The 16 research reviews which pertain to vocational education for the disadvantaged are organized under these topics: (1) Manpower Development, which reviews manpower forecasting, employer policies and practices, and training in selected apprenticeable trades, (2) Training the Disadvantaged, which discusses the effect of prevocational training and family service counseling, motivating trainees, adapting military instruction for those with low mental ability, work adjustment of hardcore unemployed, employment opportunities provided by municipal governments, industry hiring requirements, and effectiveness of a comprehensive manpower project, and (3) Training Disadvantaged Youth, which includes a review of the Neighborhood Youth Corps and its benefits, a teacher education seminar, and problems in transition from school to work. "Plain Talk," a continuing column by the editor, discusses the future of the "Research Visibility" series, G.I. research, and womanpower. An additional 18 studies and ordering information are included in the bibliography. (SP)
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Vo-Ed for the Disadvantaged

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George L. Brandon, Editor—Marsha Golden, Research Assistant
PREFACE

Manpower Development/Vo-ed for the Disadvantaged

Punch Lines In RV Reports. Lost in the maze of data and cold statistics, critical implications and issues too often fail to reveal themselves in research and its reporting. Ponder the following from this month's RV:

- A program of preparation for employment might, therefore, be more likely to center in general than in vocational education. It is significant that this has been the case with most foundation-financed experiments in employment-related education. (Mangum)

- The dichotomy sometimes drawn between preparing for life or preparing for employment is nonexistent. It is not true that one either prepares for skills or prepares for all the other values to be held by one entering employment. (Shoemaker)

- Although a good many of the employers in our sample reported working with various community agencies to improve basic and vocational education programs, there was little evidence that this type of community involvement was considered to have produced fruitful results, while vocational interviewees expressed dissatisfaction with the preparation and work orientation of high school graduates. (Gordon and Thal-Larsen)

- The experience of various companies which have utilized Neighborhood Youth Corps enrollees should be publicized. The experience of New Jersey Bell Telephone, whose retention rate of individuals with hard-core poverty backgrounds is double that of their normal retention rate, is an example of the kind of finding which would be most impressive to employers. (Mandell, Blackman, and Sullivan)

- It appears, indeed, that a significant proportion of Neighborhood Youth Corps enrollees, particularly those in a out-of-school program, look upon NYS participation itself as a job rather than as a learning experience. For many it appears that NYS acts as a sheltered work-setting—an alternative to a less satisfying outside job. In other words, it may serve as a buffer against prejudice, a competitive work structure, job instability, or the stigma of boy's work. (Marjorie Egloff)

- Future hard-core employment programs should not be restricted to a given ethnic background or race. The primary criterion should be unemployment or underemployment over a period of time and/or individuals having particular demographic characteristics, e.g., criminal records, low educational level, and poor selection test performance that would generally preclude their entry into a stable work environment. (Hjalmar Rosen)

- One-third of the men (long-term unemployed) felt that one should not expect too much out of life and be content with what comes; and a quarter said that planning only makes a person unhappy since plans hardly ever work out anyway. Eighteen percent stated that all a person should want is enough pay for a nice car and home. A tenth of the men felt that the wise man lives for today and lets tomorrow take care of itself. Almost as many (9 percent) said that the success a person will have is in 'the cards' when he is born. (Richard Olanoff)

- Are You With It? The research, literature and legislation for the manpower and the poverty sectors have their own lingo. This fact, apparent for some time, is illustrated in the reports which have been reviewed this month. Previous RV reports have been devoted to manpower and to vocational education for the disadvantaged; the following RV JOURNALS should be reviewed or bound volumes of Research Visibility consulted for more complete coverage:
  - November 1967, “Youth With Special Needs”
  - September 1968, “Disadvantaged Youth: Rural Poverty and the Urban Crisis”
  - September 15, 1959, “Manpower Research”
  - April 1970, “The Disadvantaged and the Handicapped”

Vocational education's newness to employment, the work force and poverty makes necessary the familiarity and understanding of manpower terms by vocational and technical educators. Terms as the “delivery system,” “supportive services” and many others have special meaning as they are used in the context of manpower literature and the language of legislative provisions for manpower development and its full utilization. If RV had expertise and research ability in etymology (the science of word study and linguistics), it could possibly explain the sources and reasons for the new terminology and jargon.

Realistically, the new words, terms and descriptors are probably coming from the advocates of manpower and employment legislation and the alleviation of poverty and lack of opportunity for the disadvantaged. It is not far removed from the impressive language of political "clout" for the needs of people. Its source is neither educators nor vocational educators.

Manpower Legislation. In July, conditions are shaping up on length, heat and Congressional action. Forecasts for both the weather and the progress of Congress are difficult to come by. Considerable heat could be generated if the unemployment index continues to mount, and spill-over may influence politicians to concern over their interests in the events of November.

Nonetheless, it is probable that we shall have a comprehensive manpower bill as school opens in September; vocationalists, of all school persons, should be familiar with its provisions and its relationships with their programs at all levels. Without doubt, it is critically needed. Notwithstanding the merit of the political guise (consolidation and cure of fragmentation) which has inspired the legislation thus far, a theme which is a perennial favorite of politicians, it will be encompassing and comprehensive. Labor's copyright of the term "manpower," and all that is implied including the complicity of education to anything which is not academic, suggest that the new legislation will be on a labor track and not the education mainline.

We may assure ourselves that there will be generous provisions for manpower development, alleviations of conditions for the unemployed, the disadvantaged, and those in the poverty sector. Vocational and technical education is intimately related to opportunity for Americans to break out of these and many other conditions, and it should take the initiative and sustained action to make it happen.
Employer Policies in a Changing Labor Market


The Bay Area Employer Policy Survey gathered comprehensive data on employer policies and practices, and it analyzed variations in practices by industry and by size and other characteristics of the firms. Six counties were included in the survey (Alameda, Contra Costa, Marin, San Francisco, San Mateo, and Santa Clara), and 309 public and private establishments were included in the sample. The survey was made through a two-part instrument: a 33-page interview schedule and a 19-page supplement of statistical tables to be completed at the option of the employer.

This study was part of a broader labor market research program which was originally planned to include studies of (a) employer policies, (b) union policies, (c) the role of employment agencies, placement services and school counselors, (d) the impact of automation on skill requirements, (e) labor mobility, and (f) various more specialized studies taking the form of doctoral dissertations. Completion of the entire project is unsure; however, in addition to the study being reviewed here, an employment agency and placement service study was well under way at the time of publishing of this report.

Perhaps the most relevant findings for vocational educators are in the area of employer-sponsored training practices. Six types of formal training were considered in the survey:

1. Vestibule training (training given before the worker assumes the full duties of his position).
2. Formal employer-supported, on-the-job training.
3. On-the-job training funded under the federal Manpower Development and Training Act.
4. Other government-supported on-the-job training.
5. Apprenticeship programs.
6. Out-of-service training (training sponsored by the establishment but provided by other organizations).

Among these types of formal training the program sponsored by the largest proportion of establishments was out-service training. More than one-half of the firms surveyed reported programs of this type, with larger establishments tending to sponsor them most frequently.

Out-of-service programs were in part designed to encourage further training and upgrading of supervisory and certain other types of white-collar employees. The largest proportion of these establishments were in finance, insurance and real estate. See table below for information on enrollments.

### Types of Courses in Which Establishment's Out-Service Training Was Enrolled, Ranked by Percentage of the 309 Establishments Identifying Them—

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Job or profession related subjects</td>
<td>31.7</td>
</tr>
<tr>
<td>Management or foreman training; executive development; human relations</td>
<td>9.7</td>
</tr>
<tr>
<td>Science or engineering subjects</td>
<td>6.0</td>
</tr>
<tr>
<td>Electronic data processing</td>
<td>4.3</td>
</tr>
<tr>
<td>Insurance, real estate, or investments</td>
<td>3.9</td>
</tr>
<tr>
<td>Study toward a degree</td>
<td>3.9</td>
</tr>
<tr>
<td>Skilled trades or technical training</td>
<td>3.9</td>
</tr>
<tr>
<td>Subjects considered helpful in improving job performance or upgrading employees</td>
<td>3.6</td>
</tr>
<tr>
<td>Business administration</td>
<td>3.6</td>
</tr>
<tr>
<td>Salesmanship</td>
<td>3.3</td>
</tr>
<tr>
<td>Accounting or taxation</td>
<td>3.1</td>
</tr>
<tr>
<td>Clerical</td>
<td>3.1</td>
</tr>
<tr>
<td>New processes or techniques—other than EDP</td>
<td>1.3</td>
</tr>
<tr>
<td>Mental or health subjects</td>
<td>1.0</td>
</tr>
<tr>
<td>Safety training</td>
<td>0.6</td>
</tr>
<tr>
<td>Other</td>
<td>0.6</td>
</tr>
</tbody>
</table>

* Some firms gave more than one response.
With regard to employer involvement in community educational programs, it was noted: "Although a good many of the employers in our sample reported working with various community agencies to improve basic and vocational education programs, there was little evidence that this type of community involvement was considered to have produced fruitful results, while occasional interviewees expressed dissatisfaction with the preparation and work-orientation of high school graduates."

It was also noted that the expansion of public manpower programs in recent years has been so continuous that data on training in this report, gathered largely in 1967, were probably to some degree outdated by the time they had been processed.

### Adjustments in Selected Apprenticeable Trades

**Educational and Training Adjustments In Selected Apprenticeable Trades, Vol. I.**
Alfred Drew. Purdue University, Purdue Research Foundation, Lafayette, Ind. November 1969.

This extensive study of training of skilled craftsmen for the pipe, machine tool, printer-compositor, and cook-culinary trades began in 1965. For purposes of gathering data, more than 500 items contained in various questionnaires and rating forms were developed, and approximately 9,000 questionnaires were returned during a two-year period, 1966-1968. Additional data were obtained from discussions and interviews with knowledgeable persons, studies of trade journals and apprentice-ship standards, and direct contact with apprentices, journeymen, instructors, employers, union officials, teacher-educators, counselors, training coordinators, high school students, and representatives of labor organizations, employer groups, accrediting agencies, governmental agencies, schools and joint apprenticeship committees.

Each trade was studied in terms of the "ideal journeymen," the apprentices' and journeymen's views of training, adjustment of training to technological adjustments, apprenticeship standards and other essentials for high-quality programs, and elements of outstanding programs.

Findings and recommendations made by the study are too numerous to discuss here. In short, they pertain to the areas of (a) the systems approach to training in apprenticeable trades; (b) philosophy and objectives of training and development; (c) policy-making and administration in apprenticeship training; (d) budget planning and adequate financing; (e) recruitment and selection of best candidates for apprenticeship; (f) personal characteristics of the apprentice and the terms and conditions of his indenture; (g) use of trade analysis in curriculum planning and knowledge of and use of curriculum planning guides; (h) development and use of standardized materials at the national level with provisions for adaptation to local needs; (i) strengths and weaknesses of on-the-job training, and (j) strengths and weaknesses of related instruction.

Additional areas in which findings and recommendations were made include: (a) continuation training and education for journeymen; (b) licensing and certification; (c) systems for making adjustments to technological change; (d) keeping of adequate and accurate training records and reports; (e) instructional personnel; (f) the general training environment; (g) special approaches to apprenticeship training, including individualized instruction, trade competition, and other unique and innovative approaches; (h) promotion of the image of skilled craftsmen through public relations, and (i) the role and problems of research encountered in the study.

Accreditation criteria, apprenticeship standards and curriculum planning guides are presented in the appendices, which comprise Vol. II of the report.

### Topic Two: TRAINING THE DISADVANTAGED

**Pre-Vocational Training and Family Service Counseling**


This study was based on the premise that long-term unemployed males often have certain social-psychological deterrents to successful vocational training which must be overcome by work adjustment training before proceeding with vocational training programs. The study was undertaken by the City of Philadelphia with the participation of the Pennsylvania State Employment Service (PSES), the Jewish Employment and Vocational Service (JEVS), the Vocational Research Institute (VRI), Family Service (FS), and National Analysts, Inc. (NA).

The project sought to determine whether work adjustment training by itself or in combination with social case work counseling would significantly alter the ability of the long-term unemployed to use vocational training or would improve their chances for employment. The development of information on the characteristics of the long-term unemployed population and the influence of these characteristics on unemployment was a secondary objective of the project.

A sample of 546 men was selected for participation in the project, with the sample being divided into five groups: Group I, men who needed and received work adjustment training only; Group II, men who needed but did not receive work adjustment training; Group III, men who needed and received both work adjustment training and family service counseling; Group IV, men who needed but did not receive work adjustment training and family service counseling; and Group V, men who needed neither work adjustment
training nor family service counseling. Groups II and IV were control groups and Group V was a comparison group.

The PSES's role in the project was to select and refer to JEVS unskilled and semiskilled male residents of Philadelphia, 19 years of age and over, who had been out of work for a total of 27 weeks in the preceding 12-month period. JEVS was to interview applicants referred by PSES in order to assign them to the various groups within the project design, and to provide the indicated men with 8 to 10 weeks of work adjustment training. FS provided family service social work to individuals in Group III and provided a supplemental analysis of the findings relating to the characteristics of those men. TPA administered interviews to project participants six months after completion of MDTA courses.

Several problems with the research design were encountered, some of which caused alteration of the original project intentions. Among such problems were trouble in maintaining contact with all of the participants and a nonrandom assignment of men to treatment and nontreatment groups.

Findings of the study showed that men who completed the work adjustment training, as compared to those who did not complete it, were more likely to be offered an MDTA training course, to start the course, and to finish the course. However, there were no statistically significant differences between the completers and the noncompleters in terms of whether they had a job at the time of the six-months follow-up or whether they had had a job during the preceding six months. Also, no significant difference was found in terms of earnings of the two groups.

In regard to the family service counseling, 21 percent of the men found it "very helpful" and 39 percent "fairly helpful." Another 39 percent said that the counseling had not helped them. A study performed in conjunction with the family service counseling indicated that "supportive counseling should be a regular service and should be continued beyond the short-term help whenever indicated in order to maintain improvements."

Motivating Trainees To Make a Maximum Effort


The basic objective of the research project reported in this publication was to determine conditions under which unemployed job trainees will obtain maximum benefits from a job retraining program. It was assumed that a major downfall of present training programs is too much emphasis on skill training and too little emphasis on reaching and motivating the trainee to make a maximum effort.

The specific question posed by this research project was "under what conditions may 'success' or positive evaluative experiences be most effectively communicated to a Negro working class population of high school age?" The means of conveying the type of evaluative information used in this project is referred to as "social reinforcement."

A series of four studies was conducted to investigate the relative effectiveness of various types of social reinforcement on the task performance and self-image of unemployed Negro job trainees.

The first study was conducted with a group of female nurses' aide trainees. It was conducted to determine the effects of variance in the "object" of reinforcement (the person or his performance) and in the relative frequency of reinforcement (25 percent vs. 75 percent). Results demonstrated that reinforcement was most directly related to improvement of the individual's self image rather than to improvement in task performance.

However, variations in the reinforcement technique made no difference in improvement on two out of three tasks used. In the third task, praise of performance was more effective than praise of person, and a lower frequency of reinforcement was more effective. On the other hand, in enhancing self-image of participants, praise of person was found to be more effective than praise of performance, with lower frequency of reinforcement still being found most effective.

The second study had its subjects male job trainees, and its concern was the relative effectiveness of material rewards (as candy or cigarettes) and verbal praise. This study also attempted to determine which kind of reinforcement is best for different types of individuals. As in the first study, self-image was more affected by variations in type of reinforcement than was task performance.

In improvement of task performance, material reinforcement was somewhat superior to verbal, although personal characteristics of the subjects caused variance in these findings. For example, material rewards were found to be most effective for persons with little need for social approval, whereas verbal reinforcement was more effective for those with a high need for social approval.

The third study, conducted with high school students participating in a summer vocational exploration program, was concerned with the relative effectiveness of the direction of reinforcement (praise vs. criticism) and the source of reinforcement (peer group vs. authority figure). Males and females were studied separately, and it was found that for females criticism was more effective in improving performance than praise. For males, the direction of reinforcement made little differ-
ence, but the source of reinforce-
ment showed that peer group rein-
forcement was more effective than
authority figure reinforcement.

The fourth study was conducted
upon only the female group from the
same vocational exploration pro-
gram. It sought to determine the
differences in effectiveness of the
source of prior reinforcement and the
presence or absence of the authority
figure during the period in which an
insoluble task was attempted. It was
found that subjects persisted longer
at the task when they had received
prior reinforcement from the peer
group and when the authority figure
was absent from the experimental
room.

It was concluded that further re-
search is needed to clarify and ex-
and upon the findings obtained in
this study. The major value of this
study was seen to be the simulation
of further research concerning basic
motivational processes. Two types of
further research specifically recom-
menL.l were studies of basic proc-
esses involved in the effectiveness
of social reinforcement procedures
and of the generality of the findings
of this study.

Combat Support Training

A Review of Combat Support Training.
Ernest K. Montague and Morris Showel.
Human Resources Research Organization,

Since mid-1966 increased num-
bors of trainees with low mental ap-
titude have been admitted to the
Army, causing new training prob-
lems. This study deals with the ex-
ploration of methods of adapting
military instruction to this wider
range of individual ability through
determination of "present practices
and problems in training, the effect
of such practices on the range of
abilities now present in training, the
degree of intensification of problems
by the fact of wide range of student
ability, and present training adapta-
tion to these new prOIIms." I

After an initial review of 23 class-
es of 8 combat support courses in a
typical training brigade, two courses,
Field Wireman and General Supply,
were selected for further intensive
observation. This selection was based
upon the wide range of ability in
trainees in these courses, the variety
of skills and jobs in the courses and
the high attrition rates.

These two courses were studied
with attention given particularly to:
1. The characteristics of the stu-
dent population, spread of abilities
and attrition patterns.

2. The actual training system as it
works with the problem of wide
range of ability, to include the
presence or absence of clear training
objectives, sequence and organiza-
tion of course content, suitability of
method to student ability, usage of
facilities, instructor capabilities, and
the general administrative support of
training efforts.

3. The types and processes of stu-
dent evaluation.

4. Efforts and methods in individu-
alizing training.

The main strengths observed in
these courses were (a) the funda-
mental training structure and (b)
the general dedication of instructors
and administrators. Most common
problems were (a) those related to
practices crystallized in Army Sub-
ject Schedules and (b) those related
to the difficulties inherent in the very
wide range of student ability. It was
noted that "key elements in impro-
vring the effectiveness of Instruction
for the wide range of abilities
present in Army training courses are
greater emphasis on goal-related and
behaviorally stated training objec-
tives, functionalization of instruction
and evaluation based on job per-
formance capabilities."

It was felt that the following steps
should be considered for improving
various aspects of training:
1. Greater flexibility and adapta-
ibility in use of Army Subject Sched-
ules in the train. system.

2. Use of a professional educator
as staff adviser at each major train-
ing center.

3. Reduction of the separation of
verbal and practical instruction by
making verbal instruction a genuine
working adjunct of practical instruc-
tion.

4. Reconsideration of the role and
use of the instructional committee
with intent to develop a more per-
sonal relationship between instructor
and student.

5. Revision of administrative prac-
tices in several areas.

6. Consideration of any means
that will lead toward the setting up
of concrete and specific standards of
performance which each student
must master before graduating.

More study is suggested in the
area of fitting instruction to the
needs of the individual soldier. Ex-
perimentation in approaches of track
systems, utilizing students with high-
er aptitude to tutor those of lower
aptitude, and small team training are
proposed.

Group Orientation Approach
To Facilitate Work Adjustment

A Group Orientation Approach for Facilitat-
ing the Work Adjustment of the Hard-Core
Wayne State University, Detroit, Mich. 1969.

This project was aimed at achiev-
ing a lasting integration of hard-core
unemployed Negro men in an ongo-
ing corporate work force. Toward
this end, 49 such men were hired by
a utility company and were divided
into two groups: one which would
receive the regular formal company
orientation program in which they
played a passive audience role, and
another which would be exposed to
"a quasi-group therapy approach" orien-
tation session.

Prior to the hiring of the men,
interviews were conducted with com-
pany and union managerial person-
nel to determine the attitudes toward
such a program. Responses were
generally favorable, except "or man-
agement council members who ex-
pressed a "balanced neutrality."

In addition to orientation sessions
conducted for the new hires, group
problem-solving sessions were con-
ducted for foremen prior to the in-
troduction of the new employees and
also through the period of employee
orientation.

The patterns of both types of em-
ployee group sessions, as they finally
emerged, differed from those en-
visioned in the research plan. While
it had been expected that the em-
phasis of the group therapy sessions
would be on issues surrounding the
job, discussion in the sessions cen-
tered on self-attitudes, particularly
race-related problems. Men in the
regular company orientation groups
had originally been expected to ex-
am...
experience only a passive audience role, with lectures and films being directed at them. As it turned out, company training personnel had altered the content of the sessions without notifying the research staff, and were including question-and-answer sessions and personnel counseling sessions based upon problems brought up by supervisors.

This change in the final direction of the training programs coupled with other factors resulted in higher evaluation of the company-trained men than those who had been group-counseled by university representatives.

It was concluded that "there is little doubt that hard-core orientation can be advantageously accomplished by (1) introducing a content structure that will focus upon work-related materials; (2) having the program administered and run by members of the hiring organization who are not only knowledgeable about company practices and policies, but who can intervene between hard-core and first-line supervision in problem areas as a function of their organizational position; (3) utilizing a part of the orientation period provided to cope with and counsel problem employees, thereby directing effort where it will do the most good."

As a result of analysis of the formal training sessions recommendations for future training programs were made.

1. Top management must clearly and precisely specify ground rules to the hard-core program.

2. Once the ground rules have been laid, they, as well as the reasons for the program, need to be communicated throughout all levels of management.

3. After the general orientation sessions for all supervisors, foremen for the hard-core employees should be selected.

4. Directly involved supervisors need some additional orientation.

5. Supervisors should be provided with basic personal data about their particular hard-core employees.

6. No supervisor should have more than two hard-core subordinates.

7. There should be some formal, systematic procedure for communication regarding the hard-core between the employment office and the supervisors.

8. Whenever meetings of hard-core employees are held, generalized summaries of the types of problems raised should be provided to the foremen.

9. Whenever training meetings of supervisors are held, generalized summaries of the types of problems raised should be provided to the hard-core employees in their meetings.

10. Extensive, but simple and concrete, orientation of hard-core employees should be provided with regard to: company rules, procedures, and policies; company benefits and services and how to obtain them; community agencies and services and how to use them efficiently, and management of finances.

11. Where needed, on-the-job training in relevant basic knowledge should be provided for the hard-core.

Municipal Government Efforts


A 1968 survey of municipal efforts to provide career employment to the disadvantaged performed by the National League of Cities prompted the undertaking of this in-depth study of six major U.S. cities—Dayton, Detroit, El Paso, New York, San Francisco, and Washington, D.C.

The study sought to determine: (a) the extent to which cities can, and have, developed job opportunity programs that provide meaningful employment and training opportunities for career development in the competitive municipal service to those who could not meet the traditional entrance requirements; (b) the impact of such programs on the performance of municipal services, and (c) the manner in which such programs can be expeditiously and effectively implemented.

The purposes of the report are to assist local officials and administrators to design and develop effective employment programs that will provide both career opportunities to the disadvantaged and, at the same time, facilitate the performance of municipal services and "to provide the Department of Labor with reliable information relative to the effectiveness of ongoing job opportunity programs for the undereducated and culturally deprived."

The report is the result of in-depth interviews conducted with municipal executives, manpower officials, personnel directors, department heads and supervisors, and newly hired occupants of trainee positions as well as views solicited from state and Federal regional officials and representatives of labor unions, minority groups, public and private poverty agencies, and businesses.

An examination of municipally initiated and funded manpower programs points up the fact that these programs are mainly designed to provide job experience only in basic, unskilled positions, particularly for the young. A solution to both ghetto unemployment and municipal manpower shortages is suggested as being the "New Careers Concept" as presented in the book by Arthur Pearl and Frank Riessman, New Careers for the Poor. This concept is based on the following five elements:

First, that there is a manpower shortage in the human services fields.

Second, that the tasks in the various public services fields fall into two categories—those that can only be performed by professionals and those that could be performed by nonprofessionals.

Third, that qualifications for entrance to classes of positions are overstated and that hundreds of thousands of unemployed and underemployed people, who lack the established training and academic credentials to qualify as professionals, could perform nonprofessional tasks.

Fourth, that nonprofessionals, who so desire and are able, can acquire the training and academic credentials necessary to move up a career ladder to professional status while working on the job.

Fifth, that the program will free professionals from the need to perform nonprofessional tasks and permit them to devote their time exclusively to the performance of the tasks for which they are trained, thus permitting a substantial improvement in the performance level of services, and, at the same time, providing "New Careers" with employment in potential career positions, not just in dead-end or menial work jobs.

The study uncovered three major problems encountered by the cities in attempting to establish New Careers.
Programs: Inadequate planning time, inadequate funding, and programmatic constraints limiting the types of New Careers positions that could be created. Positions created were generally limited to those performing "human services" — an unfortunate limitation because these positions are not those in which males have traditionally found employment and it is the unemployed Negro male who is most in need of career job opportunities.

Conclusions regarding the New Careers programs which were apparent from the study were that (a) as now structured, the New Careers Program cannot be expected to produce any meaningful reduction in municipal manpower shortages; (b) New Careers type programs can improve the content and delivery of municipal services; (c) the reactions of municipal department heads, supervisory personnel and regular employees toward New Careerists were mixed and (d) both the New Careers and the Neighborhood Youth Corps programs appeared to have a positive impact upon trainees.

Basic principles for the establishment of an effective city career opportunity program for residents of deprived urban neighborhoods which were derived from the study are:

1. Political and executive leadership and support, or access to such support, is essential for expeditious planning, developing, and administering of innovative programs that require the full cooperation of department heads and supervisors.

2. Preliminary planning, job development and program administration should be the responsibility of an agency having the knowledge of municipal government operations and manpower needs, and a staff experienced in personnel administration and position classification. Such an agency might be either a municipal personnel department, or a manpower administration located within the mayor’s office and staffed by regular municipal employees.

3. Participants in the preliminary planning and job development processes should include representatives of the mayor’s office; personnel department, and civil service commission if these are separate agencies; participating operating departments; employee unions; state employment service; and the educational system.

4. All municipal agencies should be examined to determine the feasibility of establishing career employment opportunities for the disadvantaged.

5. Entry-level positions should be within the municipal classified service and must be realistically linked to a career ladder.

6. All program planning and development should be completed prior to the beginning of program operations.

Included among suggestions for programmatic changes which should be made in New Careers programs are: (a) making the program applicable to all local government services; (b) providing planning grants in order that experienced city personnel staff can devote full time to preliminary planning and job development; (c) vesting responsibility for program administration in the city administration; (d) modification of the program in order to provide for upgrading and career advancement of able city employees now performing low-level tasks; (e) eliminating arbitrary geographical considerations as a determinant for participation, and (f) expanding the size of the program through increased Federal funding.

Questionnaire responses indicated that the seminar had stimulated the development of plans for expanding vocational education programs designed to meet the needs of youth in large cities, and that some identifiable changes had occurred in relation to improving vocational-technical education at the local and state level. However, it was noted that implementing the recommendations of a seminar involving more than 20 of the largest cities was a long-range undertaking, and that more influence would probably be felt in succeeding months than had occurred in the first 6 months following the seminar.

Participants at the seminar reported finding the small group workshop sessions more valuable than presentations by guest lecturers, and that group workshops were suggested as a basic structure for similar conferences. Also, the idea of waiting six months before seeking evaluative reactions of participants was found to be a valuable method of obtaining significant reactions.

Industry Hiring Requirements


The existence of unemployed workers at the same time that job vacancies exist at entry and near-entry levels is an incongruous situation investigated by this project. The situation suggests to the researchers that employer hiring requirements and procedures might be a major barrier to the economic well-being of the disadvantaged.

This study was made of ten major entry and near-entry level occupations in the New York and St. Louis Standard Metropolitan Areas. Occupations of bank teller, cashier/checker, hotel clerk, parts salesperson, shipping and receiving clerk, arc welder, press feeder, production machine operator, wireworker, and orderly were studied.

Data collected from a probability sample of establishments in major industries for each occupation were analyzed to (a) determine the variations in hiring requirements and...
practices among industry members and between industry and employment agencies; (b) compare selected hiring requirements with the personal characteristics of employees; (c) validate hiring requirements with measures of job performance; (d) construct hiring requirement guidelines, and (e) suggest areas for further research.

Data indicated that a large number of questionable hiring requirements were often accompanied by high turnover rates and labor shortages. This, in turn, was very costly for companies involved. It was determined that improper hiring requirements not only may have artificially reduced employment opportunities for the disadvantaged but also may have injured an industry's profit position and unnecessarily restricted the supply of labor available to it.

Some of the questionable hiring practices are summarized here: complete data are available in the study. One practice causing high turnover of labor was that of promotion. A majority of the industries considered these positions ones from which they would select individuals for promotion; therefore, they hired only persons who would be suitable for such promotion at a later date. However, figures revealed that workers were not regularly promoted from these occupations (one chance in ten within a period of two years), and the highly qualified persons who had been accepted for the entry-level jobs left for better opportunities. Thus, the inflated hiring standards not only unnecessarily restricted the supply of labor, but they caused high turnover rates.

The general lack of written statements of hiring requirements for specific jobs was another practice which caused unequal hiring practices. Without such a written statement before him, a personnel department employee tends to make employment decisions on subjective factors. This can be an unprofitable practice for the industry.

The considerable variability in sex preferences by different employers for the same occupation indicated that these preferences may be invalid and unnecessary. A re-evaluation of these preferences by employers is suggested.

The preference for job applicants between the ages of 22 and 45 was found to be questionable because of the lack of correlation between age and job performance. Except in the occupations of cashier/checker, hotel clerk and parts salesman in the St. Louis area, where correlations did exist, it was suggested that employers re-examine their policies regarding age.

Although most industries were quite specific about the amount and type of education required of job applicants, there was considerable variation in the education levels believed necessary for successful job performance for the same occupation. Analysis of the relation of job performance to education level in these occupations indicated little relationship. It was felt that industry may be overstating its education requirements.

A variation in opinion existed regarding whether previous experience was necessary for good job performance. Some industries desired experienced applicants and others preferred to train their own workers. The low correlation between traits of sex, age, education and experience and measures of job performance suggests that other traits, such as aptitude, interest and/or temperament, and personality might be better determinants of job success. It is suggested that employers pre-measure these traits by some objective means in order to determine if employees or applicants will be happy in the job.

Other hiring preferences which should be re-examined in order to determine their genuine relationship to job performance are appearance preferences, policies regarding workers with police records, the widely accepted practice of not hiring an applicant who fails to properly fill out an application form, and practices regarding hiring of minority group members.

Two other areas investigated by the study were industry versus employment agency hiring requirements, which were found to be quite different in some areas, and industry hiring requirements and the characteristics of employers. In regard to the latter, it was found that the industry requirements were actually much higher than the characteristics of persons currently employed in the jobs.

Data uncovered by this study indicate implications for manpower policy and programs. In order to have employers develop more realistic hiring requirements, it is suggested that the United States Employment Service, in cooperation with the State Employment Service, should consider launching an information program stressing the need for employers to review their hiring requirements, preferences and procedures in terms of job performance needs. It should be emphasized that overstated and inappropriate employment practices may be costly in terms of high turnover, dissatisfied workers and self-imposed labor shortages.

The establishment of evaluation systems by employers should be encouraged by the employment services; with a valuable by-product of such evaluation being written statements of hiring requirements for the use of personnel departments and public and private employment agencies.

Eight areas are suggested for future research:

1. An in-depth study of a group of companies that have and have not sharply reduced hiring requirements for the same entry and near-entry level jobs.

2. A comprehensive examination of the evolution of current hiring requirements, preferences and procedures in order to demonstrate the arbitrary and subjective means by which these requirements are established.

3. A project for development of objective, easily administered and culturally free tests of k., worker traits in major city entry and near-entry level jobs.

4. Inter-company studies of under-21 year old workers.

5. An in-depth study of companies where females are employed in traditionally male occupations.

6. Case studies of companies which have and have not successfully attracted sizeable numbers of minority group applicants.

7. A study of the training which is given to interviewers so that they are able to properly evaluate the hiring credentials of the hard-core unemployed.

8. A survey of establishments which have different training periods for the same entry and near-entry level jobs.
Comprehensive Manpower Project In Cleveland


AIM-JOBS is a concentrated employment program for finding permanent jobs for disadvantaged men and women between the ages of 18 and 35. The efforts of private agencies, business, industry, and labor are coordinated with the sponsorship of the U.S. Department of Labor and the City of Cleveland to provide training in job attitudes during two weeks at the Orientation Center and high support after job placement. The program focuses mainly on young adult men who are either unemployed or substantially unemployed and who are disadvantaged in the employment market by their minority status, low educational achievement, skill lack, erratic work history, police record, or other such factors.

After recruitment in his home neighborhood, each AIM-JOBS recruit is given job orientation and assessment and a medical examination at the orientation center. If necessary, eyeglasses and remedial dental care are provided for the recruit by the project. Counseling and teaching are provided in areas of human relations, job orientation, money management and budgeting, grooming and personal hygiene, physical fitness, and transportation and urban development. Testing and assessment are done at the orientation center to provide data for placement decisions.

After these orientation activities, "job ready" recruits are placed in available jobs or experience and skill training programs. They are accompanied to job interviews by "job coaches," who also maintain contact with them for approximately six months after job placement in order to assist in any problems which may impede job success.

This study was conducted for the purpose of examining:

1. The effectiveness of the Comprehensive Manpower Project toward the end of sustaining jobs for the disadvantaged.
2. The effectiveness of the activities of the staff members of the Comprehensive Manpower Project.
3. The impact on companies participating in the Comprehensive Manpower Project.

With regard to the first objective, one of the prime interests was measurement of changes in a variety of attitudes and job behaviors as a function of the orientation program and of actual job placement and experience. Also, an attempt was made to isolate various criteria of job success and then to attempt to predict these criteria from knowledge of the participant's initial attitudes and other characteristics. This was done by gathering data through questionnaires administered to participants both before and after orientation, and again six months after placement. In addition, biographic-demographic data were taken from AIM-JOBS files, and supervisors were asked to evaluate participants. In attaining the second objective, various projects were undertaken: (a) an action research project in which the subjects (the staff of the Coaching and Job Development departments) were not only studied, but were also utilized of the research findings; (b) a staff questionnaire and staff interviews; (c) governing board interviews, and (d) compilation of a chronological history of AIM-JOBS.

The third objective was approached through a project for discovering the extent of the private business community cooperation with AIM-JOBS, the nature of the cooperation, and prospects for increased cooperation in the future. An open-ended questionnaire was administered by interviewers to the individual in each company who made the initial decision to cooperate with AIM and carried the ongoing responsibility for the implementation of the cooperative effort.

Although no attitudinal changes were noted from questioning of program participants, 47 percent of those studied had remained in jobs, training, remedial education or work/training programs for six uninterrupted months. Participating companies suggested that better placement procedures should be used, participants needed to be better prepared, and better follow-up was needed.

Volume II of the study contains the complete and detailed results, and Volume III contains full schedules including copies of questionnaires, interview schedules, appropriate reference material, and an interim report.
Round Enrollees" by Gerald D. Reclin.

Also, (6) "Development of Evaluation Measures for Use With Neighborhood Youth Corps Enrollees" by Norman E. Freeberg; (7) "Houston's Out-of-School Neighborhood Youth Corps" by Edwin Harwood and Robert Olsson; (8) "Disadvantaged Youth Approaching the World of Work: A Study of NYC Enrollees in New York City" by Wallace Mandell, et al.; (9) "A Retrospective Study of the Effectiveness of Out-of-School NYC Programs in Four Urban Sites" by Regis H. Walther and Margaret L. Magunsson; and (10) "A Study of the Effectiveness of Selected Out-of-School Neighborhood Youth Corps Projects: Summary Report and Implications for Program Effectiveness" by Regis H. Walther, et al.


It was noted that several of the changes now under consideration by the Department of Labor for NYC programs are aimed at the correction of weaknesses in the program uncovered by these studies. For example, both the in-school and out-of-school NYC programs will be more directly oriented toward the individual needs of each enrollee. Upon his entrance to the program, each youth will be screened in an effort to discover his needs, interests, and capabilities.

"The thrust of the redesigned NYC programs is in accord with the research findings that the great diversity of abilities, skills, interests, and ambitions among enrollees greatly lessens the effectiveness of a program that does not take such differences into account. The other major link between the program changes are: research findings is the greater emphasis on skill training and work experience that is relevant to the jobs which NYC youth will ultimately enter. Thus research findings to date, although they have contributed to the redesign of the program, may have limited relevance to NYC as the redesign is effected."

Teacher Education Seminar


Problem areas of micro-teaching, video recording and teaching disadvantaged youth were considered by 232 vocational-technical education leaders who attended this seminar on Oct. 20-23, 1969. The seminar is reported in two volumes. This volume concentrates on three presentations given at the general sessions, and on presentations made at a sub-seminar on teaching disadvantaged youth. The second volume (see RV, October, 1970) covers presentations relating to micro-teaching and video recording.

A general session presentation by Martin W. Essex, superintendent of public instruction, State of Ohio, centered on "Teacher Education in a Post-Industrial Era."

Dr. Essex suggested that the problems posed by the technological advance and the growing Welfare Syndrome might be partially solved through the institution of a new teaching system utilizing Executive Teachers (those with a M.A. degree plus additional training), Professional Teachers (M. A.), Journeyman Teachers (B. A. or journeyman experience), Provisional Teachers (B. A. or journeyman experience), Teaching Interns (student or retraining teachers), Technicians (high school or apprentice experience), and Clerical Aides (high school or apprentice experience).

Virgil S. Lagomarcino, Iowa State University, cited the immediate need for training two groups of teachers—those who will be teaching for the first time in disadvantaged areas and those who are currently teaching there but who need additional preparation to work most effectively. This need, he cautioned, is only a stop-gap measure; the real need is for a better understanding and preparation of teachers for the real world.

William G. Loomis, chief, Vocational and Technical Education Branch, Bureau of Education Personnel Development, U. S. Office of Education, discussed the "Limitless Potential" of professional development for vocational education. Four immediate needs which he sees are: (a) the need to double the vocational training force by 1975; (b) the need for more in-service training for upgrading subject-matter skills and improving teaching competencies; (c) the need for more and better leadership personnel, and (d) the need for an understanding and appreciation of and a commitment to vocational education on the part of public education decision-makers.

Kenneth B. Clark, City College of the City University of New York, explained the "Social Dynamics of the Ghetto" in the context of the role which education must play for the people of the ghetto. Dr. Clark said that specific programs in the field of education, employment, political education, community development, and programs for youth can be real, meaningful and effective only if they are conceived and implemented within the context of the mobilization of the resources and the energies of oppressed peoples themselves to be the instruments for the administration and implementation of the program.

Don K. Harrison, director, Northern Systems Co., Detroit, described a systems approach to training and development of youth from the ghetto which his company designed, developed and implemented under a U. S. Department of Labor MA-1 Contract. The experience of this program indicated that "long-term unemployed persons can benefit from a training program which does not rely solely on psychological and sociological investigation of the individual, but rather insists on necessarily preparing these persons to participate in the welcome 'action' of the middle-class society through successful employment."

Augusta S. Hatton, a teacher-coordinator in educational program for Detroit Public Schools, made some recommendations based upon her own experiences in several years of working with the inner-city disadvantaged youth. Teacher training programs, she said, should:

1. Require more guidance and counseling courses.

2. Require more practical bulletin board displays and decorating of rooms in order to make dingy inner-city classrooms more pleasing.
Problems In Transition From School to Work


This report presents the results of a survey of all counselors employed at U. S. Employment Service Youth Opportunity Centers throughout the United States. The primary objective of the study was to determine the major problems facing youth in the transition from school to work. Also, it sought to obtain YOC counselors' opinions of school activities to alleviate the problems and to determine the relationships between selected personal background characteristics of the counselors and certain of their responses.

A sample of 763 usable questionnaires was returned. The questionnaire consisted of four major sections: Part I was an open-ended question in which counselors were asked to indicate and elaborate briefly upon the major problems faced by youths in the transition from school to work. In addition, in this section they were asked to select the first and second most important problems from those they had listed. Part II was a request for the respondent to indicate possible activities of schools to enhance the adjustment of students to the world of work. Part III asked what materials counselors considered useful in dealing with the problems they had listed in Part I, and Part IV asked for personal background data of the counselors.

Part I answers were divisible into nine broad problem categories, with 50 problem subcategories being identified. The broad problem categories were: job preparation, personality variables, vocational behavior, school problems, discriminatory factors, family background, community factors, factors inherent in the job, and military obligation. Eighty-six percent of the respondents indicated that 'being poorly prepared for work' is one of the major problems of youth entering the world of work. Other major problems were lack of job skills and training and lack of sufficient information about job and training opportunities.

Part II suggestions of school activities to enhance the work adjustment of youth fell into 3 categories and 28 subcategories. These suggestions occurred most frequently in the area of guidance, then in vocational education, and least frequently in general education. Specific recommendations were for increased vocational guidance, teaching of prevocational skills and increased emphasis on the unique characteristics of each student.

The study of the relationship between the respondents' personal characteristics and their responses to the questionnaire showed no significant relationships: however, sex and the USES region in which the respondent worked did affect the frequency with which problems were mentioned. A comparison was also made of problems mentioned by the YOC counselors and by vocational educators who had been the subjects of a similar study by Garbin (1967). Many of the notable differences in this comparison were attributed to the fact that different populations of youth were counseled by each set of respondents.

Recommendations resulting from this study were for:
1. The provision of more occupational information for youth, particularly out-of-school youth.
2. The development of improved techniques for diagnosing the problems facing vocationally maladjusted youth.

This study presents the findings of a survey of the congruence in work-related perceptions of Neighborhood Youth Corps (NYC) enrollees, their work experience supervisors, and employers in the New York City area. The investigators wished to determine the degree to which these persons held similar views regarding the transactions involved in entering the world of work: (a) skills and abilities, (b) behavior variability, (c) personal style appraisal, (d) interpersonal relations, and (e) agreement with the negotiating process.

Data were gathered during the summer of 1968 in nine NYC sites in New York City. Two separate groups were interviewed: a group of 297 enrollees who had less than three months of NYC experience and another group of 311 enrollees from the same sites who had had three or more months of NYC experience. In addition, 74 enrollees from this latter group who sought employment were interviewed again after they had made such an attempt.

Data showed a consensus among the three groups (enrollee, supervisor, and potential employer) as to process and expectations about entering the world of work. This indicates that it is not lack of understanding that limits entry into the world of work.

There was also basic agreement between the three groups in views of the world of work; however, youths tend to view requirements more stringently than employers or supervisors, with 92 percent of employers believing that high school graduation is not necessary for the jobs for which the youths were applying, and only 78 percent of the youths agreeing with this. The youths and their NYC supervisors also tended to place more importance on job experience and NYC experience than did potential employers.

Seven specific recommendations were made by the investigators for improvement of the NYC program. First, it was noted that the Federal concept of the Neighborhood Youth Corps was not being implemented in the area studied. In order for this concept to be applied, it was recommended that (a) a policy manual be developed; (b) an operations manual be developed and distributed, and (c) a reporting system be devised.

It was recommended that information presently being given enrollees about the world of work be de-emphasized, as the majority of enrollees know the nature of the world of work, the requirements for obtaining jobs, and the employment interview process.

The third recommendation was that work experience placements must be in "productive" work in order that the enrollee may achieve a sense of accomplishment.

Planned management is recommended for transition of enrollees into actual work roles. Such management includes:

1. Credentialing—offering NYC enrollees meaningful letters explaining to potential employers what NYC experience has involved.
2. Providing access to employers—through programs of information for employers.
3. Providing opportunity for counseling—particularly during the first week at work. Former enrollees should be able to discuss the day's work with NYC counselors.
4. Contacting employer—to discuss any unusual problems he has encountered with the enrollee.

Greater personalization of treatment in NYC programs in New York City is recommended. Categories of youth who need differential treatment are:

- Those who have no employment plans.
- Those who have very high aspirations which appear to be impossible to obtain.
- Those who lack information regarding what jobs are available and who lack access to jobs.
- Those without the endurance for the stresses of the marketplace.

The sixth recommendation is that the Labor Department should undertake studies of entry-level jobs, and provide demonstration programs of job restructuring, so that employers might restructure jobs within their companies in order that NYC enrollees would be able to take on more meaningful entry-level jobs.

Finally, it was recommended that a program of public information be undertaken by the Department of Labor in conjunction with the NYC in order to change the image of the Corps.

Benefits of NYC Projects for Rural Youth

Optimizing the Benefits of Neighborhood Youth Corps Projects for Rural Youth, Phase II: A Follow-Up Study of 1,144 Young Adults—Final Report. Guy H. Miles, et al. North Star Research and Development Institute, Minneapolis, Minn.

This report presents data acquired during the second phase of a program for optimizing the benefits of Neighborhood Youth Corps (NYC) programs for rural youth. Phase I of the program consisted of an exploration of the current problems faced by young people of the rural areas of the North Central states, and the development of hypotheses regarding these problems and other facets of rural life that might significantly affect the adjustment of these youth to urban life. The validity of the hypotheses was not established in Phase I. This has been attempted in Phase II with the objective of providing guidelines for optimizing the benefits of NYC programs.

Surveys of school officials during
Phases I and II surveys of former rural students revealed that "only 16.3 percent remained in their home counties during the three-year period following the year that most of them graduated from high school; 65.5 percent moved to other rural areas, and 77.2 percent moved to a city." The large number of rural youths who migrate to large cities encounter special problems in adjusting to urban life patterns.

Characteristics of rural and urban youths needing services offered by the NYC program are very different; however, both groups need the help of the NYC equally. City NYC programs involve "poverty-stricken minority group members" who are, to a large extent, high school dropouts or delinquents and who come from broken homes. Although no comparable group exists in rural areas, youths from these areas have a different type of disadvantage. They have little choice but to migrate from their home community to an unfamiliar urban setting for which they are ill-prepared by the institutions in their home community.

Existing urban NYC programs consist of both in-school and out-of-school groups. The low number of high school dropouts in rural communities in the North Central states shows that there is little need for out-of-school programs in these areas. Also, the two main objectives of urban NYC programs—providing extra money to poverty-stricken families and keeping potential school dropouts in school—do not apply to the rural situation. Benefits emphasized by rural NYC directors were cited as "giving the kid from a welfare family a chance in this community," "teaching the kids how to work," and "giving some deserving youngsters a chance to earn the money to go to college."

Five of 10 recommendations for optimizing the benefits of NYC projects for rural youth are, in brief:

1. The guidelines for entry into rural NYC projects should be made more flexible by redefining the term "disadvantaged" to give equal weight to low income, geographical isolation, and social isolation.

2. Objectives of the rural NYC program should not be tied to the objectives of the urban NYC.

3. Local initiative and local supervision of rural NYC projects should be retained wherever possible.

4. The part-time job aspect of NYC should be de-emphasized in rural NYC projects unless it can be used to attain the aspects of job familiarization, urban adjustment, occupational counseling, furthering education through additional income, or job skill training.

5. The rural NYC project must be flexible enough to allow for individualized approaches to the problems of individuals. A wider variety of participant problems is encountered in rural areas.

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plain talk

George L. Brandon, Editor, Research Visibility

Future of the Yellow Pages. It's far from assured. We shall be ambling along on a three-month extension (courtesy of the Office of Education for the financial wherewithal) and the cooperative, enduring effort of the JOURNAL staff to keep RV in the yellow and not in the red. However questionable RV's value, membership dollar income and inflation will not afford the luxury of JOURNAL research reporting without outside assistance. If it is popular, then, to be on an austerity program, Research Visibility should look forward to qualifying for some form of the "best seller" list at least until its future may be determined for a longer term of life or another transfusion is administered. It's part of the grantsmanship game.

GI Research and GI Project Memo. Data returning from GIs are going a long way to disprove the WW II adage, "There is always about 10 percent who do not get the word." Apparently the modern GI is not only getting the word, but he (or she) is planning to act on it. There are unlimited implications for vocational and technical education in the data and statistics recently announced by GI Project Memo: More Education, More Opportunity, three-page final report from Gordon A. Sabine, Michigan State University, East Lansing.

The project, among other activities, piggy-backed on the Bob Hope show at Christmas; matter of fact, the AVA and vocational education were on hand for muster with Lowell Burkett active on the Christmas tour and telling the vocational story. (See AV JOURNAL. "Vietnam Mission: A Rewarding Experience.")

February 1970, page 96.) The final report indicates the project's purpose and data of interest to school planners. To encourage greater use of the GI Bill for post-service education, GI Project Memo, a Talent Search funded by the U.S. Office of Education, referred U.S. servicemen and educational institutions to each other during the period January-June, 1970.

About 46,000 registrants had been processed at the time the institutions were asked to complete an evaluation questionnaire, the results of which were as follows:

<table>
<thead>
<tr>
<th>Number of Institutions Receiving Memo Lists</th>
<th>Number of Responding Returns</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trade (vocational) schools</td>
<td>1,471</td>
</tr>
<tr>
<td>Junior colleges</td>
<td>914</td>
</tr>
<tr>
<td>Senior colleges</td>
<td>1,189</td>
</tr>
<tr>
<td>Total</td>
<td>3,574</td>
</tr>
</tbody>
</table>

Of particular interest should be the data which describe the characteristics of GIs from 48,631 returns and which describe educational plans, military status (pay grade), racial identification, and time of separation from the armed forces.

Womanpower—It's Here to Stay. "Groups of ladies plump for 'womanpower' and adopt the chic 'thing' of the age, militancy. Each group has its pet projects, but all have the long-term aim of making women a stronger factor in the labor market." These are some of the comments of Associate Editor Walter Wingo in Nation's Business, December 1969 issue, The Chamber of Commerce of the United States, as he spruces up womanpower labor statistics for the '70s.

His article, "Here Come the Girls," has depth implications for vocational planners and manpower
new industries produce new types of jobs which women can enter without feeling they are engaged in traditional male tasks. By 1975, 65 percent of American jobs are expected to be in service industries. It has been estimated that by 1985, health care, in which women predominate, will be the single largest area of employment.

- More employers will see advantages in hiring older women, whose average life expectancies exceed men's.

- Lastly, feminist groups are getting more militant in demands for "women's rights," and don't plan to shut up.

Editor Wingo concludes the women's problem report and interesting anecdotes with some evidence that the United States is still "Uncle (not Aunt) Sam" in view of the federal government's treatment of women employees as "undistinguished." Other resources, typical of the whispering boy status these days, blame schools for perpetuating the concept of female inferiority and women teachers in particular for transmitting to their girl pupils their own concepts of female inferiority.

Obviously, our knowledge and planning of vocational education for manpower cannot disregard womanpower and all of its implications.

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**STUDIES REPORTED IN THIS ISSUE**

**Topic One: Manpower Development**

"Manpower Information for Vocational Education Planning: Final Report." Robert C. Young, ed. The Center for Vocational and Technical Education, The Ohio State University, Columbus, Ohio. November 1969. 170 pages. (ERIC # ED 035 716. HC: $3.85; MF: 75¢. Also available from The Center for Vocational and Technical Education, The Ohio State University, 1900 Kenny Rd., Columbus, Ohio 43210. Price: $3.50.)


**Topic Two: Training the Disadvantaged**


**Topic Three: Training Disadvantaged Youth**


"Optimizing the Benefits of Neighborhood Youth Corps Projects for Rural Youth, Phase II. A Follow-Up Study of 1144 Young Adults—Final Report." Cuy H. Miles, et al. North Star Research and Development Institute, Minneapolis, Minn. 349 pages. (CFSTI # PB 185 881.)
ADDITIONAL STUDIES

Topic One: Manpower Development


"Employment Problems of Released Prisoners." George A. Pownall, University of Maryland, College Park. 1969. 319 pages. (CFSTI # PB 183 543.)

"Economic Benefits and Costs of Retraining Courses in Michigan." Einar Hardin and Michael Borus, School of Labor and Industrial Relations, College of Social Science, Michigan State University, East Lansing, December 1969. 428 pages. (CFSTI # PB 189 116.)


"Essays on New Careers: Social Implications for Adult Educators." Frank Riessman, et al. Syracuse University, Syracuse, N.Y. July 1970. 82 pages. (Copies of this publication may be ordered from Syracuse University Press, Box 8, University Station, Syracuse, N.Y. 13210. Price: $2.50.)

Topic Two: Training of the Disadvantaged

"Opportunity for the Disadvantaged: A Successful Program for Clerical Training in Newark." Lynne Stoessel. Training and Development Journal. April 1970. p. 28-30. (Single copies of this issue are available at $2.00 each from Subscription Department, P.O. Box 5307, Madison, Wis. 53705.)


"Employment Problems of Released Prisoners." George A. Pownall, University of Maryland, College Park. 1969. 319 pages. (CFSTI # PB 183 543.)


Topic Three: Training Disadvantaged Youth

"Prototype of a 'Second-Change' School for the 70's." James C. O'Gara and Ronald Thurston. School Shop. April 1970. p. 101-103. (Single copies of this issue available at $2.00 each from Box 623, 416 Fairmont Ave., Bethesda, Maryland 20014. Copies are priced according to the number of pages. The MF price in the listing is for microfiche; the HC price is for paper copies. Send remittance with order direct to ERIC-EDRS and specify the accession number (ED plus a 6-digit number) given in the listing.

"How to Use ERIC," a recent brochure prepared by the Office of Education, is available from the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402; the catalog number is FA 5.212: 12037-A; price: 30 cents.


MA—Manpower Administration. Single copies free upon request to U.S. Department of Labor, Manpower Administration, Associate Manpower Administrator, Washington, D.C. 20210.

OTHER SOURCES—Where indicated the publication may be obtained directly from the publisher at the listed price.

ORDERING INFORMATION

The material reported on in Research Visibility may be obtained from several sources. The source of each publication is indicated in each entry. The key to the abbreviations used there and instructions for obtaining the publications are given below:

CFSTI—Clearinghouse for Federal Scientific and Technical Information, Springfield, Virginia 22151. Copies of report, with this symbol may be purchased for $3 each (paper) or 65 cents (microfiche). Send remittance with order directly to the Clearinghouse and specify the accession number (AD or PB plus a 6-digit number) given in the listing.

ERIC—Educational Resources Information Center, ERDS, c/o NCR Co., 4936 Fairmont Ave., Bethesda, Maryland 20014. Copies are priced according to the number of pages. The MF price in the listing is for microfiche; the HC price is for paper copies. Send remittance with order directly to ERIC-EDRS and specify the accession number (ED plus a 6-digit number) given in the listing.


MA—Manpower Administration. Single copies free upon request to U.S. Department of Labor, Manpower Administration, Associate Manpower Administrator, Washington, D.C. 20210.

OTHER SOURCES—Where indicated the publication may be obtained directly from the publisher at the listed price.

Research Visibility is a research project of the American Vocational Association. The purpose is to give visibility to significant research: experimental, demonstration and pilot programs; upgrading institutes, seminars and workshops; and other leadership development activities for teachers, supervisors and administrators. The Research Visibility report synthesizes important projects which have been reviewed, selected and analyzed for their value to vocational, technical and practical arts educators, guidance personnel, and other leaders in education, manpower and related fields. A composite bibliography of significant research and development materials is included.

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George L. Brandon, professor in residence (Pennsylvania State University) is editor of Research Visibility. He is assisted in the preparation of these reports by Research Assistant Marsha Golden of the AVA headquarters staff.

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