the cells, the gas chambers, and other devices for the deterrence of crime with the thought that if these delinguents could see the ultimate consequences of their behavior they would give up their delinguency. I understand that five of the six youths who were taken on this tour are now back in the juvenile courts. There is a macabre joke about a man standing on the gallows about to be hanged. He was asked whether he wanted to say any last words, and he said, "Yes, Sir. This is certainly going to be a lesson to me."

The youngster who appeared before you yesterday could have told you how it feels to be a delinguent. He could have told you what happens to him as a delinquent. He could have told you the circumstances surrounding his delinquency, but his having been involved in delinquency does not qualify him as an expert on the causes and prevention of delinquency any more than having had an appendectomy qualifies me as an expert on the causes and cure of appendicitis. I suspect that this youngster gave a conventional answer to a question or an answer which he thought was expected of him, and I caution all of us not to be misled by such testimony.

In the course of this presentation I want to develop three major points. They are 1) manpower problems, 2) interdisciplinary aspects of prevention and control, and 3) community improvement. These points attempt to tie them up in the course of my talk.

# MANPOWER

The human service field faces today the most drastic manpower shortage that it has ever before faced. Earlier shortages and the developing shortage have been discussed, to my knowledge, for the past 10 or 15 years, and yet we have always been able to muddle through somehow. It is almost as though the cry of "wolf" has been heard so many times that now no one pays any attention to it. But, believe me, this is a real and present emergency.

The first 25 to 30 years of a professional person's life is spent in preparation for his professional career. If we subtract 25 from 1965, we see that most of the professionals now dealing with human problems were born prior to 1940. During the 20 years immediately preceding 1940, this country had a relatively low birth rate. In the years following 1940, however, the birth rate accelerated tremendously and has, up until the present, continued to accelerate. This means that the generation of people which produced at a low rate must now deal with the generation which has reproduced itself at a vastly increased rate. In other words, the youth and young adults who require educational and social services as well as medical and psychological services vastly outnumber those who are able to deliver those services by virtue of their training and education. The demographers tell us that the birth rate has begun to level off and that the disproportionate number of younger people in the population compared with those in the middle years will eventually right itself. For the next 10 years or more, however, there will be a serious shortage of human services personnel.

The disparity of numbers between generations has been rather complicated by what is referred to as "the knowledge explosion." There

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may appear to be irrelevant and unrelated to the topic, tut I shall

is so much more now to be learned than before, and as a consequence it takes longer to learn what one needs to know in order to render a human service adequately. It is not uncommon for certain professional people to begin to practice at the age of 35 or older. Professional persons then, needed to serve the present population, are still in school and in the process of receiving their own education. A third factor which contributes to the manpower shortage is the tremendous increase in service programs generated on the local, state, and national level. Public welfare, health services, and educational services have expanded greatly in the last generation, and to these we have added the Office of Economic Opportunity and the community mental health and mental retardation programs. Each of these programs calls for a significant increase in the employment of personnel giving services to other human beings. In my own field, the 1950 census showed approximately 80,000 positions classified as social work positions. By 1960 these positions exceeded 120,000 and by 1970 the figure will be much closer to 180,000 to 200,000. Comparable increases have taken place in other fields and professions such as medical services, educational services, and the like. The Division of Welfare in the Department of Health, Education, and Welfare predicts that it will need 87,000 social workers by 1975. It has currently less than 20,000 professionally prepared social workers, and the schools of social work are turning out approximately 3,000 graduates per year. The National Institute of Mental Health has been assembling data regarding other fields and professions and its projections are similar to those of the Division of Welfare.

In the field of corrections, which is of particular interest to you, and which I have chosen to emphasize in this paper, the picture is not less critical. As you know, important changes have been taking place in the corrections field during the past generation. An increasing emphasis has been placed upon rehabilitation and treatment. In contrast to the earlier emphasis up in incarceration and clistodial management, the new emphasis calls for more and more personnel to deal with the personal and social problems presented by the youthful and adult offender. The potential offender must be dealt with on a preventative basis. The actual offender must be rehabilitated and treated, and follow-up services after detention are imperative.

Solutions to this problem are not easy, and yet they must be found if we are to do anything in the treatment and prevention of social problems. Qualified personnel are basic to both prevention and treatment. Three partial solutions are suggested.

It goes without saying that our educational institutions must be and will be expanded. Each year a higher percentage of high school graduates seek entrance into the colleges, and each year a higher percentage of college graduates seek entrance into the graduate schools which prepare people for human services. This trend must be encouraged and facilities must be developed for the education of this ever-increasing number of students. In my own field, there are approximately 70 graduate schools of social work in the United States. It is said that if we are to begin to meet even a part of the manpower problem, there must be three times this number of schools, and each school must graduate three times the number it is presently graduating.

More and more education is not, in my judgment, the total solution to this problem. We must, I think, find ways of utilizing personnel who have less than professional preparation in the treatment of human problems. We do, in fact, utilize these personnel now. Many agencies are now staffed to a large extent with persons with a bachelor's degree or less. The state departments of public assistance and public welfare are examples. Many persons who serve as cottage parents or child care attendants have only a high school education and perhaps this, together with certain specialized training courses, is all that is needed. Under-

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graduate college courses and curricula need to be studied and perhaps revised in order to produce personnel who could begin work in social welfare activities at the beginning level and who with appropriate inservice training could perform quite adequately. There are many studies and experiments in process right now to determine how best to make use of so called subprofessional or technical personnel.

I would like to tell you about one such project with which I am associated in a midwest city. We are in the process of enumerating, cataloging and analyzing the various tasks which social workers are called upon to perform in a child care agency which offers foster home care and adoptive services. In the past it had been the practice in this agency to assign total responsibility for a whole case to one social worker whose professional preparation had ended with the bachelor's degree. The agency has now developed an experimental design in which in one team of four workers the tasks which are required in the handling of a case may be performed by different members of the team. The team captain, a professionally prepared social worker, retains overall responsibility for the case but delegates a number of different tasks to other members of the team. This is referred to as the task analysis method of breaking a given job down into its component parts. This is not a completely original approach by any manner of means. If we transpose the problem to that of the field of medicine, which is much more familiar to all of us, we see that the doctor surrounds himself with a number of technicians who perform a variety of tasks for him. When one goes to a doctor with a medical problem, the patient finds that the medical history may be taken by a clerk, the weight, temperature, and pulse rates may be taken by a nurse, a laboratory technician may do a blood test, a urine analysis, and still other technicians may do electrocardiograms, basal metabolism tests, etc. The doctor assembles all the information produced by this team and makes a judgment which is called a diagnosis of the condition which the patient

presents. Following the diagnosis, the doctor may then use a variety of other technicians in the treatment of that condition. He may send the patient to his nurse for certain injections. He may send the patient to another technician for physio-therapy and to other technicians for other services--all related to the treatment of the patient. In this analogy, it is clear that the doctor retains responsibility for diagnosis and treatment of the total case, but if he were called upon to perform all these services, the supply of physicians would be even shorter than it now is. In this experiment in which I am involved, we see the social worker in the same relative position as the doctor in the diagnosis and treatment of social situations, and we are attempting to develop ways in which certain tasks related to diagnosis and treatment can be delegated to other personnel. I might add that although the experimental team is currently making limited use of volunteers, it is anticipated that there will be an increased use of volunteers, because it is obvious that certain tasks can effectively be delegated to the volunteer group.

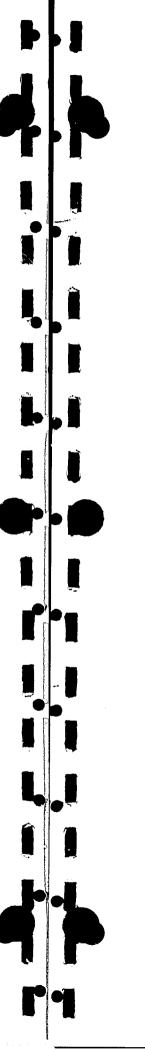
A third partial solution to the manpower problem lies in the use of volunteers themselves. The Lane County Youth Project, as many of you may already know, is giving considerable attention to this possibility and is developing ways of making effective use of volunteers. In our culture and with our Judeo-Christian set of ethics, a high value is placed on being of service to our fellow man. We express this in a variety of ways through our contribution to Community Chest, through our involvement in civic and philanthropic organizations, and even through our willingness to pay taxes for the public services, but most of these avenucs are indirect avenues, and the first-hand touch with the recipient of services is denied to many. Many persons long for the opportunity to be of direct service to their fellow man, and volunteer programs provide a way of delivering both direct and indirect services.

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The use of volunteers then provides a way of measurably extending our manpower from a quantitative basis and at the same time serves some of the finest needs that any of us may have. This is not, however, the complete story. In a volunteer corps, a variety of skills and competencies may be included which could not possibly be duplicated in the more limited paid staff of an agency. A business man, for example, might be able to counsel with some individuals regarding their vocational choice in a field about which he has thorough and extensive knowledge.

# INTERDISCIPLINARY ASPECTS OF PREVENTION, CONTROL, AND TREATMENT OF SOCIAL PROBLEMS

Again, let me use delinguency to illustrate the points which I wish to make. We know that juvenile delinquency has many causes. It is not caused by a single factor. There are, in addition, many myths and fallacies surrounding the causes of delinguency. At one point I threatened to write a satirical essay upon the causes of delinguency which I had heard propounded by others. There are those who think that delinquency is caused by a lack of fresh air. I know this to be true because the proponents of this theory invariably recommend that delinquents be sent to the top of a mountain, into a camp, or to some other isolated spot which is about 200 miles from the nearest town or city. Other theories which I have referred to before have to do with the fact that the delinquent didn't receive enough punishment or he wasn't a member of the group, or he didn't belong to a church. All these factors may have been relevant, but they are not, in my judgment, the single and total cause of a child becoming delinguent. Other "single cause" people assert that delinquency is caused by faulty parent-child relationships, and still others assert that delinquency results from bad companionship. The fact is that delinquency is a multi-caused phenomenon,



and it, like most other social problems, must be approached by a combination of knowledge, skills, and methods. In the days of Leonardo Da Vinci, it was possible for this man to be master of many sciences and arts. He was not only a painter of renown, but he was also an expert in engineering, a military strategist, and probably knew as much about the art of medicine as any other person of his time. This is no longer possible. It is not possible for one person to know all there is to know about another human being. It takes several people coming from differing background, from differing professional preparation, from differing disciplines who are able to pool their knowledge and understanding in a team relationship in order to understand and treat a person like the delinquent. Let me enumerate some of the factors which contribute to delinquency or delinquent behavior. These factors, broad as they are, seldom exist alone, but are usually found in combination with one another. We know, for instance, that some delinquency seems to stem from the existence of internal or psychic conflicts within the individual which hamper or distort his relationships with others. We know that some delinquency arises out of disturbed family relationships, and there are many ramifications to family conflict. Reference is frequently made to the rejected child or to the over-protected child or the child who is battered by his parents either psychologically or physically. We know also that a child's behavior can be influenced by the group in which he finds himself. A given child may have relatively little internal conflict and be the product of a fully acceptable home and yet be influenced into delinquent behavior by the group with which he associates. We know also that the group itself does not necessarily need to be an anti-social or a delinquent group. Fritz Redl, in his writings, has brought out that a group which is in all other ways socially acceptable may suddenly explode into unacceptable behavior. The origin of this explosive behavior is not mysterious but can be

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analyzed and understood. Usually it involves a mounting kind of tension within the group which is comprehended by one member of the group who asserts usually temporary leadership by an overt act which the rest of the group imitates. An example of this might be a group of boys playing in a school yard. One boy picks up a rock, throws it at the schoolhouse and breaks a window. If the tension level in the group is low and if this act by this boy expresses none of the unformed needs of the rest of the group, they will ignore him and his act or even say, "What is he, some kind of a kook?" If, on the other hand, there is a high level of group tension and if this boy's appraisal of the tension and his subsequent action expresses the unconcious needs of the group, others will immediately follow his example and all will start throwing stones at the school until all the windows are broken out. It is believed that the community or neighborhood in which the child lives also has significant influence upon his behavior. Neighborhood values in relation to property and property ownership, the school and the value of education, the police and attitudes toward adherence to the law, as well as attitudes toward the police and other public officials may have significant meaning. There are some neighborhoods in which the breaking of the law is almost a way of life, and for the child to be a law abider is to be maladjusted. The influence of civic groups, of the church, of neighborhood improvement associations, and of urban renewal may be vital in the creation of neighborhood attitudes which deter juvenile delinquency and other kinds of crime.

It is entirely possible that delinquency can arise out of a physical or a medical problem. I encountered a classical example of this in my own experience some years ago when I saw a 13-year-old boy who exhibited all of the symptoms of a neurotic delinquent. He was stealing relatively large amounts of money from his mother who was a rigid, constricted, and somewhat religiously fanatic woman and who rejected him rather fully. He stole money from her which she had put away in

a desk drawer in order to give to the church as a tithe. The history clearly pointed to an emotionally disturbed boy whose stealing was symptomatic of his inner conflict. Several other matters, however, came to light. He was spending these relatively large amounts of money on candy, and was consuming all the candy himself. In addition, he was sensitive to cold and consumed large amounts of water. There was, in addition, a peculiar texture to his skin, and all these factors suggested to me that it would be wise to secure a complete medical examination. You have probably guessed it. The boy had a disturbance of one of the endocrine glands which was successfully treated by an endocrinologist, and the stealing disappeared. The boy had a physical hunger for sugar which he could not withstand, and the money which the mother kept in the desk drawer was the most available source of funds with which he could purchase the candy which his body craved. The boy could have been treated psychologically and through counselling until the cows came home, and he would have continued probably to steal.

Some delinquency can stem directly or indirectly from legal anomalies or inconsistencies. I recall one situation in which a youth was waived from the juvenile court to the adult court for trial. The adult court found that it could not secure a conviction and returned him to the juvenile court where he was found to be delinquent and remanded to a boys' training school. Arrests of juveniles arising from unclear laws can lead to harassment which in turn can lead to unacceptable behavior caused by anger, resentment, and the like. Juvenile Court procedures and practices need to be reviewed and the civil rights of children need to be clarified. In this respect, our colleagues in the profession of law have been and can be most helpful.

This is by no means a complete listing of the causes of delinquency, but it illustrates, I hope, the many diverse and complicated factors which may contribute to delinquent acts. Any effort to prevent or to

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control delinquency then must take into account the individual, the group, and the community, but it must also take into account the delinquent's physical, psychological, social, and emotional situation. Several years ago I had the opportunity to chair a group of professionals who were endeavoring to pull together a comprehensive program for the control, prevention, and treatment of delinquency. We eventually pulled a program together which was comprehensive in the sense that it dealt with the child as an individual but also as a member of the group and a member of the community. Further, it viewed the child as a physical, psychological, social, and emotional entity, and we eventually agreed that no one profession had all the answers to the prevention of delinquency. Before we agreed, however, a lot of heads were knocked together and, figuratively speaking, there was a lot of blood all over the conference table. One of the questions of this group concerned the matter of community attitudes and values. We could by no means be sure that community attitudes did influence behavior, and if they did, there are very few devices available for measuring accurately the attitude level of a community. If we could solve those problems, we were then left with the problem of how does one change community attitudes. Some of the school systems across the country have experimented with community projects designed to change community attitudes to promote support for education. By support, I do not mean financial support, but I do mean the emotional and social support of the child in his pursuit of education. These have been very interesting projects, but the data produced have not been definitive.

Another idea in which the group mentioned above became much interested was what we called "an immunity study." We became curious as to why certain children living in an extremely high delinquency neighborhood never became delinquent. We thought that it would be possible to determine conditions and factors which deterred the development of this symptom. To my knowledge, this kind of study has never been attempted,

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although many of us have observed that certain groups seem to have an immunity. For instance, although there is a relatively large Oriental population in Seattle, very few children of Orientals find their way into the juvenile courts. The idea of immunity is not at all original. The medical profession has made some of its most important advances in the prevention of disease not by studying those who contracted the disease, but by studying those who did not contract it. This was the study of the smallpox vaccine as well as certain other measures which have effectively prevented the development and spread of certain infectious diseases. Unfortunately, this study never developed, although I think that it should prove to be fertile ground.

I have made some reference to study and research above. Let me say right now that there have been very few well-designed studies to measure the effectiveness of any particular method of preventing or treating delinquency. Many programs for the prevention and control of delinquency have been initiated but few of them have had a built-in evaluation part with the result that the program ends without anyone having a clear idea as to what has been accomplished, if anything had been accomplished. It reminds me of the two men, neither of whom could tell time. One, in an effort to embarrass the other, gave him a watch and then later asked him what time it was. The owner of the watch pulled it out of his pocket, showed it to his friend and said, "There it is." The friend replied, "It sure is."

#### COMMUNITY INVOLVEMENT

The trend toward involving the total community or as much of it as is possible in the prevention and treatment of social problems is not a new one. It is, however, an old trend with many new aspects to it. Most of the recent Federal programs have insisted that the leader-

ship as well as the rank and file of communities must be involved in the program financed out of Federal funds. The first of these, to my knowledge, was the President's Committee on Juvenile Delinquency and Youth Crime which insisted that the power structure of the community must be visibly involved in any program funded by the Federal Government for the control of delinquency. The Community Mental Health Act has also required that community citizen action be heavily involved in these programs. Most recently the Economic Opportunity Program, otherwise known as the anti-poverty program, has also emphasized the importance of community involvement. This program has gone even further and has insisted that the objects of the program, the poor themselves, be involved in planning and implementation. This particular requirement has created a furor in many communities and is, in addition, much misunderstood. Like the delinguent referred to in the first part of my talk, I don't think that the poor alone can come up with the solutions to poverty, but I do think that their voices need to be heard, and they can certainly tell the community what it is like to be poor as well as about conditions which contribute to their continuing to be poor.

The three programs which I have just mentioned are massive attacks upon persistent social problems. As such, they represent an attempt to get away from the small scale, piecemeal approach to problems which are nationwide in scope. They represent also an attempt to involve many different disciplines and many different pockets of expertise in a comprehensive way upon large-scale problems. As such, they need to be encouraged for they are majestic in their reach for breadth and depth. It is easy to be critical about any one of them, especially the Economic Opportunity Program, for although the design is majestic, the implementation has frequently run into difficulty. Of all the anti-poverty programs, the Head Start Program has been the most successful to date. In this program, over 500,000 pre-school children have been

involved this past year in a readiness program to prepare them for entry into school. Those who designed this program realized that many children need extra help in just getting started in school, much less accomplishing all the tasks required of them after they get into school. If this program is at all successful, and I think it is, it can have important bearing upon later social problems having to do with unemployment, public assistance, school dropouts, delinquency, and other similar kinds of problems. Other Economic Opportunity problems such as the Job Corps Camps and the Community Action Programs are encountering stormy weather in many parts of the country. The problems center around operation and implementation rather than the conceptions of the ideas behind the programs. On the whole, however, these programs are deserving of support if only because of the grand design of the massive attack upon these great social problems and because of the belief that specialists must join hands with community forces in the solving of problems which are partly, if not largely, related to community conditions.

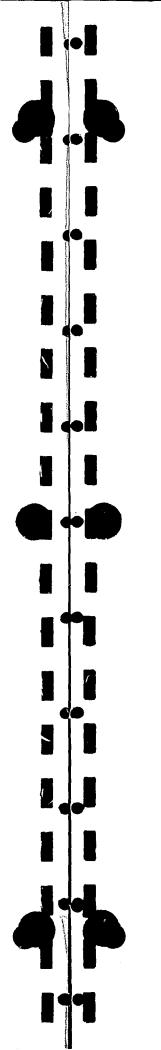
A few years ago Judge James Lincoln, Juvenile Court Judge, Wayne County, Michigan, made a very cryptic comment when he Asaid, "A community will have as much delinquency as it wants." On the surface of it, this seems to be a ridiculous remark. What Judge Lincoln meant was that if a community knows that family counseling, child guidance, small group programs and recreation, adequate juvenile court services, and sufficient youth officers and probation officers are needed and doesn't provide them, the community is, in effect, saying that it does not care how much delinquency it gets.

Community support and involvement cannot be achieved by fiat. It is achieved, I think, when citizens take a hard look at themselves and at the conditions which they find in their neighborhoods and cities and when they understand and participate in efforts to improve their community. One of the surest ways of securing citizen understanding

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and community action is through the involvement of volunteers in ongoing community programs. As citizen-volunteers become engaged meaningfully in thoughtful and sincere programs, their understanding grows apace and their support for established and innovative programs is inevitable.

There is no question but that this period of history will be recorded as the beginning of the space age. I would not be surprised, however, if the major emphasis is recorded in history as the age of human relations and of social concerns. There is now, more so than at any other time, a real and profound concern about our human relationships and about our social problems.



The participants were given an opportunity to observe some innovative treatment programs currently running in Eugene, Oregon. The four field observations were: the Eugene Police Department, the Employment Training Center of the Lane County Youth Project, the Lane County Juvenile Department, and the Central Lane YM-YWCA.

The participants were asked to attend two of the four possible field experiences. An average of four hours was spent at each agency. Workshop sessions were provided for discussion of the various field experiences.

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FIELD OBSERVATIONS

## CENTRAL LANE YM - YWCA

The Lane County Youth Project contracted with the Central Lane YM-YWCA to offer small group programs for school dropouts, pre-delinquent and delinquent in-school youth, and potential dropouts of junior high school age. Each group has the leadership of the youth worker and/or a volunteer. Through working as a group, talking about their common problems, and enjoying the activities offered by the "Y," these youth are helped to face current problems of everyday living and to plan for the future.

The Institute participants were oriented to the male and female programs by the youth workers and then given the opportunity to interact with some of the youngsters currently being served.

The Employment Training Center is the Youth Employment Division of the Lane County Youth Project (a program supported by the President's Committee on Juvenile Delinquency and Youth Development for the treatment and prevention of juvenile delinguency).

The Employment Training Center was set up as a vocational counseling and training center for 500 youth between the ages of 16 and 21 who were out of school and unemployed. The program was set up for the individual youth in terms of what he needed, what he could do, and how he could best achieve his vocational goals. Vocational counseling gave the youth a chance to discuss his feelings about himself and employment. and helped him choose a training course realistically suited to his abilities.

Institute participants who attended this field experience were given an orientation to the objectives, goals, and methods of the Employment Training Center. They also had the opportunity to interact with several groups of youth who were then engaged in the vocational counseling programs. Through this process of interaction with the youth the participants were able to understand more fully the nature of the youth served by this agency as well as how the agency functioned.

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# EMPLOYMENT TRAINING CENTER

#### EUGENE POLICE DEPARTMENT

This field observation was designed to acquaint participants with police procedures in their handling of juvenile offenders. Participants were given a tour of the police department and jail facilities. They saw a demonstration of how a juvenile is booked, what forms are used for gathering information, and how a youngster is turned over to the juvenile department. Participants had the opportunity to engage in a discussion of juvenile law and police policies with individual juveniles.

Each participant who came from a juvenile court to attend the Institute had the opportunity to visit the Lane County Juvenile Department and learn about some of its innovative correctional programs.

The participants had a tour of the facilities, including Skipworth, the detention home for youngsters. Particular emphasis was paid to the Department's use of volunteer help, especially the Case-Aide Program. This program is run contractually by the Lane County Youth Project and the Lane County Juvenile Department. A Volunteer Case-Aide Coordinator, assigned to the Lane County Juvenile Department, recruits, trains, and supervises volunteer Case-Aides. A Case-Aide works with youth under supervision of the Juvenile Department and serves as a friend and "big brother" in various ways.

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#### LANE COUNTY

JUVENILE DEPARTMENT

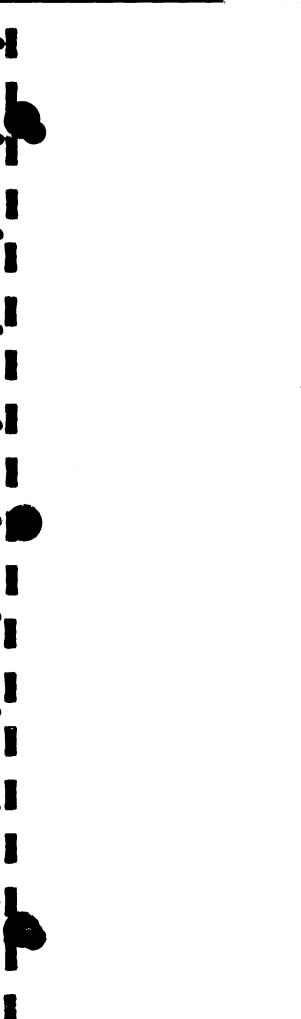
#### WORKSHOPS

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Four workshop sessions were arranged to give participants an opportunity to discuss in depth the contents of the Institute. Participants were requested to stay with one group for all four sessions to enable continuity of thought within the group.

Each of the six groups formed had a workshop leader and, available upon call, several resource specialists, and each group was composed of a variety of people representing different areas of interest.

At the completion of each workshop session the participants were given a Workshop Evaluation Questionnaire to complete. This questionnaire and a summary of its findings can be found in Appendix B.



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APPENDICES

# APPENDIX A

Teaching Record Prepared for use at the Eighth Annual Session of the Juvenile Court Summer Institute



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Oregon Juvenile Court Summer Institute

August 16, 17, 18, 19 & 20, 1965 Page 68

# DIVISION OF COMMUNITY SERVICES

# DEPARTMENT OF INSTITUTIONS

State of Washington

Teaching Record Prepared for

Use at the Eighth Annual Session

of the

#### Jack Griffin Record

The attached teaching record is a composite summation of reports and information contained in a number of case records of various social. agencies that have had contact with our client.

It is our plan at this Institute to have the young man present on Wednesday morning to participate on a panel with three of the people he knew as professional staff personnel during the years of his minority. These people will ask questions and react to comments by their former client and pupil, and will attempt to draw out what, in the young man's opinion, were the salient features of his treatment over the years. and perhaps what things he felt were of little value.

Following this first session, the panel will reconvene without the young man being present and will then have an opportunity to react to the entire case on the basis of their own specialized fields of interest and knowledge.

In the interest of protecting the young man's right to confidential handling of his personal affairs, we will not entertain direct questions from participants during the first session of the panel presentations but will welcome free discussion during the second session, and we anticipate that many questions will be directed to the panelists.

The case record has been changed slightly, the name is fictitious, but the substance of the record is essentially factual. The record has been read and approved by the young man.

Throughout the last three days of the workshop, this record and the panel discussion will form the basis for much of the workshop discussion. You are urged to read the record and raise questions about the entire case, the method of handling, and this method of presentation.

> Jack A. N. Ellis, ACSW Delinquency Prevention Consultant

In reading this case, and in observing the panel presentation in which Jack will be present, we would suggest that you do so with some of the following questions in mind.

- 1. What factors in Jack's personal life may have contributed to his difficulties?
- 2. What factors in his family life may have affected his behavior for better or worse?
- 3. What factors in his school life may have (a) helped, or (b) hindered his adjustment?
- 4. Who were the most significant people in Jack's life and
- 5. How might the community (county) in which Jack lived have been of greater service to Jack and his family?
- 6. Which of the experiences in Jack's course of institutional treatment were most significant, and which were least heipful?
- 7. What, in your opinion, are the major gaps in the Court's
- 8. Assume that you are one of the professional people working Jack deal with his problems?

That is, develop a basic diagnosis or assessment of the problems and outline how you would deal with them from the point of view of one of the professions mentioned.

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#### Study Questions

how might they have been helped to be more helpful to Jack?

and other agencies' attempts to help Jack and his family?

with Jack (teacher, probation counselor, guidance worker, police officer, clergyman, etc.). What would you need to know and what would you feel would have to be done to help

#### Social Assessment

Name: Jack Griffin

Date: July 17, 1965

Address: **Clarkston Street** Fort Kelsey Peters County

Parents: Dorothy & Fred Griffin

20 (Birthday: 4/25/45) Age:

#### Presenting Problems (Delinquency History)

Jack Griffin has been known to the Peters County Juvenile Court since shortly after his eighth birthday (4/28/53), when he was referred by school officials to the City Police for theft of \$1.62 from the purse of a female classmate. He was also alleged to have engaged in sex play with another female classmate, to have purchased candy, ice cream and cigarettes for himself and male and female friends, and to have been a serious behavior problem in class.

At this time, he was referred to the Mental Hygiene Clinic in the County. where he was seen regularly for about six weeks. Following this, the Court received a number of complaints from people in the community to the effect that Jack was still engaging in sex play and was generally leading an undisciplined life.

A chronological summary of this and subsequent Court contacts, compiled from one of the institutional records, follows.

August 31, 1953 - Petition filed in Juvenile Court alleging-- "no parent or guardian able or willing to exercise proper parental control." Supporting allegations were that Jack had been engaged in sex play, showed severe misbehavior in school and had been suspended from school.

Disposition - Case continued for further study.

September 10, 1953 - County Mental Hygiene Clinic recommended returning Jack to school and on September 11, by Court order, Jack re-entered school under supervision of the Clinic psychiatrist.

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November 23, 1953 - Petition to Juvenile Court alleging that Jack had been incorrigible in school, and re-stating earlier allegations about his behavior. A report from the Mental Hygiene Clinic at this time indicated that a trial period of treatment with Jack and his parents was impossible in view of the lack of parental control over Jack.

The petition requested commitment to the Boys' Training School. and Jack was formally committed on November 27, 1953.

March 27, 1954 - Jack was released from the Training School, committed to the guardianship of the probation counselor, and ordered to be placed in foster care but this was not effected and, instead, he remained with his parents.

May 4, 1954 - The order of commitment to the probation counselor was revoked and Jack was returned to the temporary custody of his parents.

May 17, 1954 - Referred back to Juvenile Court on theft of BB-oun. Placed on unofficial probation and returned to parents.

July 4, 1954 - Returned to Juvenile Detention during investigation of an alleged burglary charge, and on July 22, 1954 Jack was committed to the State Psychiatric Hospital for observation under provision of the "psychopathic delinquent act."

August 19, 1954 - Jack was released from the hospital by Court order, with a diagnosis -- "Adjustment Reaction of Childhood: without psychosis," and was again returned to his parents' home.

The period from August 1954, to March 1957, seems to have been relatively uneventful, and was marked by fairly good school adjustment and no formal referral to the Court or other social agencies.

On March 8, 1957 - Jack was again referred to the Court on a matter of theft of a wallet from a dressing room in a local public swimming pool.

He was counseled, warned, and dismissed on this occasion, "due to his good attitude and good behavior since 1954."

## March 8, 1957 (cont'd)

(In this instance, the property stolen belonged to the son of one of the Juvenile Court Judges, but both Jack and the probation officer agree that Jack would not have known this at the time of the theft.)

On June 26, 1957, Jack was again referred to the Juvenile Counselor as a result of having been involved in an auto theft. Jack was placed on informal probation for three months, but by November 15, 1957 he was again referred to Court by the principal of the Junior High School because of seriously disturbing behavior and "general incorrigibility."

At this time, he was given physical and psychiatric evaluations, as well as a complete social assessment, and between that referral and May of 1958, while these evaluations were being worked up, he allegedly became involved in the burglary of a home, theft of car keys, and auto theft. He was, therefore, again committed to the State Department of Institutions as a delinquent child, and was transferred to the Reception and Diagnostic Center for evaluation and treatment planning within the Institutional program.

He was released from the Department's Institution in September of 1960, to return to his parents and to re-enter school.

The following extract is paraphrased from the Institutional record and illustrates the pattern of Jack's adjustment over the two and one-half year period he was in Institutional care.

During his stay until a few months ago, Jack has been involved in incidents such as refusal to work, feigning illness, and countless actions which involved him in trouble.

In school, he had been doing just the required minimum up until recently. Jack has taken a sincere interest in the religious program and also an active part in Chapel services. He is of the Mormon faith and has been attending Mormon instructional classes on Wednesday evening. His behavior in detail has shown a marked improvement, and, as a result, his grades are much higher. He has been no discipline problem on detail recently, but his work has to be constantly checked as he is inclined to be unsanitary and neglectful on details.

Jack received a Review Board on 5/18/60. At that time it was felt that Jack was not ready to go home, and therefore he was

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Personal History home. and mumps.

has been a marked improvement.

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Parole Plans - Placement investigated with his parents. Plans are now being carried out to enroll Jack in high school. Jack has expressed a keen desire to finish high school and a willingness to participate in extra-curricular activities such as football and music. Employment is not considered at this time. He will be expected to carry out duties around the home to earn his allowance. This placement is recommended. It appears that desirable and worthwhile goals have been formulated by Jack and his parents. Also, a new home has been obtained to give him a new environment.

Birth - Normal pregnancy, Caesarean delivery. This pregnancy occurred at the beginning of menopause. Only child of present marriage. Two earlier pregnancies in previous marriage of mother. female births normal, both living, married, and away from parents

#### Walking and Talking - Reported normal

Early Health - Medical history includes head injury at the age of eight months, and one year, both of these injuries resulting from falls: one from a crib, and one from a toilet seat. Jack had serious convulsions at the age of 18 and 30 months, these as a result of infected tonsils. Tonsillectomy was performed at 30 months. Childhood diseases listed were measles, chicken-pox,

Jack showed signs of obesity from early childhood but was not evaluated for this until school years. During his 7th and 8th year, he was evaluated on The Wetzel Grid with the following report: "On the Wetzel Grid this shows a development level growth gain of 18 levels in 12 months (the normal rate being about one level per month).

not paroled. The recommendations of the Review Board were that Jack be held with the understanding that more demands and stricter controls be set up for him. This was pointed out to the boy and it is felt that, from that time on, Jack realized he must earn his way out rather than just putting in his time. This is evident in his performance on detail which has been 'way above average for this boy since his previous Review Board. Also, in other areas such as school and cottage and in all his interpersonal relationships with his peer group and staff, there

This shows that he is growing very fast. The grid also shows him to be a constitutionally large child (A 3 - A 4) and his speed of growth as shown by the grid is faster than 99% of others (boys) in his age group. Jack has been seen at one of our grid clinics in an attempt to find a reason for his obese nature. The doctor reported no findings."

In 1957, he was again evaluated for obesity, with a diagnosis given of "Manifestations of hypothyroidism," a diagnosis that has been twice confirmed by basal metabolism examination. Thyroid treatment was instituted in 1957.

<u>Education</u> - Completed high school. Education has been marked by much behavioral difficulty. Entire education has been in one county school district area, except for period in Department of Institutions' Schools. Average to above-average intelligence. Most important period in his education seems to be the period from 1954 to 1957, when he had close contact with a school principal who set firm, consistent limits but was able to help Jack feel that he was making progress.

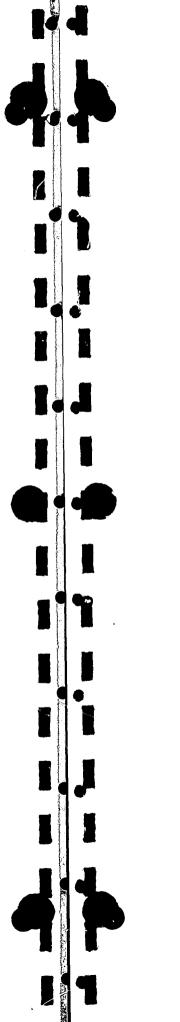
<u>Religion</u> - Jack and his family have belonged to the Church of Jesus Christ of Latter Day Saints (Mormon) and have been generally regular and active members.

<u>Personality</u> - Jack has been described by several of the people he has been in contact with and a composite picture suggests that he has always been physically larger and more obese than his peers, that until recently he has been given to temper tantrums, outbursts of physical abuse on children younger than himself, sullenness when frustrated, and impulsiveness when unable to have his own way.

He has been described as a child who seemed to have friends among his peers but one who had difficulty in relating to adults.

As a young man, he is thoughtful, pleasant, but quite self-effacing about his ability to achieve. He gives a good account of himself, although there are still some evidences of impulsivity present.

At the present time, Jack is married, has one child, has been employed as a laborer, and for the most part has been trying to conform and avoid further problems with the authorities.



#### Family History

Mother - Born in 1901, Idaho. High school education. Married in 1919. Two daughters. Divorced. Remarried to Jack's father in 1934. In personality, she has been described as a very forceful person in the home, but a woman who over-indulged her son. She seems to have also managed to involve the father in this overindulgence. Jack reports that he always got anything he wanted one way or another. Mother appears to have been quite unrealistic in her supervision of Jack, and in her acceptance of the seriousness of his behavior away from the home.

<u>Father</u> - Born in 1900, North Dakota. High school education. Occupation, accountant. First marriage. Jack is only child. Personality not too clearly identified but seems to have been dominated by his wife and to have accepted a passive role in the home. Now deceased.

<u>Siblings</u> - Two half-sisters, the youngest being twenty-one at the time of Jack's birth. Both married, no special problems or difficulties. Do not seem to have been especially important in Jack's relationships.

# APPENDIX B

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Workshop Evaluation Questionnaire



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1.	How satisfied am		-
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	Why did I mark wh	ere I	did
3.	How well did we o thinking together //	?	
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	Why did I mark wh	ere I	dić
4.	What did you find	most	hel
5.	What did you find	leas	t he
	-		
6.	What suggestions	do you	ı ha
			-
7.	Other:		

FEEDBACK QUESTIONNAIRE nile Court Summer Institute gust 16--20, 1965

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Workshop	Session N	0
ompleted by each	participant.)	
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# APPENDIX B

Workshop Evaluation Questionnaire



	WORKSHOP Oregon Juve
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	(Above must be o
1.	How satisfied am I with my
	Very Fairly Satisfied Satisfi
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	Why did I mark where I die
•	How well did we operate as thinking together?
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a	Did Very Did Rat Poorly Poorly
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5.	Did Very Did Rat Poorly Poorly Why did I mark where I did What did you find most hel What did you find least he

FEEDBACK QUESTIONNAIRE	
ile Court Summer Institute	
ust 1620, 1965	
Workshop Session	No.
ompleted by each participant	
own participation?	-
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Not Very ed Satisfied	Not At All Satisfied
or ask what I wanted to?	
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oful in this workshop sessio	on?
pful in this workshop sessi	on?
e for the next session?	

# WORKSHOP FEEDBACK QUESTIONNAIRE SUMMARY

1965

# Data from 199 Questionnaires

Question 1	How	satisfied am I with my	own par	ticipat	ion?	
		•	No.	%		
	a.	very satisfied	52	26		
	b.	fairly satisfied	106	53		
	C.	not very satisfied	32	16		
	d.	not at all satisfied	3	2		
	e.	blank	6	3		
			بردو مشارط المبتوريني بدو مصري		_	
Question 2	How	free did I feel to say	or ask	what I	wanted to?	
			No.	%		
	a.	very free	122	61		
	b.	fairly free	54	27		
	C u	not very free	15	8		
	d.	not free at all	` 1	1		
	e.	blank	7	<u>    4     </u>		
<u>Question 2</u>	Why	did I mark where I did	?			
	l.	These items were made	possible	by goo	d leadership.	
	2.	There was a good level			-	
	3.	Free discussion.	-			
	4.	In #1, I obviously par	ticipate	d too m	uch.	
	5٠	Discussion and congenia	al.			
	6.	Group was willing to 1	isten an	d answe	r my questions.	
	7.	Group brought up such	-	-	ions that it	
	0	was easy to respond an	d partic	ipate.		
	8.	No barriers.				
	9. 10.	Felt integrated with the group. Because I participated more than I usually do.				
	11.		more th	an i us	uarry do.	
	12.	•• •	did oot	+0 000	what T wanted to	
	13.	I didn't say much, but				
	• بر ـ	of useful information.	us a te	aoner 1	reathen a rot	
	14.	Some necessary question	ns were	not ask	ed.	
	15.	Felt held down by a do	minating	group	member with an	
		opposing philosophy.				

	4					
J		Question 2	(Cont	tinued)		
			16.         17.         18.         19.         20.         21.         22.         23.         24.         25.         26.         27.         28.         30.         31.         32.         33.         34.         35.	My emotions held me in c being freely hammered are Was able to express my th Simply what I felt. Very liberal relaxed work Interest in volunteer de Felt unsure because of th Teacher's viewpoint held Felt defensive or disagre Group interaction confus Group worked together. They listened. Group too large and cumbe Felt I could have done me Sessions were beneficial Group reinforced my parts bute to it. Topics shifted too quick Felt like an outsider, to Improved with time, ice Students felt inadequate equal. Personal inadequacy felt	ound. houghts kshop 1 velopme he grou down s eed wit ing. ersome. ore. to me icipati ly. oo much breakin to par	• eader. nt. p's relat tudents. h the gro and my wo On and he conflict g.
Į		Question 3		well did we operate as a er and thinking together?	group	in listen
	1		a. b. c. d. e.	did very poorly did rather poorly did fairly well did very well blank	<u>No.</u> 23 95 72 9	<u>%</u> 12 48 36 5
		Question 3	Why	did I mark where I did?		
			1. 2. 3. 4. 5. 6. 7. 8.	Variety of ideas, good pa Good group, free interact Good continuation of disc Some repetition. Group leader skillful. Group worked together. It's appropriate, the tru No domination by one performance	tion. cussion uth, th	• at's how
				Page 80		

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in questions lative experiences. s. group. work. helped me contri-

ict. te fully as an

tening to each

ow I felt, etc. f the group.

#### Question 3 (Continued)

- 9. Limited area discussed.
- 10. Communication of real ideas not done efficiently.
- 11. Trouble sticking to topic, or continuing until conclusion was reached.
- 12. Listening good, thinking poor.
- 13. Lack of common ground between group members.
- 14. Group was interested, intelligent, resourceful, and courteous.
- 15. Smaller groups were very good for total group participation and involvement.
- 16. Everyone was polite and participated.
- 17. Concerned with what we "can't do" too much rather than what we could "try."
- 18. Some function in the group.
- 19. "Hostility."
- 20. Group not trying.
- 21. Only part of the group was taking part.
- 22. Disagreement on intellectual level, not emotional.
- 23. Group really worked and exchanged ideas.
- 24. Lacked transition skill in going from topic to topic.
- 25. Acoustics bad, couldn't hear.

Question 4 What did you find most helpful in the workshop session?

- 1. Group participation.
- 2. Discussing why we fail to reach juvenile delinquents.
- 3. Seeing need for inter-agency coordination.
- 4. Moderator good in guiding group.
- 5. Practice in group dynamics on Jack's case.
- 6. Student and professional interaction.
- 7. Exchange of ideas in complete freedom.
- 8. Idea of "negotiating a contract with your client."
- 9. Insight in innovative treatment.
- 10. Ideas on "involving the community."
- 11. Ken Polk's discussion excellent.
- 12. Jewel Goddard and his methods.
- 13. Art Pearl excellent.
- 14. Dean Brink excellent.
- 15. Tours great; Y.E. especially, ETC, YM-YWCA.
- 16. Small group process (workshop broke up into subgroups).
- 17, Bob Lee, workshop leader, and discussion of Case-Aides.
- 18. Talk on education and the slow learner.
- 19. Ellis' summary.
- 20. Innovative methods in juvenile delinquency handling.
- 21. Education's viewpoint.

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# CONTINUED

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Question 5

#### What did you find least helpful in the workshop session?

- 1. Repetition of discussions.
- 2. Rehashing Jack's case.
- 3. Too much discussion of isolated or specific instances.
- 4. Argument as to merits of professionals <u>vs.</u> non-professionals.

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- 5. Rehashing field observations.
- 6. Social activities.
- 7. EPD field observation too long.
- 8. Not coming to grips with the theme and specific topics.
- 9. Digression
- 10. Too much talk on schools and their problems.
- 11. Sub-grouping (workshop broke into smaller groups); limited viewpoints available.
- 12. Group too large.
- 13. Lack of group focus or direction.
- 14. No new material.
- 15. Lack of real structure.
- 16. Discussion on group dynamics.
- 17. Topics not applicable to my work or over my head.
- 18. Too many topics covered.
- 19. Nothing wrong, all O.K., all satisfactory.
- 20. Too much smoking.

Question 6 What suggestions do you have for the next session?

- 1. Too much structure.
- 2. More structure, keeping on the subject.
- 3. More people from juvenile delinquency related areas not here this year, i.e., mental health, psychologists.
- 4. Groups need to be smaller.
- 5. Resource people needed in every session.
- 6. Better group-handling workshop leaders.
- 7. Our selecting topics for the sessions.
- 8. More information on community resources.
- 9. More speakers, less workshops (Art Pearl speaking to each workshop).
- 10. Switching workshop assignments day to day.
- 11. Briefer and more field observations.
- 12. Everyone to each field observation or at least three field observations for everybody.
- 13. New field observations, sheriff's, city jail, O.C.I.
- 14. Evaluate the workshop group dynamics.
- 15. Discuss "confidentiality" in area of participation.

#### Question 6 (Continued)

- 16. More discussion of areas covered by Dean Brink.
- 17. More total group participation.
- 18. More of the same.
- 19. Review work done by LCYP.
- 20. Focus on concepts of agency practices.
- 21. Discussion of the common terms in our field, i.e., delinquency, success.
- 22. Bring in some juvenile judges.
- 23. Let's be specific in how we do things, less theory.
- 24. Better meeting place.
- 25. More work with juvenile department and volunteers.

#### Question 7 Other

- 1. Let people working with kids speak to us.
- 2. Good session.
- 3. Look into juvenile law.
- 4. Better organization of day's activities.
- 5. Parents of foster home-type.
- 6. Age, traits, need discussion.
- 7. Sessions on community working with juvenile delinquency.
- 8. Hand out synopsis of main speeches.
- 9. New theories in juvenile delinquency work.
- 10. Involve more students.
- 11. Socio-economic bias needs discussion.
- 12. Better and wider use of resource people.
- 13. Let everybody visit all the field observations.

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#### 1965

JUVENILE COURT SUMMER INSTITUTE

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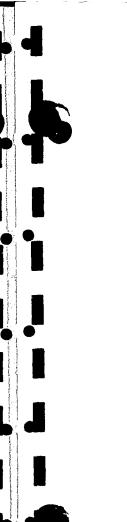
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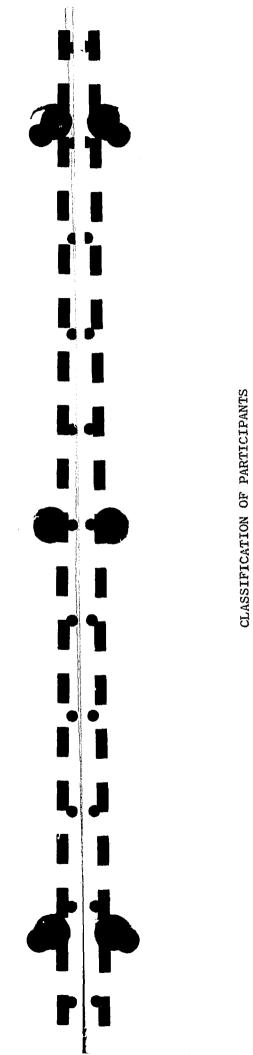
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Winston, Dean Student University of Oregon Eugene, (Lane) Oregon

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Young, Vance Clackamas County Juvenile Department Oregon City, (Clackamas) Oregon



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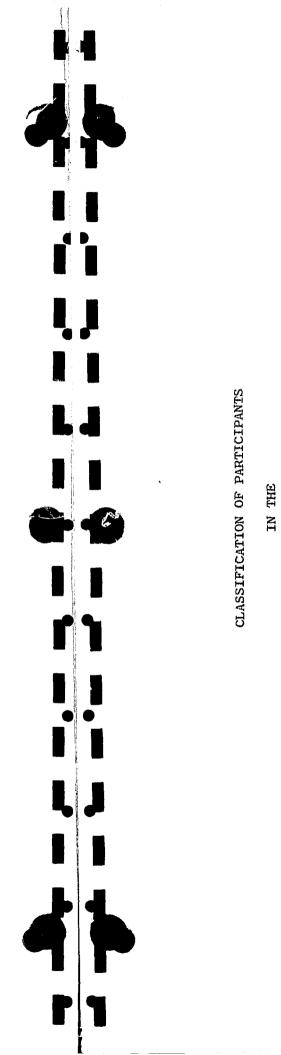
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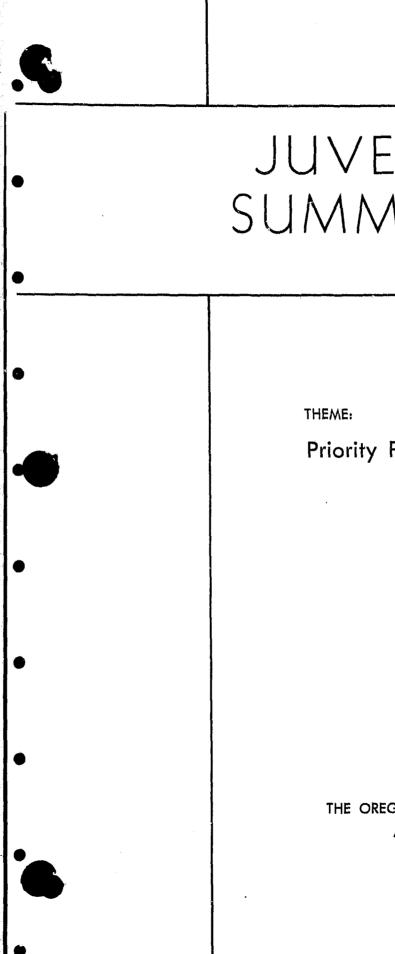
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# APPENDIX A.2(f)

1966 JUVENILE COURT PROCEEDINGS "Priority Planning in Juvenile Corrections: a design for strategic action"



# JUVENILE COURT SUMMER INSTITUTE

Priority Planning In Juvenile Corrections: a design for strategic action

SPONSORED JOINTLY BY THE OREGON JUVENILE COURT JUDGES ASSOCIATION AND THE UNIVERSITY OF OREGON EUGENE, OREGON

#### JUVENILE COURT

#### SUMMER INSTITUTE

1966

#### OREGON JUVENILE COURT JUDGES ASSOCIATION

The Honorable D. L. Penhollow, President Deschutes County Court House Bend, Oregon

COMMITTEE ON TRAINING AND RESEARCH

The Honorable Edward Leavy, Chairman Lane County Court House Eugene, Oregon

#### DIRECTOR

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#### **GUEST SPEAKERS:**

power and Training, Washington, D.C. George Randall, Director, Oregon Division of Corrections, Salem Robert H. Fraser, Attorney at Law, Eugene James L. Hershner, Attorney at Law, Eugene Honorable Edward Leavy, Circuit Court, Lane County, Eugene Duane Lemley, Consultant, Oregon Council on Crime and Delinquency, Portland Robert J. McCrea, Attorney at Law, Eugene James E. Merritt, Chief, Agency Programs, Lane County Youth Project, Eugene Joseph L. Thimm, Community Consultant, Oregon Division of Corrections, Salem **DISCUSSION GROUP LEADERS:** Stan Hulbert, Delinquency Prevention Consultant, Division of Community Ser-

William T. Adams, Associate Director, Joint Commission on Correctional Man-Honorable Ralph M. Holman, Oregon Supreme Court Justice, Salem Honorable D. L. Penhollow, President, Oregon Juvenile Court Judges Association SYMPOSIUM PARTICIPANTS: F. Gordon Cottrell, Attorney at Law, Eugene V. K. Jensen, Director, Field Placement Program, Center for Social Service Training, University of Oregon, Eugene vices, State of Washington

Mary Lou Hoefer, Case Work Supervisor, Lane County Juvenile Department, Eugene Robert J. Lee, Case Aide Coordinator, Lane County Youth Project, Eugene Gary Mackie, Family and Child Welfare Specialist, United Good Neighbors,

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- A) Steve Bulfinch, Research Analyst, Lane County Youth Project--Lane County Juvenile Department, Eugene
- B) Carl Erickson, Director, King County Juvenile Court, Seattle
- James G. Welch, Managing Editor, Salem Capitol Journal
- Eugene

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John Koval, Chief Research Operations, Lane County Youth Project, Eugene C) William Wasmann, Managing Editor, Eugene Register-Guard, Eugene Honorable Joseph B. Felton, Circuit Court Judge, Marion County, Salem D) Gerald Jacobson, Assistant Director, Lane County Juvenile Department, Robert T. Hunt, Juvenile Counselor, Lane County Juvenile Department, Riley Hunter, Juvenile Counselor, Lane County Juvenile Department, Eugene

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These proceedings describe the ninth annual Juvenile Court Summer Institute which was held August 15-19, 1966 at the University of Oregon campus, Eugene, Oregon. The Institute was sponsored by the Oregon Juvenile Court Judges Association and the University of Oregon. The theme of the conference was "Priority Planning in Juvenile Corrections: a design for strategic action." There were 87 Institute participants representing some 21

counties in Oregon, Idaho, and California. Participants came from juvenile courts, law enforcement agencies, schools, correctional institutions, courts of law, and youth agencies.

The Institute provided an opportunity for persons of various professions, interested in youth problems, to come together for a week's learning experience. A wide selection of speakers, panel participants, workshop leaders, and resource specialists was provided to give the participants the chance to broaden their experience. Due to audio technical difficulties neither the symposium, "Juvenile Judicial Processes and the Legal Rights of Parents and Children," nor the Friday luncheon speech were included in these

proceedings.

## FOREWORD

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F R I D A Y B-19-66 Symposium Symposium Symposium 9-11:00 Session II (continuation of Thursday Symposium) "Juvenile Judicial Processes and the Legal Rights of Parents and Children" 11:00-12:00 Discussion Groups I2:15 Luncheon Speaker: The Hon. Ralph M. Holman "Recent Develop- ments in the Constitutional Rights of Juveniles"	(Thurs. p.m. con't.) Participants: Robert J. McCrea F. Gordon Cottrell Rpbert H. Fraser James L. Hershner Moderator: Hon. Edward Leavy 4:00-5:00 Discussion Groups Evening: 7:30 p.m. (Courthouse Aud.) Speaker: G. Randall "Priority Planning in Oregon Corrections"	•
T H U R S D A Y B-18-66 Special Interest Workshops 9:00-12:00 A) "Computer and Data Analysis in the Decision-Making Process" Leader: S. Bulfinch Decision-Making Process" Leader: S. Bulfinch B) "Juvenile Conference Committee" Leader: S. Bulfinch B) "Juvenile Conference Committee" Leader: S. Bulfinch D) "Assessments and the News Media" Leader: Wm. Wasmann D) "Assessments and Trends in Institu- tional and Community Treatment" Leader: G. Jacobson	Symposium Session I Session I 1:30-4:00 "Juvenile Judicial Processes and the Legal Processes and the Legal Rights of Parents and Children" Notice and Attendance of Witness Petitions Records and Evidence Severance of Parental Rights	
WEDNESDAY WEDNESDAY 8-17-66 Special Interest <u>Workshops</u> 9:00-12:00 A) "Computer and Data Analysis in the Decision-Making Process" Leader: S. Bulfinch B) "Juvenile Conference Committee" Leader: S. Bruffinch B) "Juvenile Conference Committee" Leader: C. Erickson C) (See Thursday a.m.) D) "Assessments and Trends in Institu- tional and Community Treatment" Leader: G. Jacobson	Film 1:30-2:30 3:30-7:00 Institute Retreat (including dinner)	
T U E S D A Y B-16-66 Symposium 9:00-12:00 Session II (continuation of Monday afternocn Symposium) "Manpower: A Look at Recruitment Deployment"	1:30-3:30 Discussion Groups 3:30-5:00 Panel: (Discussion group leaders) Moderator: James E. Mcrritt	
MONDAY MONDAY 3-15-66 8:30 Registration 9-9:15 <u>Greetings</u> : Hon. D. L. Penhollow 9:15-9:30 Theme: D. R. Rinehart 9:30-10:00 Break 10-12:00 Speaker: Vm. T. Adams "Correctional Manpower Needs: A Challenge for Action"	Symposium Session I Session I 1:30-4:00 "Manpower: A Look at Recruitment Deployment" Participants: Duane Lemley Joseph Thimm Moderator: V. K. Jensen 4:00-5:00 Discussion Groups	

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It is my privilege to come this morning as the President of the Oregon Juvenile Court Judges Association to the Ninth Annual Juvenile Court Summer Institute. There are some here whom I think I have seen at a number of these summer institutes, and many of you are new faces today. Some of you are familiar with the programs as they have come to us through the past years and to some of you this is a new experience. We seem to have a little smaller beginning attendance this morning than we have had in some institutes in times past, but we are hopeful that it will pick up today. I hold the position of President of the Juvenile Judges Association, State of Oregon -perhaps rather uniquely because owing to the modern trend, I will possibly be the last county judge ever to be President of the Juvenile Judges Association of the State of Oregon. It might be otherwise, but it appears that this would be true. I have attended these summer institutes from time to time and have received a great deal from them, as I know many of you have. The program this year is a result of seeking from the directors and counselors as well as the judges a type of program that will prove interesting to all the groups concerned, and I am hoping that inasmuch as we have emphasized participation in planning each of us will find a peal benefit in the planned summer institute. It is inspiring and helpful preparation that Mr. Rinehart gives us in these programs and the Leadership in carrying them through will, I'm sure, be outstanding. It is my privilege to give you greetings from the Oregon Juvenile Judges Association, to welcome you here, and to be happy that together we have a part in this summer institute planning program. I was interested in a uniqueness of this conference, based on the sign on the blackboard at the rear. I never knew our summer institute to be likened either to church or a funeral, but I notice that the board emphasized this this morning; I hope you don't make it too much so. You may remember that I have been an ordained minister for over the last 40 years, but I don't consider this quite the captive audience that I find on some occasions. Welcome to this institute. I know how proud I am to be here as president of this organization. Thank you.

#### GREETINGS

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#### GREETINGS

#### CORRECTIONAL MANPOWER NEEDS: A CHALLENGE FOR ACTION

William T. Adams, Associate Director Joint Commission On Correctional Manpower and Training

There is a certain irony in any discussion of manpower shortage in the United States today. Most frequently the problem reduces itself to a shortage of the necessary skills and training rather than an actual shortage of people. The success of any program in corrections rests in large part on the personnel at hand to do the job. There are enough men and women to fill the jobs, but they lack the basic education and the kind and level of skills needed to meet the demands of modern industry and an expanding public service. In reality, the manpower crisis stems in large part from the way our society goes about educating its citizens. A rapidly developing technology and an exploding population are creating a sharpened awareness that our vocational training programs and the perscribed social roles of the traditional as well as of the newer professions are probably outdated. I think education for the helping services includes knowledge and skills far more complex than those required to build space programs or launch wars. All about us, as new correctional programs develop and older ones gain maturity, the same problem confronts us -- a shortage of trained, effective persons for these programs.

In corrections, as in many other fields, most jobs are ultimately filled. Prison officials find correctional officers. Courts eventually hire probation workers. Juvenile institutions take on treatment staff. The search is extensive and painful, and the difficulty varies in direct proportion to the professional skills and training required for the position.

Although these jobs are usually filled, employing officers frequently have to compromise in regard to education and personality of the candidate. Through these compromises, everyone suffers: the correctional system, the offender, and the public.

Oftentimes compromises must be made because of the low status of corrections. Employing officers are well aware that they can hardly compete for the professional skills most needed in corrections today because generally the psychiatrist, the psychologist, and the social worker would rather work in some other setting than corrections. And it is the rare guidance counselor

who directs the attention of bright young people to corrections as a field in which they might find promising careers.

#### Wide Range of Careers in Corrections

It is necessary to look at the vast array of careers in corrections. Only then do the complexity and scope of the manpower shortage become apparent. Community-based programs use probation and parole counselors, detention staff, group care personnel, community development specialists, and court personnel.

In working on manpower, it is also necessary to examine the profiles of careers in corrections. By profile I mean the composition of tasks, the meaning of the work, and the image of the worker, as well as the setting in which the work takes place. Can we realistically expect to recruit, hold, and retain people in correctional jobs under the circumstances now surrounding them? In too many cases, the answer must be a flat no.

There are recent studies of the law enforcement officer and his development on the job. He is described as being one thing as a rookie and another as he moves up the line. In the beginning he is concerned with speedy apprehension of offenders, with prosecution and retribution. As he works his way up through the ranks, he tends to mellow, to consider alternative ways of handling an offender, to be more rehabilitation-minded. As the circumstances in which he works change, so does his view of his job.

Recent studies of probation officers in rural or small-town settings indicate that they too change in behavior and attitudes with changes in circumstances, but in the reverse direction from the police officer we have just been talking about. As beginning officers, they believe in treatment and rehabilitation, in considering alternatives in the handling of probationers. The longer they work in probation, the less interested many become in rehabilitation. Their approach becomes rigid, punitive, and dogmatic. Their behavior as senior probation officers resembles that of the young policeman.

The point here is that we need an understanding of people in a career before we talk about the training they need to enter that career.

Among informed observers over the country a deep concern has arisen over During the last year, the operation of these services cost slightly more

the state of correctional manpower. For the first time, some national statistics have been gathered. Without doubt, they could be refined further, but as indicators, they give important leads. The figures have been gathered by the National Council on Crime and Delinquency for the National Crime Commission. For today's paper, I shall touch only upon the statistics for the juvenile correctional field. On any one day in this country, our public correctional programs which include detention, probation, institutions and aftercare provide services to approximately 350,000 young people. than \$300,000,000 in public funds. Staff for these services numbered nearly 39,000. These figures alone mean little to most persons. A close look points to important trends. For one thing, most of the young persons received the services in their community (almost 300,000). Yet more than one-half of the public funds were expended to care for the youthful offenders incarcerated in correctional facilities (almost \$168,000,000). Of the 39,000 staff working with juveniles, slightly more than one-third (15,000) worked in the agencies providing services within the community-based programs. In a categorization of personnel into four groups -- treatment, educational, care and custody, and operations, plus others, only one-third work in treatment and educational positions.

The picture is fairly clear. Most funds and personnel are used to maintain institutional systems while the majority of the services occur within the community. These figures have implications for future programs as well as for future manyower concerns. The trends in correctional practice call for a shift in emphasis toward major programming at the local level. This means there is a proposal for a shift away from large centralized state institutions. I want to give you an example of a proposed model I have presented to the National Crime Commission. It is only a model and the status is simply that of a proposal. It has many implications for manpower utilization and training.

Both the findings of the NCCD survey conducted for the National Crime Commission and the implications drawn from them show clearly that effective

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A Comprehensive Look at Correctional Manpower

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juvenile corrections must be based on planning a total correctional continuum.

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Many gaps in the rehabilitation process have come from separating it into three areas: probation, institutions, and aftercare. For this reason it seems essential to provide a plan for comprehensive correctional services. The following model is based on this premise.

For provision of services, a state would be divided into regions appropriate for realistic management, the number of regions in any state depending on distribution of population and on natural geographic, economic, and social areas. A regional youth service office would have responsibility for management of community-based and residential programs for youthful offenders living in the region.

A state juvenile corrections agency with an administrative staff would operate the total program. Overall management, central purchasing, data collection, personnel concerns, and planning would be responsibilities of this agency, but it would give no direct services to offenders. The court would commit the delinquent to the state agency. The services would be provided through the regional programs as the ward is assigned to the appropriate regional office.

A youth service staff, capable of providing services in both residential and community-based programs, would operate out of the regional office. Rehabilitation would take place in or near the delinquent's home. A plan for rehabilitation would be adapted to each child's needs as indicated by a thorough evaluation. The youth service worker would be assigned to the case and carry it through completion of the plan. He could work with the child prior to, during, and after residential care, if residential care were needed. His work would include continuous involvement in all aspects of the child's life -- his family, his school, his peers, his employer, and others as needed.

A decision to place a child in residential care would be made by a staff committee composed of the youth service worker, the residential director, and the regional office. Length of stay would be determined by the youth's progress. Residential centers would be planned to accommodate not more than 100 boys and/or girls.

#### A New Dimension: Purchase of Services

The proposed plan would bring a new dimension into juvenile corrections: Almost every public agency engaged in helping people has long since

purchase of services in the community. In provision of non-residential services. the youth service worker would be equipped with an important tool not now available to him in most correctional systems: a budget which he could use to purchase services necessary to the rehabilitation of the individual. Such purchased services might include: medical, dental, or psychiatric treatment; foster home placement; vocational training; vocational rehabilitation service to overcome barriers of employment; and other services indicated for successful completion of the rehabilitation plan. recognized that it is cheaper and more effective to purchase some services than to try to provide them directly. Welfare agencies, for example, do not build hospitals or foster homes for dependent children. Instead, they purchase care from other agencies or individuals in the community. Only in corrections have we failed to make wide use of this tested device for bringing services to people who need them.

The proposed model yould allow a regionally based youth service staff to develop effective programming on the basis of many alternatives. While legal custody over the delinquent would rest with the state agency until discharge, most of the rehabilitation plan would be carried out in the community.

If a child were sent to a residential center, the youth service worker would assist in diagnosis and formation of a treatment plan and would follow the child's progress through residential care. Upon the child's release to non-residential care, the worker would resume services to him in the community.

Programs based on such a model would have many advantages. Since institutionalization would be kept to a minimum, the deterrent effects of isolation far from home would be avoided. Instead, most treatment would be provided where community resources could be used effectively and economically,

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#### Continuing and Comprehensive Care

Moreover, the youth service worker would be in a position to develop a repertory of skills and knowledge for use throughout the rehabilitation of the delinguent.

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# Benefits to the Community

This proposal advocates a radical departure from traditional correctional programs for juveniles. The skeptical citizen might well ask: What do we do with all the buildings and facilities we now have -- burn them? The answer might come from experience in another area of radical social change -- urban renewal. It is now widely recognized that, since the nature of cities has changed, the face of the city must also change. Investments in revitalizing the core city, for example, are paying financial as well as social dividends. The point here is that the society which recognizes the need for change cannot be bound by obsolete buildings. In considering how to improve corrections, we must not be prisoners of our own prisons.

We must also not lose sight of the fact that benefits will accrue to the community from the proposed changes in juvenile correctional practice. A regional youth service division based on the concept of treatment in the community would design a program to develop the community in such a way as to prevent delinquency and reduce the forces for social disorganization which contribute to the delinquent's problems. The division would have staff working with other agencies to develop the community's positive resources and insulate it from such negative factors as inadequate schools and leisure-time activities, lack of job opportunities, family disruption, organized crime, and poor police performance. In many ways, these activities would be the most positive part of the youth service division's program.

So Thus the proposed model would offer the most effective treatment to the offender. It would help the community to develop its resources. Not least among its virtues would be effective and economical use of public funds.

The implications for correctional manpower are many. This model is really one among many being proposed today to the National Crime Commission. This ferment taking place in the correctional field means that our field needs to be flexible if it is to meet the tests of the future boldly and imaginatively. The keynote of the first part of this paper calls for a close look

at manpower. The second part says that the field of corrections is apt to change, maybe even radically in the years to come. Abreast of these changes should be those of us engaged in studying the situation as it is today and as it may be tomorrow. One important group is the Joint Commission on Correctional Manpower and Training.

#### An Overview of the Commission and Its Work

The Joint Commission on Correctional Manpower and Training consists of 90 national and regional organizations which have joined together to attack one of the serious social problems of our day: How to secure enough trained men and women to bring about the rehabilitation of offenders through our correctional system and to prevent delinquency and crime.

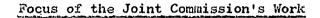
The Commission grew out of a meeting at Arden House in New York State, at which representatives of 60 organizations in corrections, the law, the courts, higher education, and the several professions engaged in correctional work met to assess correctional manpower needs and resources.

The unanimous recommendation of the Arden House meeting was that a commission be formed which would unite the many groups in a cooperative national program for solving the crucial manpower problems in corrections. Planning for such a commission was initiated immediately. In 1965, the Joint Commission on Correctional Manpower and Training was incorporated in the District of Columbia as a non-profit study and action group. In the following 12 months, nearly 30 organizations joined those which had met at Arden House in affiliating with the Commission.

The Commission's work is financed from both private and public funds. The Correctional Rehabilitation Study Act of 1965, introduced in the Congress by Representatives Edith Green of Oregon and Albert Quie of Minnesota, as well as Senators Joseph Clark of Pennsylvania and Jacob Javitts of New York, authorized federal funding of a broad study of personnel needed to provide effective rehabilitation of public offenders. Under this authority, a grant was made to the Joint Commission by the National Advisory Council on Correctional Manpower and Training of the Vocational Rehabilitation Administration in March 1966. Sources of private funds have included the Ford Foundation, Smith, Kline and French, and the American Legion.

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In implementing the Correctional Rehabilitation Study Act and the plans emerging from the Arden House conference, the Joint Commission is concerned with the shortages of qualified manpower which constitute a major -- if not the major -- obstacle to the rehabilitation of offenders. This will require objective and thorough analysis of the present shortages and means of reducing them. Thought must be given also to the changes taking place in American life today which will profoundly influence the role of corrections in the years ahead. Out of such study and analysis can come recommendations for meeting present needs and ensuring a sufficient pool of trained manpower in a changed and changing nation.

Manpower development for corrections must be planned for in the light of forces which are re-shaping and enlarging the country's needs for many kinds of manpower. Among these forces are: the rapid growth of service industries generally and the concomitant decline in the demand for classic types of production workers; automation and other changes in production which require that workers at every level be equipped to adapt rapidly to tasks and responsibilities which are not a part of their training; the uneven development of kinds of education meeded to train such workers.

It should be noted that this is the Joint Commission on Correctional Manpower and Training. It will not be sufficient to secure enough people; we must have enough trained people. The American educational system, magnificent as it is in many respects, has not developed adequate means for training personnel for corrections. To secure the trained people needed will require use of all our resources for training, both those of the educational system and those developed outside it by business, government, and other agencies.

The Joint Commission's mandate entails more than the completion of studies and the framing of recommendations. Equally important is its responsibility to undertake action to meet the manpower needs of corrections.

It goes without saying that action to meet needs as seen by the Commission can succeed only insofar as the member organizations are willing and able to pool their energies in a joint effort. From such an effort can come measures which will make our American correctional system an

effective instrument for the rehabilitation of offenders and the prevention of crime and delinquency.

Proposed Programs and Suggested Ways To Implement Them

The approach to resolve the manpower shortage must be comprehensive. I recommend that we look at the system from this framework: A. Recruitment and Career Testing (Bringing in New Personnel) B. Educational Enrichment of Staff

- (Staff Development)
- C. Training Programs for the Non-Professional (New Careers in Corrections)
- D. Education for the Professions
- E. Structure for an Ongoing Comprehensive Manpower and Training Program (Sustaining the Program)

From the outline, it is clear that this systematic approach takes into account recruitment, entry, education, and continuation education of the needed manpower. It is necessary to begin each of these proposed programs at approximately the same time if the current critical shortage of manpower and the generally ineffective education for this manpower are to be seriously altered. Anything less than enactment of the total comprehensive plan may only retard the solution and leave the corrections field inadequate to meet the great challenges before it.

1. Recruitment and Career Training (Bringing in New Personnel)

a. Launch a campaign to attract young people into correctional work. This campaign can be regional, state, or local in scope. In recent times, we have seen examples of successful campaigns which have captured the imagination of some of the best youth throughout the country. The recruitment campaigns of the Peace Corps and VISTA have brought large numbers of young men and women into volunteer work in the helping services both at home and abroad. Through television and other

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(Establishing and Maintaining Excellence and Leadership)

communication media, through attractive publication, and through recruitment teams visiting campuses throughout the nation, this kind of campaign has proven worthwhile.

A similar campaign is needed to attract young people into correctional careers. An appealing commentary on correctional careers in their great variety and interesting details should be assembled for this campaign.

Cooperation is needed between the designers of this campaign and correctional leaders in planning the content and substance of the materials to be used in recruiting persons. Correctional administrators and educators have much to offer both in preparing content and participating in the recruitment campaigns. The fields of corrections must first be receptive to having able, young persons find meaningful and stimulating, responsible careers. Both college degree and non-degree persons would be the audience of this campaign.

b. Develop new and expand present internship and work study programs in correctional settings for career testing.

An encouraging development in recent years has been the introduction of work-study programs for college students in correctional settings. Most of these have concentrated on work experience in the summer for college students desiring to earn enough to continue their educational pursuits which may or may not have a correctional career as the goal. The opportunity to provide an educational experience accompanying the work has been missed by many programs.

Several professions have used internships and field work with great success as an educational and career testing experience. The corrections field should follow suit. Examples of sophisticated work-study programs can be found in the western states. Highly successful examples are the summer work-study programs at Los Angeles State College in conjunction with Los Angeles County Probation Department, San Diego State College with the California Corrections Agency, the University of Washington with the State Institutions Department in Oregon and Washington, and University of Colorado with the State Institutions Department. The attributes of these programs, coordinated by the Western Interstate Commission for Higher Education, are the joint participation of the universities and correctional

agencies, the emphasis on the academic and work experience, the paid learning experience, and the early opportunity for the student to test his commitment to a career in corrections.

New work-study programs are needed throughout the country. The best model to date is the ten-week, summer work-study program. The student is selected for the program through competitive applications. He arrives on the university campus at the opening of the summer term. He spends one week in academic work including seminars, guided reading and tests. At the end of this week he is placed in an agency setting where he spends the next eight weeks at work under supervision. During these weeks on the job, he attends seminars conducted by the university faculty at regular intervals. During the final week of the ten-week program, he returns to the campus for further academic study and evaluations. At the completion of the course, he receives, if he passes, academic credit. While in the program, he receives pay for his work-study position. The agency usually pays the stipend or salary. The university shares in the cost for the academic expenditures. This collaboration has been developed in over a dozen universities in the West, particularly, but also in other parts of the country. Another variation on the work-study program proposed here is the use of the work-study funds available under the Economic Opportunity Act. Correctional employers and university officials should work out ways in which college students can participate in work-study programs in correctional settings while they are meeting the cost of a college education. This program could do a great deal to recruit and provide career testing for the correctional field. It would also have the intrinsic value of selecting for the correctional field persons who have a great deal to contribute

to correctional rehabilitations.

c. Establish and support undergraduate education programs for the helping services.

Efforts should be devoted to development of undergraduate education programs which will prepare for work in the expanding field of the helping services and will attract young people into areas which have previously been overlooked as career choices. Corrections is one of these helping services.

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The body of knowledge from the behavioral sciences offers a broad base that can be drawn upon for undergraduate education for the helping services. Everyone who aspires to work with and for people needs to know a good deal about mankind. There is already a common core of knowledge about man and society which can be translated into action programs.

Institutions of higher education need assistance in developing undergraduate education programs. They need consultation on content, format, the faculty, the student selection, field work, collaboration with the correctional agencies. Such consultation is available but it needs strengthening and expanding by correctional leaders.

Stipends, scholarships and student loans at the undergraduate level are needed.

Students preparing themselves for early entry into correctional work upon graduation she is be capable of adequate performance in many correctional positions at the beginning levels. Undergraduate programs not only recruit them, but also provide basic educational preparation and career testing.

State-supported institutions have every obligation to provide career preparation for the helping services at the undergraduate level just as they provide preparation for agricultural management, forestry, engineering, architecture, teaching and many other careers.

2. <u>Educational Enrichment of Staff</u> (Staff Development)

a. Launch a series of short-term training institutes for staff training specialists as well as staff exchange programs for those already in correctional work.

These two programs are actually separate endeavors, but have certain aspects in common.

(1) While the majority of correctional settings have no staff training specialists, a large number do. Efforts are needed to encourage the correctional agency to employ a training specialist. Persons already on staffs can become training specialists if they receive some specialized staff development themselves. A series of regionally-based institutes are needed for the staff development of trainers for correctional agencies. Training for the trainers is essential if this program is ever to realize its potential.

The skills, the content, and the methods are already available as ingredients for this kind of institute. Faculty can be obtained easily. These institutes can also be joint university-agency programs. Coordination of these can best be done at a regional and/or national level, depending upon the magnitude of the program. By training the trainer in the most recent content and skills in corrections work, the knowledge can reach many staff people ultimately through staff development efforts planned by the trainees in their own settings upon return to their respective agencies. These regional institutes should allow great latitude in content, format, and methods. They will also have the advantage of providing cross-fertilization to the field by bringing different points of view in contact with each other. The stimulation of new ideas should carry over substantially in those planned programs of the regionally-trained specialist.

(2) Exchange of key staff in corrections across county and state lines would greatly strengthen the correctional field as a whole. The sharing of existing resources is an immediate means of improving the manpower in corrections throughout the country. In foreign affairs, one of this country's most successful programs has been technical assistance through assignment of key persons to underdeveloped areas. The lessons learned from these experiences should not be lost on the correctional field in our own land. Through a carefully planned, closely supervised and imaginative program, key correctional experts could be exchanged within states and between states to strengthen the correctional field as a whole. The staff exchange could be used in meeting training also through faculty placements and exchanges between institutions of higher education of university faculty with expertise in criminology and related disciplines. The mechanism for an exchange program could be established at a national, regional, and state level. A cost-sharing arrangement could be worked out which would make the program cooperative and easily financed. Similar exchanges are currently operative in higher education and in mental health programs. The most obvious value of an exchange program is the sharing of ideas and skills from one expert to many personnel in the host setting.

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The stimulation of an exchange program in corrections is greatly needed today.

Training and Retraining for Non-Professionals in Correctional Work 3. (New Careers in Corrections)

a. Manpower training for group care personnel in corrections.

Current national attention is being focused on job retraining. This attention is buttressed by extensive federal legislation, notably the Manpower Development Training Act of 1962. Training personnel to enter the helping services positions at subprofessional levels is needed. In particular, interest has been directed toward job retraining at the psychiatric aide and ward attendant positions in mental hospitals and in schools for the mentally retarded. Job training could be developed for certain occupational areas in corrections. For example, personnel shortages are great for group care positions in correctional institutions, detention homes, jails, group homes, and probation camps. High rates of job turnover are found among persons in sub-professional careers such as correctional officers, house parents, detention officers, jail guards, relief group care personnel, and several other titled positions in which employees work with adult and youthful offenders, providing to them group care, custody, and maintenance.

Certain generic skills are common to these positions due to the similarity of tasks required in group living situations of the offender population. As a matter of fact, no well-established requirements have been set for these positions and many persons are employed who have largely unrelated education and work histories. The training and/or preparation for these jobs occur largely after employment. In the past this career has had low status and accompanying low pay. The tasks are unclear and persons working these positions frequently find themselves in situations in which their roles are ill-defined resulting in social isolation from the mainstream of correctional goals. And yet, a common axiom heard today among correctional leaders is that these same persons have more contact with and effect upon offenders than any other in the array of corrections positions.

The conditions of employment are often very undesirable. Common negatives heard about these jobs are the lack of communication with correctional leadership, the lack of clarity of correctional goals for line personnel, the low pay, the lack of intrinsic rewards, the lack of a positive career image, the boredom and routinization of the work, and the overcrowded conditions which constantly frustrate these workers in these group settings. Since eligibility for MDTA retraining has a primary requirement, namely, to increase the work skills for those who are presently employed and who are working undercapacity, a challenge emerges. Another goal of the manpower training program is to prepare persons for positions in which

jobs are available.

The Manpower Development and Training Act of 1962 authorized an ambitious national program of job training. The occupational range of the projects has been wide and varied. Equally as varied have been the kinds of workers assisted through the MDTA training programs.

The example of a training program for group care personnel has been given in detail. There are other possibilities for training programs under MDTA. One could be developed for probation and parole aides who are community-based agents. Very little has been done in using the aide position in corrections. Vocational rehabilitation and mental health agencies have used them very effectively. These aides could learn basic skills in job finding, agency referrals, and homemaking for women trainees. An immediate effort is needed in these proposed training programs. The elements of the systems are available. The problem is to link those elements in a meaningful way to provide this program in the dimensions fitting the needs.

4. Professional Education for Correctional Work (Establishing and Maintaining Excellence and Leadership)

to careers in corrections.

Recently the Federal Bureau of Prisons released statistics on trained personnel in professional work in corrections. These statistics show that only 50 full-time psychiatrists work in instutions for adult offenders, making a ratio of one for every 4,000 offenders. The ratio of psychologists to offenders is about one for 2,000; and teacher, one for 400. These figures indicate clearly that professional workers are not entering correctional work.

a. Financial aid for students seeking professional education leading

Shortly after World War II, the Veterans Administration found itself in great need of psychologists. There are few in the country to be found. The Veterans Administration began an extensive program of recruitment and training which, within a very few years, reversed the great shortages. It established fellowships, internships, and direct relations with university psychology departments. Its efforts were extremely successful.

More recently the Health Professions Educational Assistance Act was passed which provides, among other things, student loans, scholarships, and improvements of quality of educational programs. The Nurse Training Act of 1964 was passed to increase the supply of nurses in the United States through federal assistance to schools of nursing and to students of nursing. Long-term, low interest loans enable students in need of aid to finance their nursing education.

These examples of legislation should be used to develop a Corrections Professions Educational Assistance program.

The correctional field needs a similar program of recruitment, financial assistance, and establishment of joint planning efforts with institutions of higher education. The students preparing for professions through university programs could be directed toward careers in correctional work if a comprehensive plan is enacted including these three factors. Such a plan should be developed immediately. Psychiatrists, psychologists, sociologists, social workers, administrators and educators are badly needed for professional tasks at all points on the continuum of corrections. The federal government should establish a coordinated program of financial assistance through fellowships, loans, and work-study programs in corrections to attract students interested in or already preparing for a career in the helping professions.

b. Continuation education programs for professions.

Continuation education is recognized as an essential phase of career development. With the current explosion of knowledge, most persons who have not been in an educational program within five years are outdated. There is a noticeable gap between current knowledge and skills and their performance in correctional tasks.

There are several alternative ways in which continuation education can be insured for correctional personnel.

(1) A National and/or Regional Academy. Recently there has been a great deal of interest in the establishment of an Academy of Criminal Justice. The corrections leadership in this country has also shown an interest in an Academy for Correctional Administration and Leadership. This academy should provide education and training for correctional leadership already employed in the administration of correctional programs as well as provide opportunities for research. The curriculum of the academy should be jointly planned by educators and practitioners in the field. The length of time of classes would vary. A permanent, interdisciplinary faculty should be selected and based at an institution of higher education. The academy, if national only, should serve the entire nation. If regional academies are formed, then the several states in the region should participate. One of the most important missions of a regional academy for correctional leaders is the preparation of educational programs which focus on changing the climate of correctional systems so that professionals in treatment careers may perform best that for which they are trained. For any discussion of the use of professionals in correctional systems, the topic of climate in which treatment staff works comes forth. The responsibility for this climate rests largely with the top administrators. If they do not provide the leadership for change, no one will. They need to know how to use their treatment staff to their fullest potential. The regional academy is the logical place for this kind of content in training programs. (2) Regional Continuation Education Centers for Professionals. A second alternative is the establishment of a series of regional continuation education centers for staff development of professionals. These centers should be established at either institutions or higher education or at correctional settings themselves which have proven their excellence. These regional continuation education centers would operate with a

small, permanent, full-time administrative staff which would plan various training programs. They would plan courses of varying lengths and use an interdisciplinary faculty from several different universities and practice settings. The training formats would vary, using new and innovative approaches whenever necessary.

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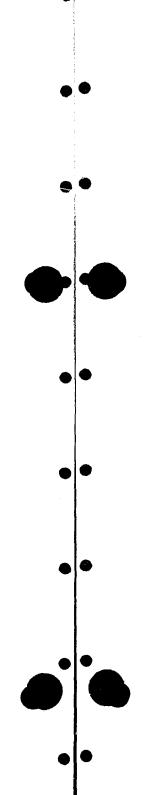
These programs should be jointly planned and operated by educators and practitioners. The trainees would receive stipends and traineeships as well as released time from their settings. They would be regional in scope, captializing upon the valuable opportunities for learning experiences afforded by bringing together persons from different states, institutions,

The training program proposed in this document for staff trainers could be held at these centers if they become operational in time.

and schools.

5. Structure for an Ongoing Comprehensive Manpower and Training Program (Sustaining the Programs)

An organization is needed at the regional or state level to insure the operation of comprehensive programs in correctional manpower and training. The lack of coordination of the few ongoing activities has been part of the problem in correctional manpower and training. If the proposals made in this document are enacted, the need for an organization with responsibility for their development, coordination, and planning becomes even more essential.



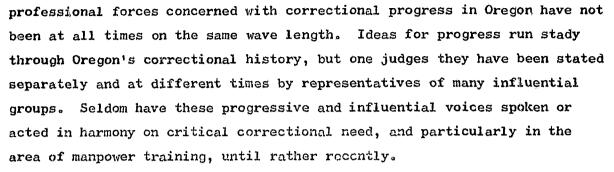
Joseph L. Thimm, Community Consultant Oregon State Board of Control

I see my role here today as simply providing a reportorial overview on the present situation and future projections on the subject of manpower and training within the various institutions of the Oregon State Corrections Division. I am going to tread somewhat gingerly in this discussion, not only because I am very new to the Corrections Division and the State of Oregon, but also because the subject of manpower and training needs is still one that needs a full reappraisal in a new, philosophical context just now evolving through the organization of a new state correctional system. Perhaps this can be better said by explaining that the Corrections Division, created by the 1965 Legislature, is just about nine months new as an operational entity. It was last autumn that the Board of Control succeeded in employing George Randall of North Carolina as Administrator of the new Corrections Division. These first few months, as most of you know from following the papers, have emphasized the development and implementation of a work release program that is receiving wide attention throughout the state and even nationally. Suffice it to say at this point the work release program you are hearing about perhaps heralds the advent of a new treatment philosophy that will in the years ahead mushroom into a wide range of tangible, solid, and progressive rehabilitative programs.

With this introductory explanation of my own caution in tackling the subject assigned me, let me try to give you a bit of background on the historical evolution of our state correctional system. I believe this history tells us a great deal about why we are where we are today. Where certain states have won reputation as "progressive" correctional states, it is because of a particular convergence of a number of factors in their history. Political leadership, citizen interest and concern, articulate advocacy by educational and other professional forces, and finally the degree of enlightenment of all of these forces and their consequent commitment to moving directly on social problems, whether in the area of race, labormanagement relationships, or treatment of crime and delinquency. It is my contention that, until recently, the various political, citizen, and

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CORRECTIONAL MANPOWER IN OREGON -- KEY TO A NEW HISTORY

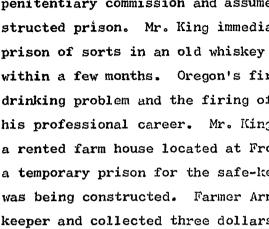


But to hear some of what I am saying in a historical context, let me take the development of adult corrections in Oregon and provide an historical review. And as I read this picce of history, keep in mind that the taint of history can never be completely overlocked nor erased in judging why a correctional system has or has not moved ahead as fast as we would like to see it. When we talk about progress, we must have the history of the system in mind, not to immobilize us, but to assist us in planning the strategy for progress.

History tells us that the first jail for confinement of "all criminals in Oregon" was erected in 1842 while Oregon was still a territory. Financed by funds from the estate of a local cattleman, an \$875 structure, consisting of a two-story block house twenty feet square, was constructed in Oregon City. Since there were very few laws at the time, crime as such was practically unknown. It is difficult to say who was held in Oregon's first jail, other than a reference to the fact that a man subject to occasional spells of insanity was assigned there periodically for temporary protection for himself and his neighbors. Apparently, someone with stronger criminal tendencies was lodged in the jail, because in August 1846, the gentleman, whoever he was, burned the jail to the ground and escaped.

The Oregon prison system began officially when the territorial assembly of 1851 passed a bill to "build a penitentiary of sufficient capacity to receive, secure, and employ 100 convicts to be confined in separate cells at night." Political haggling prevented any firm steps in the direction of prison construction until 1853, when a number of lots in Southwest Portland at Front Avenue between Hall and Harrison Streets were purchased for the construction of a permanent facility. In the meantime, a controversial political figure by the name of William King was awarded the presidency of a





penitentiary commission and assumed the superintendency of the yet unconstructed prison. Mr. King immediately established a city jail or temporary prison of sorts in an old whiskey shop which was also destroyed by fire within a few months. Oregon's first warden apparently had a rather serious drinking problem and the firing of his whiskey shop prison also destroyed his professional career. Mr. King was removed from the superintendency, and a rented farm house located at Front between Mill and Montgomery served as a temporary prison for the safe-keeping of convicts while the penitentiary was being constructed. Farmer Arnold, as owner of the house, became assistant keeper and collected three dollars per day per convict for expenses and salary. Incidentally, we are occasionally reminded that many of our progressive concepts have rather deep roots in history. Farmer Arnold, in effect, operated Oregon's first halfway house. One hundred and thirteen years later we are taking action to make the halfway house concept a strong component in our correctional treatment programs.

Construction of the penitentiary began early in 1854, and within a few months three convicts were moved into the uncompleted building. One convict immediately escaped.

Actually, it was many years before the first penitentiary was completed. Political controversy, lack of funds, poor planning, and many other reasons, contributed to a very poor beginning for Oregon corrections. In 1886, the penitentiary was moved to its present location in Salem.

Interestingly, the concept of treatment of offenders was apparent early in the history of the Oregon penitentiary system. In the very early days of the penitentiary program, Portlanders became accustomed to seeing small gangs of prisoners with ball and chain attachments working on the muddy streets. Even after Oregon was admitted to the Union in 1859, prisoners were contracted out to private enterprise whose only responsibility was to see that the convicts were securely kept and supplied with coarse food and clothing and medical attendance. The sub-contractor for the prison system, in turn, hired out the convicts for labor in the brick yards and lumber mills of the area and obtained a contract with the City of Portland for their use in constructing and repairing streets. By 1862, the high rate

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of escape doomed this particular form of work release, although again, another of our progressive treatment concepts shows up in historical form.

At its new location in Salem, the program of care, custody, and treatment of criminal offenders was featured by chaos and confusion that erupted in the form of mass escapes and even riots. Finally, military leadership and security, highlighted by the use of the gardener's shackle or Oregon boot, and occasional floggings, brought order. During the resultant quiescent period, succeeding wardens introduced a number of rather constructive work programs such as brick making, a boot and shoe factory, a flax mill, a sawmill, and a farm program.

It is interesting to note that the historical development of Oregon's correctional system, as outlined briefly above, did give birth to a philosophical basis for the programs developed after the turn of the century. I was interested in an article entitled, "Prison Reform in Oregon," written by former Governor Oswald West in 1914, in a magazine published by a Chicago organization supporting correctional reform. The Newer Justice, as the magazine was called, quoted Governor West as follows:

"Prison reform is neither more nor less than the application of a few commonsense business principles, seasoned with a little brotherly love, to the management of our penal institutions. Practically all those who have given thought and study to the subject agree that the following are essential to all prison reforms: (1) a well-located institution, modern in construction and affording every facility for the moral, mental, and physical uplift of the inmates; (2) the abolishment of all forms of contract labor and the installation of industries whereby those within the prison walls may be kept steadily employed, and under favorable conditions, in the manufacture and production of articles for state use; (3) a prison farm where outdoor employment can be given at least part of the prison population and where an abundance of farm and garden products may be grown, thus both improving the standard of prison fare and reducing the cost of maintenance: (4) legislation permitting the working of prisoners upon county roads and at other state institutions, which would furnish further outdoor employment and reduce the number in close confinement; (5) some arrangement whereby a prisoner may be paid at least a small sum for labor performed--a plan which would not only encourage industry and help the prisoner but in many instances relieve the distress of destitute dependents; (6) an indeterminate sentence law and parole system; and (7) a prison management free from political influence and big enough and broad enough to grasp the true significance of the problem."

It is interesting to consider the rather progressive statement on correctional philosophy by Governor West in conjunction with a report issued twenty years later by a prison industries reorganization board appointed by Governor Charles H. Martin in 1936. Again we hear expressed a concept of treatment that rings familiar to our ears. This particular board recommended that the sentencing laws of Oregon be amended so that all persons convicted of any crime, except that carrying the death sentence, should receive an indeterminate sentence with a definite sentence imposed later by the Board of Control or other administrative boards. This board also recommended a diversification of the building facilities for proper treatment and work assignment by construction of a receiving station (this sounds like a reception-diagnostic center) and medium security institution at the penitentiary annex, and a separate institution for women prisoners, and two or three forest camps for the safest types of men. And finally, the board recommended the employment of a professional staff, including an educational director, a psychologist, one or two vocational teachers, and two or three case-workers in the development of a modern classification program.

A few years later, in 1940 to be exact, the Osbourne Association surveyed the Oregon State Penitentiary in the course of its examination of penal facilities on the West Coast. The report was published in 1942 and made a number of recommendations which command our attention in this discussion. For instance, the Osbourne Association recommended that an inservice (personnel) training program be initiated to supplement the present instruction offered in the use of firearms and gas equipment. Interestingly, the report contains a comment by the then warden, George Alexander, on this recommendation to the effect that the warden did appoint a special officer to initiate more intensive training with penitentiary guards to improve their ability to use firearms and gas equipment. The Osbourne Association also recommended that in the enforcement of discipline greater emphasis be placed on the deprivation of privileges and that instead of the deputy warden hearing cases of infractions, a disciplinary committee be organized with one of the members to be representative of the professional services. The Osbourne Association then suggested that the

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classification committee be organized so that a system of assigning and reassigning and planning systematically for the inmate's progress be introduced. Finally, it was recommended that a well-qualified educational director and a staff of full-time civilian teachers in both the academic and vocational fields be appointed. Wider use of the facilities of the Extension Division of the University of Oregon and the establishment of an educational program with that university were also urged.

As a last bit of history, I would like to refer to the recommendations of a legislative interim committee for the study of prisons and jails in state institutions in Oregon during the legislative interim period 1945-47. This legislative interim committee came to the conclusion that the Oregon system of corrections had by this time long outlived its effectiveness. It noted that the object of correction is to examine the convicted offender's criminal behavior and so to treat the personal and social factors involved that he might return to society better able to function as a law-abiding and participating citizen. It noted further that Oregon must put an end to its penal-custodial system, for such a system falls short of the objective of rehabilitation. The recommendations of the legislative committee called for an overhaul of state correctional administration. It urged the establishment of a state vocational institution of minimum and medium security with a diversified program of vocational and academic education. It recommended the establishment of a diagnostic clinic and reception center in connection with but not part of a new intermediate institution, and it stated that the diagnostic-reception center should have adequate psychiatric, medical, psychological, and casework services in order to make a thorough study of each offender and recommend the programs necessary for his correction. Finally, wthe committee recommended the establishment of a stronger indeterminate sentence law and asked that the state probation and parole staff be increased sufficiently so that each officer would carry no more than 75 cases.

The more recent history of correctional development in Oregon most of you are quite familiar with. I came to Oregon four years after the legislative report of 1947. During the 50's, we observed a considerable improvement in all of the then existing institutional programs, and we noted an increasing emphasis on progressive correctional treatment concepts and professional staff to carry out these programs. We have seen the establishment of a correctional institution for first-time offenders and construction of a new women's institution, as well as annex and camp programs for adult and juvenile offenders. In the past two years, the legislature has .established the Corrections Division, and at the same time appropriated a considerable sum of money for a statewide survey of adult and juvenile correctional programs on every governmental level by the National Council on Crime and Delinquency.

In pulling together information for this presentation, I have come away with the highly optimistic feeling that Oregon has crossed the correctional Rubicon. My contacts with institutional administrators, discussions with local county officials, and the new philosophy emanating from the Corrections Division, are emphasizing a stronger commitment for treatment with a capital "T." There is, too, a heightened interest in and concern over the management and treatment of our juvenile and adult offenders on the part of the public. This is a literate and increasingly better .. educated public which is ready for leadership and ideas, and this as we all know, is essential for all progress. This does not mean that when today is history, all our hopes and plans will suddenly blossom into realities tomorrow. It simply means that we are at a point when we can expect to see speedier and more significant progress in state corrections than our history might lead us to believe.

Treatment will be the emphasis in new advances in our state correctional programs. The availability to obtain and hold adequately-trained and highly-motivated manpower will be the determining factors in how brightly we will color our streatment programs.

For a few minutes I would like to comment briefly on how our institutional administrators appraise the personnel situation in their particular operations.

The superintendent of the Oregon State Correctional Institution, a man with over 25 years in the federal correctional system, notes that the situation, philosophies, programs, facilities, treatment in general for penal institutional inmates have been steadily upgraded and improved during

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his 25 years in corrections. However, his concern today is that we are attempting to do more for inmates with less. The superintendent is concerned that private industry and unions have made non-civil service positions much more attractive to individuals who otherwise might be inclined to enter the correctional field.

The warden of the State Penitentiary shares to some degree the view of the Correctional Institution Superintendent that trained, experienced, capable correctional manpower is at a premium. Warden Gladden probably makes a good point when he refers to the "special breed" of man who is willing to work in an adult institutional environment. These are restricted environments and the professional person particularly, whether caseworker. school teacher, vocational instructor, doctor, or journeyman tradesman, must have unusual motivation and commitment to adjust to a prison setting.

The serious problem in our adult institutions in Oregon today has already been referred to--obtaining and holding qualified professional personnel. The superintendent of the Correctional Institution and the Penitentiary warden express concern at the excessively high turnover in such professional categories as counselors, school teachers, vocational instructors, psychologists, librarians, recreational specialists, and even chaplains. The warden asked the question: At what point in their academic careers are young people training to be teacher, social workers, or psychologists, given the information, the direction, and the opportunity to see corrections as a highly rewarding career goal? This is a very important question which we should consider seriously during this week.

In-service training is an integral part of any institutional operation. At the Correctional Institution and Penitentiary all employees undergo a rather intensive in-service training program consisting of films, lectures on particular institutional operations, and training in self-defense and firearms. Special programs also make up institutional in-service training programs. For instance, the Penitentiary recently completed a 12-week lecture series on criminology conducted by a Willamette University professor. Also, a special series of seven films produced by the Canadian Film Board was used for staff training -- incidentally, an excellent group of films if you 'ever have the opportunity to view them.

Despite the efforts being made to upgrade competence at the institutional level, there is a great concern expressed by the warden of the Penitentiary and the superintendent of the Correctional Institution that present opportunities for personnel to achieve the educational level that would provide a broader knowledge base are very limited. This concern, I think, points up one of the critical problems faced by the correctional field today; that is, retraining of manpower at what we now term the subprofessional levels--custodial personnel, cottage parents, detention group workers, and so forth. In addition to relatively low status and poor pay, these positions suffer from the stereo-typical custody image. If your experience is like mine, the institutional administrator is constantly concerned because highly motivated, energetic individuals move in, through, and out of these positions with great rapidity, while lesser motivated and committed persons too often find a comfortable and even permanent niche. Recent years have seen changes responsible for inducing more qualified individuals to qualify for these positions: higher educational standards, more exacting selection and screening procedures, and greater inducement through pay scales. Nevertheless, the retraining problem is still critical, not only as it pertains to the kind and degree of knowledge to be imparted, but also as it relates to the programs and techniques for imparting this information. Departmental and institutional administration must concern itself directly with this problem and together must formulate the efforts

which will lead to innovative and productive retraining programs.

As expressed by Dr. Ashkins, assistant superintendent at the MacLaren School for Boys, the school administration is not satisfied that present staff educational levels are ideally related to the performance of their jobs. While the majority of group life staff, for instance, have high school or better educations, job performance could be improved through additional education by way of broader and more intensive job orientation, attendance at workshops, conferences, seminars, lectures, and college credit courses.

Staff educational levels as they relate to the MacLaren academic and vocational programs are perhaps the most adequate of all campus and field programs. These staff must be state-certified, and their salary level

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equals or surpasses that of their colleagues elsewhere in Oregon. Consequently, MacLaren's academic and vocational programs are relatively strong as compared to other disciplines.

Interestingly, at MacLaren the percentage of staff engaged in improving their skills via technical schools and colleges is as follows: Administration - 13%, Campus Counseling - 33%, Home Life - 7%, Education - 11%, and Field Counseling - 12%.

The manpower concerns at Hillcrest School for Girls is, in some ways, not too different from those at the Penitentiary and the Correctional Institution. except for a single exceptional fact: that is, there is a conscious realization that Hillcrest is in a state of transition from a philosophy of custody and control to that of treatment. Hillcrest is the only one of our institutions operating under a new administration. The usual problems of transition are intensified in that a strong effort is being made to effect changes in staff roles, concepts, and functions. This problem is probably most severe at the houseparent level, and once again the urgency of planning and developing training opportunities for personnel at this level is clear.

Hillcrest is making efforts to improve the knowledge base and performance levels of its staff through agency staff training programs, supervision, and in-service orientation. Special consultation is being used, but there is need for expansion of this resource. For the coming biennium, Hillcrest has requested the addition of a training officer to its staff, and has projected a sum of money for supporting participation by houseparent staff at institutes and workshops.

I think all of us would endorse the concern of Mr. Pollak, Superintendent of Hillcrest, that challenge alone is no longer sufficient incentive to attract and hold professional people in correctional settings. The competitiveness of our fast-moving society makes it apparent that our field must respond competitively to the limited manpower pool available to us. This competition must emphasize the status, the opportunity, and the legitimacy of helping others in a correctional milieu.

It is as a result of its awareness of the needs and gaps in the juvenile and adult programs in Oregon that the State Corrections Division is requesting

a substantial sum of money for the 1967-69 biennium to initiate a training program blanketing all division operations. It is anticipated that a qualified and competent training director will be employed at the divisional level to take leadership in planning and coordinating in-service and advanced educational programs affecting personnel in all state institutional facilities. The task ahead is indeed a formidable one, but I believe the next two years will see the cornerstone laid for a highly dynamic and far-reaching educational opportunity system within the State Corrections Division.

### Conclusion

Time does not permit a more thorough explanation and evaluation of the manpower and training situation in the state correctional system. What I have tried to do here today is present a historical perspective on the philosophy and development of our state programs, with perhaps a particular emphasis on adult corrections. I have tried to make the point that the seeds of progress have been sowed at different points in our correctional history and many of these have borne fruit.

I have referred to the necessity for a convergence of factors or thrusts as necessary if a correctional system is to progress. In Oregon, these elements or converging forces are:

- and in fact, for the helping professions generally;
- opportunities more attractive;
- all levels and citizens in general:

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- The "town and gown" dialogue and planning now under way around the entire problem of manpower and training for the correctional field,

- The growing variety of positions in corrections demanding different levels of skills and training--a factor which makes most vocational

- The increasing emphasis on specialization which calls for a sharper definition of the tasks needing to be performed. And perhaps the greatest value here is that we, as professionals, have to clarify for the public and potential personnel just what we do in corrections;

- The almost fantastic interest today in crime and delinguency--its control, treatment, and prevention--on the part of government at

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- The increasing emphasis on the individual as exemplified through recent Supreme Court decisions, the cautious and almost sympathetic newspaper handling of the recent multiple killings in Chicago and Austin, Texas. Parenthetically, Truman Capote's book, In Cold Blood, represents another dimension of this interest in and more analytic attention to crime and its causes;
- Finally, the knowledge that history has failed to provide practical programs for the treatment of crime and delinquency. This means that there is a greater freedom and opportunity to place our emphasis on people rather than "bricks and mortar" as we try to sell our critical need today.

Thus, it is only now, as we see these converging forces, that we can finally have a confident feeling that correctional progress in Oregon can be related to improved treatment programs and the range of manpower skills necessary for the treatment tasks.

I have indicated that I think we can be optimistic about the future of corrections in the Oregon state system. I feel certain the future will see the custody and treatment elements in institutional management gradually shifted into a proper perspective and balance. This is already taking place. and it is being aided by the increased inter-disciplinary communication. demonstration, and research taking place between juvenile and adult institutions and our institutions of higher learning.

Indeed, there is good reason to be optimistic about the future. We have a good bead on our problem -- that manpower and training are essential ingredients of quality treatment programs, It is a need, too, that is salable. The public and political leadership of our communities will stand solidly behind an educational issue.

Corrections in Oregon has a history that reminds us of Oscar Wilde's statement from "Reading Gaol":

"Horrible as are the dead when they rise from their tombs, the living who come out from tombs are more horrible still."

This is a history we should not forget. But we should let Wilde's words be its epitaph.



### THE UNIVERSITY'S ROLE IN CORRECTIONAL TRAINING

by

V. K. Jensen, Director Field Placement Program Center for Social Service Training University of Oregon

I would like to take a little time to talk about a new program in which I am involved here at the U of O. Actually, I have sort of a selfish motive for wanting to do this because the program is still very much in its developmental stage and I think that what agencies, institutions, and programs already in existence have to say in response to some of the plans being made will, in large part, determine the course of the new program that is being developed. I am also very anxious to get some feedback, and will allow some time right before noon to get questions and comments from you. I know that Carl Erickson, for example, has had some experience with a program which is dermane to this discussion and I hope that he will have something to say about it.

Also. although the planned program has to do primarily with community service activities and I realize that there are people in this audience who are not necessarily involved directly in community service activities, I think that often these are the very people who, in their admittedly sometimes naive way, make the best contributions; their perception of these things sometimes is good because it is unbiased and because, like a lot of us, they are not so close to these problems and therefore gain a somewhat better perspective.

The program I'm talking about is the University's plans for establishment of a new school--a school of Community Service and Public Affairs. I want to talk about it a little bit in terms of implications of this kind of program for manpower training and recruitment.

There has been recent publicity about the school, particularly about three or four months ago when the State Board of Higher Education agreed, formally, to establish the new program; yet I have encountered very few people who know anything about it. About two or three weeks ago there was a newspaper article regarding a request for a million dollars to the new

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school for the purpose of establishing and planning the program and the donation made by one of the co-founders and publishers of the Reader's Digest, an alumnus of this University. It is interesting that since then everybody seems to know about the School of Community Service and Public Affairs.

To give just a brief historical perspective of the development of this program. Dr. Arthur Flemming, currently President of the U of O, and formerly Secretary of HEW, has made a very strong personal commitment to establishment of a program which he feels is a direct response to what has become the need for interested, well-motivated young people to enter areas broadly defined as community service occupations. I want at the outset to make it clear that we're not talking about a traditional undergraduate social work program, although certainly many people, I am sure, who would be interested in this type of program at the under-graduate level are those who will go on eventually into graduate social work training. We're not talking about corrections, per se, although certainly the corrections field will be one of the several that we'll be concerned with. I've been at Oregon since last July and just how long before I came the thinking and planning went on, I am not sure; but about the beginning of 1966, an appointed committee completed its work on drafting a proposal for the school and then it went through our own faculty where it was finally approved and then on to the State Board of Higher Education. And as I indicated earlier, by the Board's action three or four months ago, the school came into formal being. There is no plan, really, for the formal establishment of the program until the fall of 1967. This windfall of a million dollars may help speed things up.

The University of Oregon, I'm finding, is as traditional, or perhaps more traditional, as are most universities in their concern for maintaining the liberal arts concept. Some of the reactions of individual faculty members to the planned program were rather outrageous, I think. Some went so far as to say that this type of program should be at Oregon Technical Institute, the traditional how-to-do-it course, and it had no business here at all. I couldn't agree less with that, of course. Others felt that it was a radical departure from the traditional liberal arts concept,

and so on. The arguments were endless, but fortunately cooler heads prevailed and the proposal finally struggled its way to the faculty and on to the Board.

I think that all of this has come into being as a result, first of Dr. Flemming's personal commitment to the program, and secondly, because the need for such a program has become very obvious. Among other things, President Flemming is concerned that the university respond to the real needs in the community--not to perpetuate a system, but so that we may concern ourselves with what is actually going on in the world, what is needed, and then try and develop appropriate programs to meet these needs.

Tom Adams mentioned yesterday something to the effect that too often we are training for the profession rather than training for the jobs to be done. This is one of the things that is a little bit disturbing about some of the schools of social work; I think they are so committed to a model that they have lost touch with the need. Social work has had to--or should, I should say--gear itself to really very different kinds of social problems with which it must concern and for which it must train people. Tom also mentioned to use an example, some of the VISTA students' enthusiasm, their interest, their concern with contemporary social issues and problems. I have become very much aware of this and have been impressed, I guess a better word is awed, really, by the modern undergraduate's response to the social issues. In fact, I feel a little ashamed of myself many times as I talk to such students because they are so much more knowledgeable and so much more aware and so much more vitally and genuinely concerned with what's going on in the world and the need to get out and do something about it. We really haven't capitalized on this. We arrived at a point where they are very receptive to learning about these needs, but we continue to submit them to the traditional types of academic programs, allowing little or no opportunity for any real contact with the problems they should be dealing with.

The establishment of a program of this kind will interest perhaps three groups. Let me talk about them briefly, since I think they will be involved in such a program. First of all, there are those for whom such

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an undergraduate program would certainly be an enhancement of pre-professional training. These would be the students who have already decided they would like to go on to graduate social work training. I can't think of a better way to enrich their undergraduate experience than to get them more directly involved through things that I will talk about later -- a different kind of academic program--field work experiences, and so on. Gordon Hearn, Dean of the School of Social Work at Portland State, made the remark a couple of months ago that he hopes for a time when all students entering the School of Social work might be required to have participated in this type of undergraduate program. I couldn't be more in agreement with this. I think it is unfortunate that the School of Social Work has had to, in many instances, gear down its program to the level of preparation of many of the students taking the course. I don't say that disparagingly. What I am suggesting is that, because students come from such diversified backgrounds, in many cases, a common denominator has to be found, which is sometimes very difficult to do without having the program broken down to a level which is almost ridiculous for some of the students.

A second group I think we'll probably have will consist of students who may not go into any of the helping services or community service activities professionally; I'm thinking particularly of women students who leave the university and marry. I think we all are very much aware that it is these students and these young people who, very often, end up serving on lay committees and boards in the communities. I can't, again, think of anything more desirable than having them aware of and knowledgeable about some of the issues which they will be called upon to face.

Thirdly, and I think this is the largest group and frankly this is the group we're most concerned with, there are the uncommitted students. President Flemming feels that at least in the school of liberal arts, there may be as high as 40-50 per cent or more students who are uncommitted to any particular professional field when they enter the university. We're extremely anxious that, through provision of this kind of academic field experiences program, these students maybe introduced to and inspired to become involved in the kinds of program which those of you here today represent.

I think there are tremendous advantages which come through this sort I would like to digress just a moment and talk about the term "self-

of arrangement, both to the students and certainly to the agencies and institutions who would participate in involving them, to some degree, in their programs. I think it's a means by which many agencies and institutions can meet some of the immediate as well as long-term manpower needs. perpetuating." I agree with Joe Thimm that it is not a desirable term but we will use it for purposes of discussion. It is interesting to me in my travels around the state of Cregon and also in Washington state in an effort to develop some placement sources to encounter some of the old traditional arguments that are often given by agencies, particularly the various social-work oriented agencies. First of all, they are committed to a certain model for student training and they don't perceive how they can spare the staff time to train undergraduates. Providing such experience would be extremely time-consuming for the staff. In other words, they are so busy, really, or they think they are, that they don't have time to make use of inspired help, that's what it comes down to. I've had some very interesting discussions and, as a result I think there have been some revelations on the part of many people, that there is such a thing as division of labor. I think this notion is even beginning to become somewhat popular -- that if you're short of trained workers, and most social agencies are -- it seems that one of the ways to contend with this problem -because you are probably not going to get the number of trained people you had hoped for in the foreseeable future--one of the ways to deal with this is to take a look at what you're doing, take a look at the activities of your agency and ask the question whether or not, through some division of labor, you can use your more highly trained, highly skilled people in more specialized roles and open up a lot of the activities in which they are now involved to a person of some lesser training, for example sub-professional or somebody who represents a lesser degree of training. And it is amazing to me that this idea comes as sort of a bolt out of the blue for some of these people. They just never really thought of it, and the idea intrigues them. Some of these same agencies have since pledged their

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intention to participate in the University of Oregon program as it develops.

To get back to the particular program we're developing at the U of O, there are a couple of features which will characterize the program and which I would like to talk about briefly.

First, it's intended that students going through this new program will be exposed to a much broader, more of a multi-disciplinary, academic program than they now preceive. Generic, if you will. I think there are many, many students presently majoring in sociology at this university who do so because this is only the really direct route to the helping services or community service activities. I don't think it's unfair of me to say that we have a very traditional sociology department and most of these students share in our concern that what they're getting really isn't preparing them for what they're going to have to contend with when they get into the field. Furthermore, most of these students take very little work in allied disciplines. In part, this may be because the sociology department requires quite a number of hours of them and, in many cases, for practical reasons, students are unable to take very much work in what we're beginning to feel are extremely important allied disciplines.

Getting back to some things that Tom Adams said yesterday, he mentioned regional programming which would involve staff in a wide variety of activities both within and without regional headquarters, working with community and more with the schools and so on. Also the experiences that some of them have mentioned of going into the community and having almost immediately to contend with all sorts of forces, convinces us more than ever that there are other disciplines which have a tremendous amount to contribute to the total preparation of the student who will enter one of these community service activities. For example, you go into a community and perhaps one of the first things with which you need to be concerned is the local power structure. Who are the "big" people in the community and how do they affect community development and management? Certainly as an allied discipline the political science department would have a great deal to contribute in the area of power structures. Certainly psychology has a great deal to contribute, and most certainly sociology. And what about

departments like anthropology? What about communities where there are minority groups and cultural/racial factors that need to be known and understood? I think perhaps the school of journalism, too, could make a real contribution by providing a course or two dealing with the newspaper as a medium of communication, as a social force in the community, and its effect on community development. Here at the U of O we have a department of recreation management. We are being told that we're going to be automated right out of jobs in the not-so-distant future and we're going to have to deal with the problems of leisure time; what can people do with this and how can we plan for it? I would think that this department could contribute heavily to a total program which would help a person develop a broad perspective of communities and its problems. Certainly the School of Law could contribute effectively. It appears that schools of social work and professional social workers are finally realizing they have for too long been divorced from the legal profession and that it is going to be an important contributor to the kind of program I am talking about. We're also hoping--perhaps some of you here are familiar with the Antioch Program--to develop somewhat on the Antioch model with integrated field work experiences. Now, as I say, this is all very much in the planning stages and I may be saying some things here that will not be shared by all those who will ultimately be charged with the responsibility of developing these formats for the program, but let me qualify my remarks and hasten to point out that I am suggesting things which, to me, seem very important to this program. I would like to see, for example, a freshman in the School of Community Service and Public Affairs, exposed to at least a number of observational experiences during his first year. I think we could draw rather heavily on local resources; I know that here in Lane County we have some excellent programs. The juvenile court and some of the other social agencies here are conducting fine programs and would lend themselves well to this kind of relationship with students. By the sophomore year I would hope that this student might then participate in what we might describe as limited involvement or short term experiences, the kind of thing where he is spending a full day or a couple of days a week in local programs for the most part. And then, and this is again a very

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personal commitment on my part to this format, during both the junior and senior years I would hope to see this student involved in what we might describe as a block--we're on a quarter system here so we're talking about a student spending a full quarter during each of these two years directly involved in some of the existing programs, both within our own state and neighboring states.

Now I would think that at the end of such an experience we would know a great deal about this student and his capacity for ultimate professional involvement in these activities. I also would think that the participating agencies and institutions would gain tremendously from having the opportunity to introduce their programs to potential employees of these same programs. One of the things that I have been very concerned about as I've talked with educational and institutional administrators around the development program is that students not be looked upon so much as students when they come in, but as employees. Now I'll assume that most of you have some familiority with the WICHE Program. Tom Adams is not here this morning to defend it, but one of the things that has concerned me a little about the WICHE Program (and admittedly we have modeled our own program after this program, but I like to think with some refinements) is what it seems to me these kids never really got out of their student roles; they have gone into agency and institutional programs and they have been viewed very much as students and therefore less capable of being productive and responsible than the regular staff, some of whom may, age-wise, be not much older than these students. There has been a tendency to create artificial or special roles for students to take during the time they are in these programs. They're used in safe kind of roles; they're put into recreation or something where they are not likely to do too much damage. Well, I don't want to suggest that no good comes of this. I think the students actually get a great deal of it and there is lots of evidence to show that many former WICHE students are now involved in these programs--have gone to work. Washington State is a beautiful example of the effectiveness of this kind of program because it has had a large number of WICHE students in parole and institutional staffs. But what I'm saying is that I feel they get less of an experience than they're

only superficially.

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Another thing that has concerned me a little bit about WICHE is the 1. 11. 2. rather heavy emphasis placed on GPA in selection. My own experience and exposure to the WICHE kids have convinced me that too often we get very and bright but highly intellectualized kids who really make little real investment--out-level kind of investment--in these programs; that the intellectualization becomes kind of a defense. I was really concerned with what happened in Washington State a couple of summers ago. There were some students placed at one of the training schools--again, very bright, but very intellectualized kids, who I don't think really wanted to get too involved with the population, with the delinquents -- and they responded very enthusiastically to an opportunity to work on a research project for the summer because this was the way to spend their time. But I think, this was most unfortunate because these students were really avoiding something; I think the institution was a party to this, and they made a very serious mistake. They not only didn't get anything from the kids, but they succeeded in protecting them from the kinds of experience which could have been important and should have been important to all the students -- you know, finding out something about their individual capacities to work with people in a very direct and meaningful way.

But, at any rate, my position on this has been that if a given agency or institution is willing to take students in and put them into some existing role within the program, fine--this is what we want. I'm very happy to minimize their student identity during this period. I want them to be made, insofar as possible, to feel like responsible, accountable members of the staff on which they're working. And I think that this has worked out real well. In fact, I couldn't be more pleased. I would like to cite briefly one example during winter term. Incidentally, least I confuse anybody, we have gone ahead this year and operated a very modest field work program--we don't have the school yet, but there was a general feeling that the field work portion of this would take somewhat longer to develop and that it was probably well to get it off the ground in advance. So we have gone ahead kind of on a gamble because this part of the program

entitled to by being put in a position of being able to involve themselves

got under way last winter although actually we didn't have a school for it hasn't been adopted formally.

Well, as I said, we have done this -- had a few students out in the field during winter term in Washington State, Fort Worden if any of you know about it. They've had WICHE students over the years and they haven't been real happy with these experiences. They have made a number of observations about the students, about the same as I have--but part has been their own fault because of the manner in which they used the kids. They restricted them to peripheral activities in the organization. So our understanding was that our students would go there only on the condition they could do something within the program. And so they assigned as cottage staff, working in the living units, and each was assigned to a different cottage. They were set up on a 40-hour a week shift. Also it was felt that they should work hours which would make them most helpful to the institution by actually filling some of the shortages in staff. They worked afternoon and evening shifts and at least one day on each weekend--40 hours a week on a regular schedule--and for that period of 12 weeks or so they were Group Life Counselors at Fort Worden. All right, so they were group life staff and, sure, admittedly, there are some hazards in this. I was kind of holding my breath because I know what things can happen. I was really fearful that possibly somebody would try to break out and one of these students would get in the way and get hurt or hurt somebody else, possibly. But, fortunately, these were fears that were never realized, mostly because these just happened to be students who happened to have enough good sense, and they were sensitive enough to the program of the kids that they made sure they found out about a lot of what was going on before they began to try to move in. As I say, I am really tremendously gratified with the results of this. I couldn't even begin to describe to you the growth that these kids realized, the changes, the really notable changes, in just a period of 12 weeks.

As far as the academic tie with all this, I don't know whether I would get too much approval from some people within the university of this particular arrangement; I think many would be concerned that there was not enough academic focus. But in order to emphasize each student's direct involvement as a responsible person, we've had to kind of play down the academic work a little bit. I did mention logs--now this again is something that I have learned from the WICHE experience and I think it's a good way to handle it. Maintain daily logs of activities; then at the end of the term ask them to do a brief paper. The logs were tremendously revealing as you might expect. I urged them, although this was difficult for them to do, not only to chronicle their activities but to begin to make some observations, to react, to question very critically what was going on. These logs became the focal point for discussion as I met with them.periodically. It seemed to be a fairly effective way of handling this, for me to get some feedback from them and for them to get another perspective of what was happening to them.

We concerned ourselves with trying to develop an awareness in three major areas: First, we try to make the student very aware of a given population. For example, if the student says he is interested in working with delinquents, or he's interested in working with the mentally retarded or mentally ill, then I think that we're obliged to try to offer an experience which brings him into maximum contact with this given target population, an experience which provides maximum exposure to a given group. This is what I like about the cottage-parent roles or the ward aides or whatever they are called; those jobs require them to work very directly with a large group of people. I think this is particularly true in working with delinquents who were all aware they were a very peer-grouporiented animal. To really understand delinquents takes unusual perceptions and communications, one really needs to work with him in what, for him, is his natural group--the peer group. Sometimes a student is given a very select little caseload of three or four kids with whom he'll work individually but I can't believe he would even begin to learn as much about kids and how they operate and how they communicate as he would in a situation where he is involved in a larger group and where he gets in on a lot of the group interaction, what occurs between them. So, for one, we try to develop a great deal of awareness within a given group. Now this is kind of superficial, I realize. But the students see lots of different kinds of kids, all sorts of sizes and shapes, all kinds of

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problems, all kinds of backgrounds. At least it's a very broad exposure. Remember, we are talking about undergraduates; there are things we can do and things we can't do even in a period of 12 weeks which is a pretty big chunk of time, but at least I think we can give them a good, broad exposure to the target group which they couldn't get otherwise.

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Secondly, we try to develop awareness of the student's part in the organization; of the institution or the agency as an organization--one of society's formal responses to a given problem. The days of individuals helping other individuals with particular problems are all but gone, and it seems that for every problem that exists there is some sort of a formal organization or body to respond to it. I was really impressed with how perceptive these kids were of the organization. They very quickly identifield communication problems; they very quickly identified the effect of administration on the ultimate service being offered to kids; they recognized that the very personality of a given administrator affects both the staff and the kind of work they do with kids. They saw the importance of trying to understand administration, organization, and particularly the organizational communication. That is really a very important variable because if they're going to go out and work with any of these kinds of activities, they are going to work with some kind of formal machinery. That is why we're concerned with trying to make them aware of this machinery.

Thirdly, and I am sure this is probably the most important area and it's probably the hardest one to measure, we try to develop the awareness of one's self which occurs. A lot of interesting, some funny, things happened with all the kids we've had out this year. They have suddenly become very aware, sometimes very painfully aware, of themselves. Some who obviously lacked confidence when they started out turned into tigers by the end of 12 weeks. They exuded all sorts of confidence and enthusiasm. Other kids who felt they "knew it all" found out they didn't, and they were able to be a little bit humble about it. One thing I'd like to say, and I mean it in a very complimentary way, about delinquents is that they quickly make you very aware of yourself. These kids really found out what they were all about in a hurry too, from their exposure. And this has been true in some of the other settings as well in which the students have worked so far. So I guess really what I'm saying is that there is a key word that would describe all this--it is <u>sensitized</u>. I don't believe we can make professionals out of them in 12 short weeks, but I think that we can make them extremely <u>sensitive</u> to a given group and to the organizational machinery and that they can become personally more <u>sensitive</u> and aware of their particular strengths and limitations.

Now I don't want you to go away this morning thinking that I'm suggesting to you that this is a model program--it most certainly is not. But, as I mentioned earlier, I have selfish motives in wanting to talk about this a little bit because I want your reactions to this kind of thing, what you see in it. Perhaps some of you have had some similar kinds of experiences with students that you can talk about to us. I think we have a lot to learn about how to develop and conduct a program of this kind. There's nothing really new in all this, I mean as far as the work/ study or classroom education concept is concerned; there are lots of such programs throughout the country. What I do find, though, is that in most of the schools who have these cooperative education programs, as they're sometimes called, like Antioch or the work/study thing, they have been developed primarily for students in Business or Engineering fields. I think the U of O is the first to develop a program of this kind which concerns itself exclusively with the community service occupations. Please don't ask me to define this precisely; I think most of you can come up with about the same definition of community service activities. Again, we're not talking about traditional social work activities only, we're not talking about corrections only, but we're talking about the multitude of things or jobs that relate to people and their special needs...the War on Poverty has brought on all kinds of new jobs and new activities we hadn't conceived of a short time ago.

I'm really convinced, and I think the WICHE experience has borne this out, that this proposed program is a means of bringing students into contact with opportunities and, to some extent, of letting them learn about the excitement of working in helping services, in the corrections field, and in some of the other social work activities well in advance of having invested four years of his time and energies in acquiring a degree which

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may not really prepare him to do anything. This program would give the student an opportunity to find out, to find out about himself, and to find out about the one really important thing that can't be determined through a traditional academic program and that is whether he, in fact, has the emotional capacity to work with people. I would think that social agencies and institutions would be rather delighted if this division of labor idea becomes popular and the emergence of the sub-professional develops. I would think that agencies and institutions would be extremely enthusiastic about this "new breed of BA's." I borrowed this term from an article in the NEW REPUBLIC, I guess. It was a very interesting article about the new breed of BA's and what's happening in the universities and how what the students are demanding, is beginning to affect the kinds of programs that are being offered. These kids are getting louder and louder; they're rattling their cages. They're not satisfied with all this trivia any more. They see real problems with which they might learn to contend if given some answers and some realisitc preparation and hopefully they're going to get it if we can impart this kind of program.

But I would think that agencies would be concerned with this approach and would want to have an investment in it, perhaps as to the quality and nature of program to be provided, because we are talking about turning out somebody, who, at the end of four years with a bachelor's degree and with this broad academic program behind him, is highly sensitized academically as a result of this kind of program as well as more personally sensitized due to the field experiences in the kinds of things with which he will be dealing. And I would think that those who are on the other end will be very much concerned with what kind of products are going to turn out and whether people can, in fact, be put to work doing things right now. We've created an unfortunate kind of system where we are forcing students who want to go into community service kinds of activities to have to think immediately about graduate training. They're really sort of locked out; the system is beginning to rigidify, in a way, and I'm not at all convinced that there are jobs that he can do. I say this because of the experience we have had, but the fact remains that, given the opportunity to get into jobs that mean something and that have a direct relation to what's going

on, these graduates are tremendously productive only because they're inherently bright and sensitive and they can do things, given an opportunity consistent with their abilities. We've got to quit treating them like babies and acting as though they have no capacity to make any contribution at all until they've had at least a couple of years' experience <u>after</u> they get out of school or graduate training.

I had thought about talking a little bit on the university's responsibility with respect to the matter of in-service training. I don't think I will, however, since time is running out and I'd like to get a little bit of feedback from you. But Joe mentioned this and I heartily agree, the university has an enormous responsibility in this area which it is not yet meeting, Just how this is going to be carried out I'm not sure. I'm encouraged by what I think is sort of a healthy step in the right direction. Joe and I were part of a larger group that met here on the campus a month or so ago, representatives from the Division of Corrections, university people. What finally came out of that meeting was agreement to agree and get on to the business of at least concerning ourselves with how each can help the other. Maybe the answer will come in the form of short courses, maybe the university has to take its resources and go out into the communities, go out into rural areas, to smaller programs that are sort of isolated, geographically, from the centers of training, and present programs. I'm not really sure. I think there are lots of possibilities as to how this can be carried on, but the point is that the university has this responsibility and hopefully it will begin to meet it. Again, I think that the establishment of this new school and its program will provide the impetus for the university's involvement in many other things.

I will conclude on that note and ask if there are questions. I'm particularly interested in your response to all this and I hope there will be some discussion in your groups this afternoon about it.

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### CORRECTIONAL MANPOWER IN OREGON

Duane Lemley, Consultant Oregon Council on Crime and Delinquency

I feel a little funny up here with two empty chairs and three microphones; anyone who wants to come up and sit here would be welcome. I think Tom Adams did a remarkably good job this morning in setting the stage for the challenge which faces us in corrections. Some of the very sericus problems that we, who have chosen this field for cur career, have to face were eloquently spelled out. I hope that all of you took notes of some of the things that Tom had to say because they provide food for thought.

As I understand my responsibility, it is to share with you some of my observations about the professional manpower situation in Oregon. I might say that there are many people in this room that have given me the information I have regarding the professional manpower situation.

I might say first that the last several years in my work with a group of citizens as consultant to the Oregon Council on Crime and Delinguency have been exciting ones for me. I've seen the field of corrections in Oregon gain in stature; I've scen the public become better informed about it. There have certainly been some developments that are very important, including the creation of the State Corrections Division. It provides the structure to do what Mr. Adams recommended, i.e., coordinate planning so that all correctional programs impinging on the offender are appropriate and related to each other. Independent programs, each with a piece of the correctional responsibility, make planning unnecessarily difficult. I think that Oregon is beginning to recognize that structure is important and that good central leadership is essential. Also, the philosophy behind the creation of the Division of Corrections firmly placed emphasis on the development of community services. Future programs must move us from the tactics we have followed of removing people from society, holding them in custody, and somehow expecting something magical to occur to help them learn to live again in society. I am not saying we should replace the institution which is required for a certain percentage of offenders. What I am saying is that the leadership of the state must increasingly accept the responsibility for helping communities develop programs. There is growing recognition that the offender is a human

being with value, whether he is a child or an adult, and that something can be done to assist this "important person" who has offended to learn to live within the legal limits set by society. I think it is also important for the leadership to begin to understand that it takes people working with people for much change to occur; that people who know something about other people are required. This is central to the challenge we have been given today.

We still have some problems, however, in this matter of public understanding and support. One of the central goals of the Council on Crime and Delinquency with whom I work is to help citizens become personally involved in and informed about the needs in this field. It is the public, the citizen, the legislature, that decides what kind of support the correctional field will have in dealing with the offender. This support must be both financial and attitudinal. All of you know, whether you are a juvenile counselor, a law enforcement officer, or a judge, that the offender spends much more time with many other people than he does with the counselor or with the judge. How these people react to the offender is a very key and essential part of the whole operation.

Tom mentioned this morning that it is of critical importance that the offender be given employment opportunities. We have to help the public accept the possibility of a first failure or second failure or even a third failure. The public must at least hope that each failure is the last and be willing to continue trying to help. There is a tendency to give up on a person who has a long history of offenses -- the doors to reintegration into society are too often closed.

We do have a long way to go. Some people with whom I've talked justify their negative view of the offender by reasoning that he violates the criminal law by choice and so should have to face severe sanctions; he doesn't deserve the public concern and assistance. I think that some of those same people might regard a person who decides on the correctional field as a career, a misguided do-gooder,

The July, 1966, issue of "Crime and Delinquency" is given over entirely to a discussion of manpower in the correctional field. In an article in this publication by Gilbert Geis, who is a sociology professor at California

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State College in Los Angeles, and Elvin Cavanagh, who is research assistant at California State College, the following statement is made and has some truth in it:

"In contrast to correction, the practice of medicine, dealing with the 'involuntary' ill, is accorded and has arrogated to itself by diverse tactics a high degree of social esteem. This esteem probably derives from, among other factors, the perceived efficacy of the work, its enterpreneurial nature, and more particularly its potential value for all citizens, especially at times of sharp personal crisis and need."

I think it is quite easy to rationalize that the kind of people who break laws are not anyone I know or anyone I have in mind--but the matter of physical illness--this is apt to happen to most anyone. This may be a significant factor in the high status of the medical profession.

Geis goes on to say that:

"It is quite possible that the major resolution of the manpower problems in corrections lies not in the enlargement of financial rewards and benefits, the subject of so much attention, and not in increased educational requirements, but in an altered definition of the importance of the work to the society and particularly its importance to correctional clients. It may be true, for instance, that devices aimed at restoring civil rights of the convicted felon, including the right of a prison inmate to vote, would be a considerably more efficient recruitment procedure than the incessant jockeying for more mundane competitive advantages among those sources attempting to recruit from a similar and limited personnel pool."

I don't go along entirely with Gilbert and Geis. However, I do think that several thousand offenders, if they had the power to vote, might represent a small power block.

One of the things that is clear, though, in thinking about this matter of status in the correctional field is that the problem is not this simple. For example, the public has different views towards groups of offenders and different ideas about how different groups of offenders should be treated. I think we can all agree that the public, in general, has more hope for the young offender who appears in juvenile court, than he does for the adult offender who appears in misdemeanant or felony courts. One of the reasons for this attitude is the view that the adult is old enough to know better, while a child who comes into juvenile court hasn't yet reached this level of maturity. Also the tendency of many persons is to use as the frame of

reference their own life situations. To them it is incomprehensible that anyone could actually contemplate committing a felony such as armed robbery, or burglary. This possibility just doesn't fit in their frame of reference--it isn't the kind of thing they can understand. I am confident that few who hold this view have personally known an offender. One can take a very inaccurate view of another person if one doesn't know him personally, and can assign to him a variety of attributes that are untrue. The data one has are often obtained from reading the descriptions of offenders in the newspaper. I recall the experience of a county welfare department which serves to

further illustrate this point. The staff were very concerned about the somewhat punitive decisions the county welfare commission was making regarding treatment of persons applying for assistance. The staff decided a good thing might be to provide an opportunity for the welfare commissioners to actually travel with the caseworkers to the homes of some of the welfare recipients. After this was done the commissioners began to understand these people and some of their problems; people who were struggling to raise their families and to maintain their dignity--who were trying to succeed in a world which had provided limited opportunities for them to learn and limited opportunity for them to know success. Firsthand knowledge enabled commissioners to have a much more accurate view of welfare clients. I think we must do something of this kind in corrections. We must provide opportunities for volunteers to get to know people on parole and probation and in our institutions. Once they begin to understand that offenders are people with problems which must be solved if their behavior is to be changed, we will get their support for sound correctional programs.

Even if the ideal situation existed, that is if the public recognized there must be a fairly massive outpouring of local, state, and federal funds to raise salaries, to upgrade skills and training of personnel, and to spread innovations through demonstrations, the field of corrections still would not have the supply of qualified professional personnel it needs. As Milton Rector, who is director of the National Council on Crime and Delinquency, said in his preface to the book "Manpower and Training" published by the Council on Social Work Education in 1966:

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"The need for trained staff has greatly increased in the past decade because of the general population growth, a continuing rise in delinquency and crime, and an increasing demand on the part of the public that the problem be dealt with effectively. At the same time, the existing manpower supply in corrections is being tapped for anti-poverty programs and training centers. mental health programs, mental retardation services, and social problem prevention campaigns. Personnel essential to correctional rehabilitation include teachers, social workers, psychologists. psychiatrists, lawyers, sociologists, management and training specialists, and thousands of non-professional but equally important persons with special skills in designing prevention programs. The situation has become so acute that it is impossible to staff Au new or existing programs adequately in most jurisdictions."

I would say that this comment holds true for Oregon. Some of you might want to argue with me on this.

In NCCD's recent Study of Court Services for Families and Children in Oregon, a major finding was that staff, adequate both in terms of quality and quantity, were simply not available, in part because of the inadequate financial resources of the courts.

Tom mentioned some of the strategy that is developing to deal with this problem. I don't take the position that different approaches involve less effective substitutes for all the trained staff we would . like to have. Some of these ideas may well represent better approaches to the problem. The example I'm really quite enthused about is the extensive use of volunteers by juvenile courts. I think the trend toward the wise use of the skills of volunteers is healthy, not only in terms of giving additional services to children who are wards of the courts, but also in helping more people in the community understand the needs of these children and what juvenile courts are attempting to do. The juvenile court counselor, to be effective, needs a great many community resources and staff. Mental health clinics, halfway houses, group homes, foster homes, family counseling services, vocational training programs provide special and necessary services for some of these children and their families. I suppose the key is coordination and working together so that children and families who need help get it.

Now, I am not a training specialist and I don't plan to go into a dialogue which would not be accurate about the particular skills that a person in a professional field should have to carry out a particular role. I am convinced,

however, that there will be a continuing demand for qualified, professional people from the behavioral sciences, i.e., social work, psychology, socielogy. This will be true even if the use of volunteet is greatly expanded, and community resources developed.

In the first place, juvenile court personnel and parole and probation staff must continue to assume responsibility for accurately describing the offender's problems. They must know how the problems an offender has relate or contribute to his present situation. They must know what factors in the offender's environment must be altered if he is to successfully adapt. Further, staff need to know when no further action is necessary. I subscribe to the view, which needs further testing, that we damage some law violators, particularly children, more by taking official action than by doing nothing except warning the offender. Often, a single contact by a law enforcement officer is adequate to help a child learn that his behavior was not appropriate. In other cases a hearing before a judge, particularly if the judge has adequate time to get acquainted with the child, may be all that is required. I've heard it said that sometimes persons who take courses in human behavior and human development become much more attuned to noticing behavior problems which might indicate more serious problems in the future and so are prone to take more drastic action than might be called for. It is sometimes difficult to determine when problems are short-term and are part of a normal development process. We must be careful that we don't read into everything that a child does a lot of abnormality which really isn't there. I think we need to take a look at ourselves now and then as to whether or not we might be overreacting. We must continue to sharpen our skills toward the end tindt we become appropriately involved with children who need the services of the courts and correctional agencies. In my judgment, which is concurred in by the National Council on Crime and Delinquency, the most appropriate training for juvenile court counselors is a graduate degree in social work. However, as reports from the U.S. Children's Bureau and NCCD make clear, there will not be enough social

workers in the forseeable future to meet the need.

Since there will not be enough trained social workers to do the job the question arises as to what positions in juvenile courts should be filled by

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trained social workers to insure that the services will be upgraded as much as possible. The U.S. Children's Bureau in its 1966 publication "Standards for Juvenile and Family Courts" makes some recommendations which are of interest. The most important position to be filled by a graduate social worker is the director of court services. The Children's Bureau's reason for this is, and I quote: "From this vantage point a fully trained competent person can influence developing court policy, can oversee the work of

his subordinates and be in a position to deal effectively with social workers in other social agencies, schools of social work and other professionally oriented groups."

The next most sensitive position noted by the Children's Bureau is the director of intake. This position is crucial because this person has the important task of determining what is needed without unnecessarily interfering in the lives of children or their families.

I think that we do have a responsibility to the public that we don't go so far as to not permit children to make mistakes that all children must and do make in growing up. In addition, careful screening of cases referred to the court can save unnecessary work by appropriate and prompt referrals to other social agencies for needed services.

Finally, the Children's Bureau felt that an important place for the trained person is in the staff training area. A great deal can and should be done in this area. However, Oregon's courts, in many instances, even if there was some consolidation of programs, would have relatively few staff. It is clear to me that the state must play a key role in staff training and development.

Those of you who know something of the program of the Oregon Council know that one of its major action programs is to improve court services to families and children in Oregon. As many of you also know we have prepared a legislative proposal which in our opinion will provide a better structure than is now the case in Oregon to accomplish this end. I have with me several copies of this proposal. We have mailed many of them to the courts and I am hopeful that most of you have received a copy. Therefore, I will speak only in general terms about this proposal and try to make some points that have significance in terms of personnel.

Earlier in this presentation I mentioned that the state should play a role in staff training. Our legislative proposal as now drafted does call for a state staff to provide consultation and administer state aid to court districts. This state staff, which would be a new division of court services, would be responsible to the State Board of Control. Actually we are not at all certain this is the proper placement. Such placement might facilitate independent consideration by the legislature. However, the state staff could also be lodged with the Corrections Division for a number of reasons. These are:

- new divisions under the Board of Control.
- 2. The Corrections Division already has responsibility for the MacLaren and are closely related to juvenile court functions.
- Division.
- 4. It is very likely parole and probation staff will be transferred to the Corrections Division increasing its ties with circuit courts.
- would facilitate more effective coordination with these backup resources for the courts.
- 6. The Corrections Division, like a separate division under the Board of Control, would gain the benefit of many common administrative and research facilities.

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1. The legislature tends to oppose creation of new state agencies or even

Hillcrest personnel and programs including aftercare (probation) which

3. The Corrections Division at present has broad authority and responsibility to provide consultation to Oregon communities in the prevention, control and treatment of crime and delinquency. It has been suggested that it might be desirable to change the name of the Corrections Division to the Division of Corrections and Court Services if the state involvement in court services as envisioned in our plan became a responsibility of the

5. The courts at the local level will coordinate with and rely on activities and services of the local mental health clinics, welfare agencies, and schools which, at the state level, have administrative staffs comparable to the Division of Corrections. Having the state staff functions provided under a state agency with the stature of the Division of Corrections

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Another alternative is placing the state staff under the jurisdiction of the Supreme Court. Justice McAllister, however, has indicated to us that the operation of this type of an administrative agency is not a proper role for the Supreme Court to play. Others have said that from a technical standpoint the staff function is not judicial and therefore should be under the executive branch.

We are involved in a number of discussions with the bar, judges, juvenile court personnel, public officials and citizen groups with intent to receive their views on this and other issues.

The Oregon Council on Crime and Delinquency in putting together this package, which is in large part based on the NCCD Survey of Court Services for Families and Children in Oregon, had in mind several important principles derived from extensive consultation.

The first principle was that as much local control as possible should be maintained. The proposed bill specifically affirms that the circuit court judges are to have total responsibility to hire and fire their own staff. The governing body of the county and the circuit court are to develop locally a plan to improve court services with state funds. The proposed statute allows much latitude in approving requests for aid. Also, each circuit court will, for the most part, pick its own timetable for transition to consolidated family jurisdiction with the exception of juvenile court jurisdiction which would occur upon passage of the proposal.

The second principle is flexibility. We realize there are differing needs and problems in the various circuit court districts in the state, each calling for somewhat different solutions. The legislation proposed allows for considerable flexibility.

The third principle is that state financial participation should be a permanent and not decreasing factor. In fact, we would encourage an annual increase in state financial participation until the state is providing a full 50% of the cost of the court services and facilities, including purchase of care or contract agreements with other agencies. The 90/10 matching formula would be the ratio of state and local funding of expanded or new programs over and above the 1966-67 county expenditure until this 50/50 ratio is reached.

The proposed legislation does not spell out in detail just how the staff services are to function in the expanded court service program we envision. This we feel will evolve as the program develops. The key people will be the circuit court judges who will have the basic authority and responsibility for initiating and carrying out improved programs. We hope and expect that the court directors and the state consultative staff will provide stimulation and considerable guidance to the judges toward this end.

Finally, without trained and competent staff no program such as proposed will work. The NCCD study recommended that staff should be doubled to meet present workloads. We know that such people are now limited in number which is one of the reasons we have provided for a six-year time period within which this program can develop. If you have specific questions on the proposal, I would be pleased to respond to them during the question and answer period.

Mr. Thimm presented to you some of the plans the State Division of Corrections has regarding the personnel situation in the state correctional institutions. I might just say in passing that the personnel needs in the adult parole and probation field are equal to if not greater than those found in the juvenile court field. Workloads are at least double the recommended standards.

I would like to say a word about one of the significant areas of correctional reglect and that is misdemeanant courts. It has been estimated that 95% of the American crime problem appears in the misdemeanant courts with little being done in terms of services, perhaps because the problems seem too small and too unimportant when they appear in these courts. The problems to be resolved for the misdemeanant offender must cause us to examine the place of the so-called lower courts in the total plan of court organization. Exploration of the needs of these courts will bring us, I am sure, to apply the skills at intake screening which have been developed first in the juvenile courts, and the intake controls for adult detention which have proven so effective in controlling the intake in juvenile detention. We must consider the need to move the jail into the correctional complex both to serve as diagnostic centers as is now true in juvenile detention and to serve as short-term treatment institutions. A vast number of qualified

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staff, including judicial, would be required for this effort which has only been started in Oregon, primarily in the Portland municipal court and the Multnomah County Corrections Institution.

One final point, the pressure for personnel in the correctional field whether it be juvenile or adult is based in large part on what the legislature determines are the conditions which call for the intervention of the judicial system. In the juvenile field, for example, every year a number of proposals are made which could greatly increase the number of children who would fall under the court's jurisdiction. An example might be the growing pressure to raise the minimum driving age from 16 to 18. Another is curfew regulations which are appearing more and more. From time to time it might be a good idea to take a look at the substantive laws which have so much to do with the numbers of children who appear in juvenile courts.

In the adult field, serious question is now being raised as to whether matters such as public drunkenness vagrancy and certain types of sex offenses should be crimes and therefore the responsibility of the correctional system. There is some interest in Oregon for the development of a commission to take a look at the state's definition of crimes. A change in some of these matters would again make a great difference as to the workload of the correctional system and so might significantly change the personnel requirements.

Again may I say that I appreciate this opportunity to discuss these matters with you this afternoon. Thank you for your attention.

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Nelson, Martha Lane County Youth Project 1901 Garden Avenue Eugene, Oregon

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Ostrom, K. W. Director Marion County Juvenile Dept. P.O. Box 2326 Salcm, Oregon

Page, Lawrence High School Principal I.E. Banon Union High School 1173 Grove Street Lebanon, Oregon

Parkinsion, Mickael Benton County Juvenile Dept. 118 N. 5th Street Corvallis, Oregon Payns: Eleanor E. Graduate Student University of Oregon 2176 Charnelton Street Eugene, Oregon

Penhollow, D. L. County Judge Juvenile Court Bend, Oregon

Peterson, Donald G. School Counselor Dixon United School Dixon, California

Redd, Amos Superintendent MacLaren School for Boys Rt. 1, Box 37 Woodburn, Oregon

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Sprague, Frank H. Teacher Washington School District Sacramento, California -62-

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Stewart, Katherine Public Schools Rt. 5, Box 804 Eugene, Oregon

Welch, Gordon L. Director, Juvenile Dept. 204 Evans Oregon City, Oregon

Wells, Murle R. Principal Lebanon Jr. High School 60 Main Lebanon, Oregon

West, Edward Counselor Lane County Juvenile Department 772 E. 38th Eugene, Oregon

Whitney, Larry Student University of Oregon 750 E. 18th Eugene, Oregon

Yasui, Roy University of Oregon 1553 Arthur Street Eugene, Oregon

Young, Vanice Clackamas Juvenile Dept. 2121 Karen Road Oregon City, Oregon

Zimmerman, Dennis M. Student University of Oregon 3735 East 22nd Eugene, Oregon APPENDIX B.1

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TRAINING NEEDS ASSESSMENT FORM

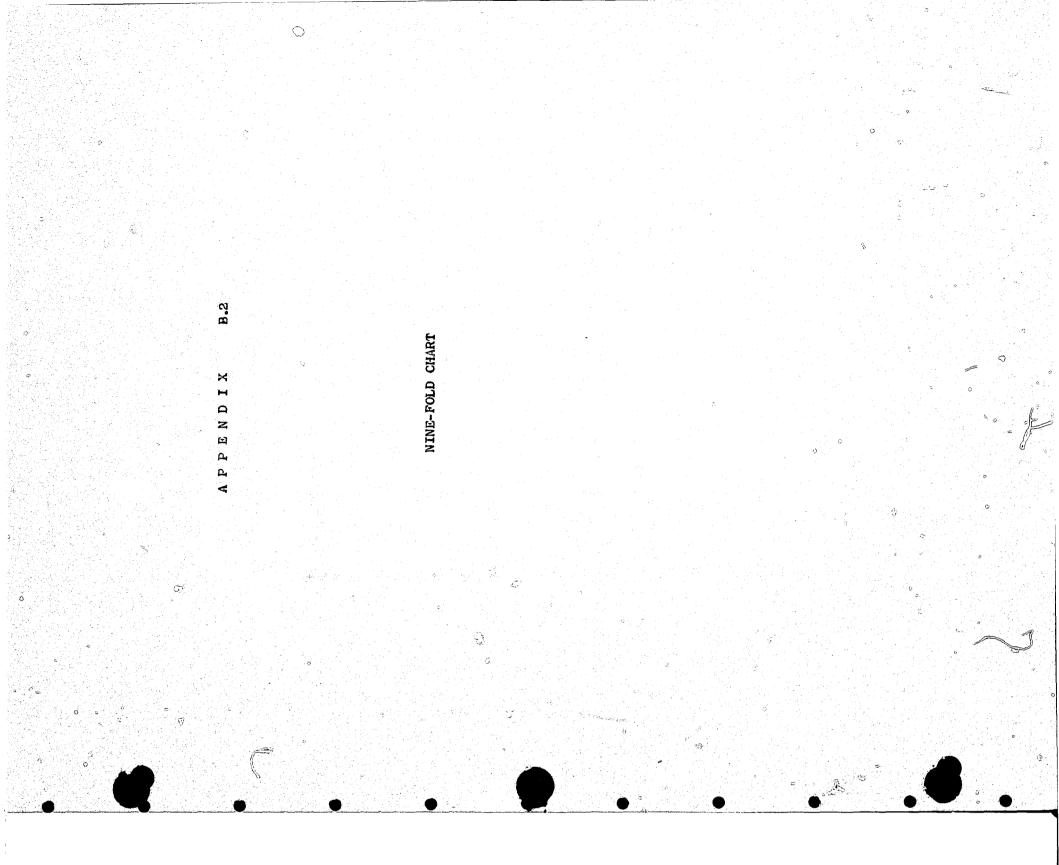
The Training Needs Assessment Form is useful in assisting staff members to jot down the training needs of certain staff positions and ways to meet these needs.

It is suggested that the training officer start with supervisory personnel and have them complete this form on all staff under their supervision.

-2-



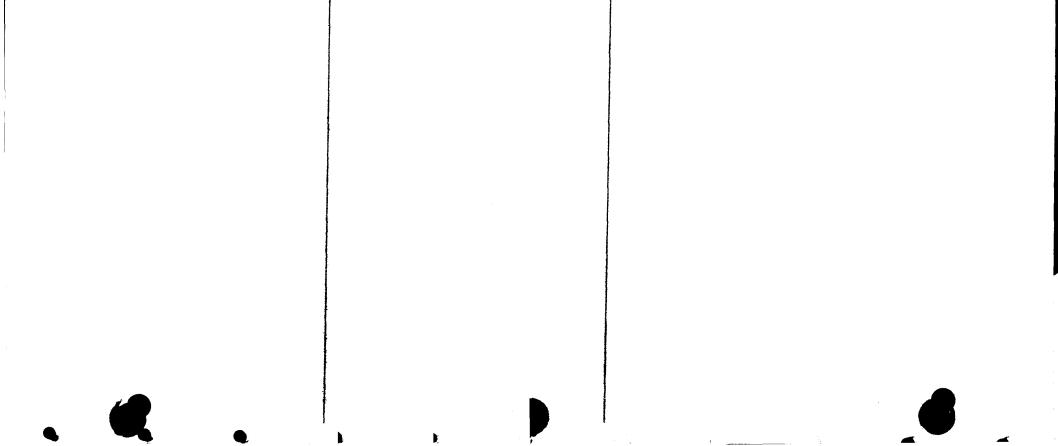




APPENDIX B.1

TRAINING NEEDS ASSESSMENT FORM

STAFF POSITION	TRAINING NEEDS	SUGGESTED TRAINING CONTENT AND METHODS
	· · · ·	



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# NINE-FOLD CHART

		FOR	
BY	ADMINISTRATORS	SUPERVISORS	DIRECT SERVICE PERSONNEL
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	and the second sec	an singlement and	and the base shift at day
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	March of State of Table of Tab		

This Nine-Fold Chart can be used by the training officer to organize staff thinking around their perceptions and others' perceptions about such things as:

--Job functions;

--Training needs and solutions; --Skills that are required for different jobs; and numerous other subjects that will need addressing during the developmental phase (for examples see pages 38-41).

B.3 APPENDIX

# PRE-SENTENCE REPORT GUIDELINES

Use Pre-Sentence Investigation form. Some of the information cannot be filled in until the case is adjudicated and will be filled in after the pre-sentence investigation has been presented to the court.

- I. Circumstances of Offense

  - B., Date and method of conviction
  - C. Plea or trial
  - - 2.
    - 3. Length of time in jail

(Arrest reports and other official statements should be summarized. Avoid use of legalistic language.)

A. Crime for which the defendant was convicted

D. A brief description of the offense itself (not limited to information filed by the prosecutor)

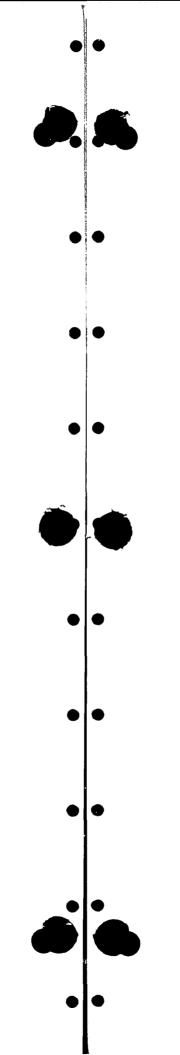
1. Indicate place, date, and circumstances of arrest

Whether bail was permitted

II. Defendant's Version

- A. Description of his version
  - 1. Attitude soward offense
  - 2. Version of its cause

(Not necessary to present verbatim, but take care that defendant's explanations are portrayed accurately.)



III. Prior Record

(Sources in information must be specifically indicated. Prior arrests and convictions should be listed vertically. Any special explanations either by the defendant or other sources which are pertinent may follow the listing of the record. No pre-sentence investigation should be presented without an official transcript of the FBI record or a transscript of the State Bureau of Criminal Investigation record and local criminal records.)

### IV. Family

- A. Family background and personal history of the defendant in relation to family or other immediate groups.
  - 1. At outset list immediate relatives as well as their age, address, and relationship.

		Birth	Birth	
Relationship	Name	Date	Place	Address

- B. After listing relatives, the following is generally covered with emphasis being on the factors, past and present, which most influenced the personality of the defendant. (Following subheadings are merely for explanation, but may be utilized.)
  - 1. Parents
    - Birthplace of each a.
    - Relationship to each other (marital, etc.) b.
    - Brief personal history of each c.
    - Present situation d.
    - Attitude e.

### 2. Siblings:

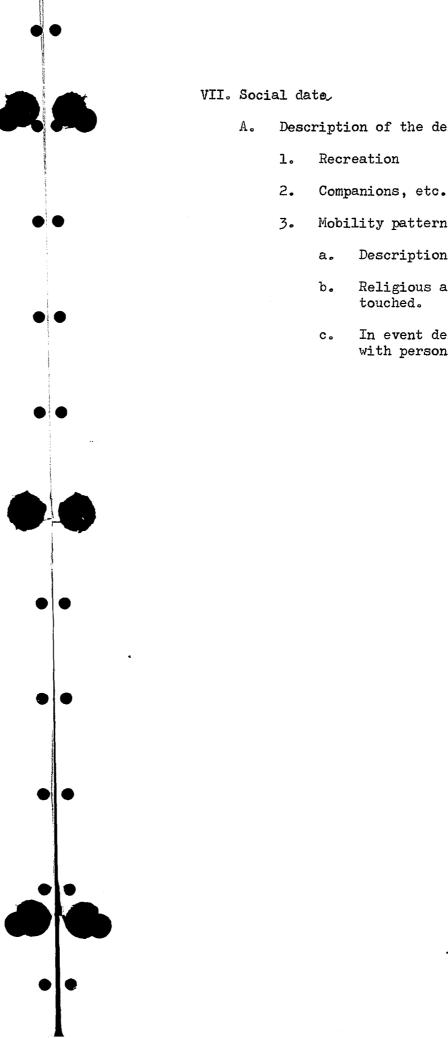
- Relationship to each other a.
- Brief personal history of each b.
- Present situation c.
- Attitude toward defendant d.
- Birthplace of each e.
- Personal (development of defendant) 3.
  - Birthplace and date a.
  - Early personality disorders or physical disabilities b.
  - History of relationship with family C.
  - Attitudes toward family and present d.
  - Date left home and reason e.

# CONTINUED **NF 9**

- V. Marital
  - A. Describe marital history of the defendant, includes:
    - 1. Place and date of birth of spouse
    - 2. Personality characteristics of spouse
    - 3. Attitude and relationship with defendant
    - 4. Also history of any children, including their age and attitude between them and the defendant.

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- VI. Education and employment a general chronological description of education, military, and occupational history of the defendant.
  - A. Specific dates
  - Defendant's attitude toward each Β.
  - Source material (Teacher's comments, employers comment, Army C. record, etc., should be included.)



A. Description of the defendant's social habits such as:

Mobility pattern of defendant

a. Description of present dwelling should be included.

Religious affiliations and attendance would also be

In event defendant is not married, his relationships with persons of opposite sex could be described here.

### Mental and Physical: VIII.

- - - ----

- A. As much medical history as possible
- в. Manner and attitude of the defendant should be described
- C. Apparent intelligence and personality characteristics should be noted
- D. Psychiatric reports and similar material included if available



- IX. Resources

  - i.e. 1.

4.

- 2.
- 3.

- 8 -

A. A tentative list of resources in the case should be outlined indicating various possibilities available.

Interested parties

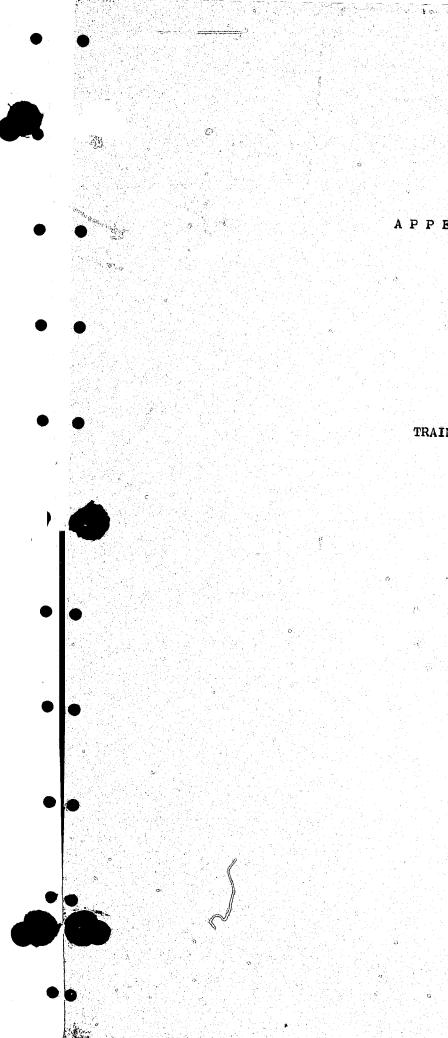
Employment opportunities

Available housing, etc.

Sources of material should be clearly indicated. (It is important that a probation program be listed even if the recommendation is against probation.)

X. Evaluation

A general evaluation which should touch on important patterns in all other sections. An attempt to bring together the prior material including the resources available and should lead to a recommendation if it is desired by the court.



APPENDIX B.4

TRAINING CHECK LIST

APPENDIX B.4

TRAINING C	HECK LIST
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	DATE		
	HOURS	TO	AM/PM
PROGRAM NAME			
SPONSOR			
NUMBER ATTENDING			
SPONSOR			
LOCATION			
TYPE OF TRAINING SESSION:			
INSTITUTE			
SEMINAR	FI	OOR PLAN	
WORKSHOP		N	
LECTURE		N	
GENERAL STAFF MEETING	·		
OTHER	·		
EQUIPMENT:	W		Е
CHAIRS	·····		
TABLES			
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T ELEPHONE			
FLOOR		S	
EASEL			,
BLACKBOARD	MEALS:		
CORKBOARD	BREAKFAST	الأورينية المتحدين وتوريب عند ستعيروه كو	and the same in the same
FELTBOARD	COFFEE	بسيبي والمعاقلة مشتقا معاول والمعاو	واوار خارج مع الكاري
PARKING	LUNCH		
NAME CARDS	DINNER		
AUDIO VISUAL:			
MOVIE PROJECTOR			
SLIDE PROJECTOR			
OVERHEAD PROJECTOR			
TAPE RECORDER			
T.V.			

OTHER

Е

(FOR ADDITIONAL NOTES USE BACK)

# END